

# New Career and Enterprise resources for 2016

New  
resources  
for 2016

## WACE Career and Enterprise and Workplace Learning programs

I am actively working towards producing specific resources for WACE Career and Enterprise courses for 2016 with CAE General 11 almost finalised and CAE General12/ATAR 11 well underway.

### Available for 2016

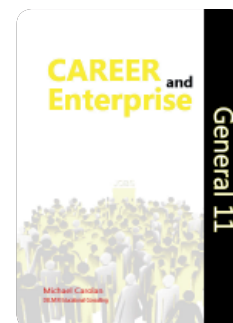
#### • Career and Enterprise: CAE - General 11

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.

Will be going to print later in November. e-version finalised late November. Interim files available.

See website for previews of the entire resource.



#### • Career and Enterprise: CAE - General 12/ATAR11

Full colour text/workbook. Approx. 320 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.

Will be going to print later in December. e-version finalised January. Interim files available.

See website for previews of Sections 1-5 (Unit 3/Unit 1).



### 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: 2015 into 2016

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

- >> Career Pathways
- >> Work Experience Journal
- >> Work Placement Journal (new in term 2, 2015)
- >> Personal Development Activity Planner: Introductory (new in term 2, 2015)
- >> Personal Development Project Planner: Advanced (new in term 2, 2015)

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

- >> Community Services Foundation (new in term 2, 2015)
- >> Community Services Intermediate (new in term 2, 2015)
- >> 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 (revised for 2016)
- >> I&E 3&4: Towards an Enterprising Australia 3ed

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

- \*\* Literacy - Intermediate 3ed Workbook/text and Activities Portfolio booklet (revised for 2016) !!!also new e-version!!!
- \*\* Literacy - Senior Workbook/text and Activities Portfolio booklet (new for 2016) !!!also new e-version!!!
- >> Numeracy - Intermediate Workbook/text and Activities Portfolio booklet (new in term 1, 2015)
- \*\* Numeracy - Senior Workbook/text and Activities Portfolio booklet (new for 2016)
- \*\* Personal Development - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- \*\* Personal Development - Senior 2ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Foundation Workbook/text and Activities Portfolio booklet
- \*\* Work Related Skills - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Senior 2ed Workbook/text and Activities Portfolio booklet

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

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

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## Order form: Current from Term 4, 2015 (Note: All prices are GST inc.)

WACE: Career and Enterprise (exp. Dec 2015)	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. (pre-order for 2016) <b>2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy - Senior (pre-order for 2016)) <b>New 2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Numeracy - Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy - Senior (pre-order for 2016) <b>New 2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS - Intermediate 3ed. <b>2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
PDS - Senior 2ed <b>2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Foundation 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Intermediate 3ed. <b>2016</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Senior 2ed. 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
<b>Totals</b>	_____	_____	_____	_____	_____	_____

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**Regional Vic and interstate 1 book = \$12 2-4 books = \$15 Contact me for larger orders.**  
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# CAREER and Enterprise

## Career and Enterprise - General 11

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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 11

## Career and Enterprise: Unit 1

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

Career and Enterprise - General 11 has been specifically developed to support you in your investigations into the world of work and to help enable you to develop into a more enterprising young worker.

In this first unit you will examine the characteristics of being enterprising, start to establish your own career pathway, identify and audit your work skills, develop your career portfolio through your IPP and EPP and investigate a range of workplace issues that are likely to impact on you as part of the workforce.

To make best use of this resource you should:

- ✓ engage in class discussion about the issues and advice that you are studying
- ✓ reflect on how the things that you are learning apply to your own career pathways choices
- ✓ apply enterprising strategies to your own career pathways development
- ✓ seek out and actively participate in workplace learning, volunteer and community placements
- ✓ build your skills-sets through training and workplace learning
- ✓ apply what you are learning in the classroom to work-related situations, as well as applying what you discover in work-related situations back to what you are learning in the classroom.

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

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Comments:

work skills

## Introduction: Work Skills

In this third section you will start to explore the types of work skills that are expected of employees in contemporary workplaces.

At this stage of Career and Enterprise you will be introduced to a wide range of intrapersonal and interpersonal work skills. The aim is for you to both reflect on, and investigate how these individual and teams-based work skills might relate to your own potential career pathway.

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

- ✓ **Entrepreneurial behaviours** by identifying suitable work skills.
- ✓ **Learning to learn** by developing appropriate work skills.
- ✓ **Career development and management** by applying your knowledge to work-related opportunities.
- ✓ **Work skills** by undertaking work placements and volunteer and community placements.
- ✓ Understanding **the nature of work** by applying your work skills to work-related situations.
- ✓ **Gaining and keeping work** by building your suite of general and specific work skills.

### 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 your work skills.
6. Undertake self-assessment at the end of this unit.



### Your IPP & EPP: Work Skills

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

- ☐ Identify and apply your work skills.
- ☐ Discuss strategies that will enhance your interpersonal effectiveness.
- ☐ Develop effective communication skills for work-related situations.
- ☐ Identify issues and strategies to deal with cultural diversity.
- ☐ Summarise key skills required to be effective in work-related situations.

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

1. Work skills

So what are your skills? Do you have all the work skills you will need to make you employable, to help you gain entry into your preferred occupation and to assist you to develop your career pathway?

You need to have general **employability skills** that you can offer to potential employers. Can you work well with others, use technology and communicate effectively? If so you will be more employable. Employees need employability skills so that they are more productive for their organisation which in turn makes them much more employable themselves.

Work skills are the end-product of your personality, abilities, attitudes, training, life experiences and your work experiences. You can build these work skills by working, education and training as well as through your personal life experiences.

**Lifelong learning** means that you will continually develop new work skills while improving on your existing skills. Further study at university, at TAFE or in vocational training such as an Australian Apprenticeship may help you with both professional and specific skills-based training. It could even be said that your participation in work experience or work placement this year is one of the first steps in developing your lifelong learning.



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work skills

Occupation skills

A

Choose an occupation you are interested in and list 4 skills that would be expected of an employee in that role.

Occupation:
i.
ii.
iii.
iv.

## 2. Intrapersonal skills

Intrapersonal skills are the types of skills that individuals need to develop so as to manage themselves effectively. If you think about being SAVI then intrapersonal skills relate to your skills (obviously!) and also to your aptitudes.

Intrapersonal skills are also one dimension of a person's emotional intelligence.

**Emotional intelligence** is a type of social intelligence that involves the ability to monitor the feelings and emotions of yourself and other people (see p.70).

Two key areas of effective intrapersonal self-management are:

- ⇒ how well you are able to identify and carry out your roles and responsibilities, and
- ⇒ how well you manage your time, including meeting deadlines.

### Roles and responsibilities

When you start out in an entry-level position you are likely to be employed according to a job or position description. Among other things, a **job description** will:

- ⇒ outline the key functions and roles expected of an employee for that position
- ⇒ communicate the key day-to-day and ongoing work tasks expected to be performed competently by an employee
- ⇒ be closely aligned to industry-specific competencies needed by an employee to function successfully in that role.

So in summary, a job description relates to:

- ✓ your work roles
- ✓ your work tasks
- ✓ your work skills.

Your responsibilities are derived from the combination of your work roles, your work tasks and your work skills. Workers are employed to carry out their day-to-day work tasks effectively, efficiently and safely. Appropriate **work-related training** and **induction** help to ensure that new workers know what to do; and also know who to ask for help if something goes wrong (and it will happen, and possibly pretty quickly).

Once an employer is satisfied that a worker is competent in their role they then expect the employee to take the initiative to manage themselves effectively so as to safely and effectively meet the responsibilities associated with their job.



**Is this you on a school day?  
If so you might need to work on your time management skills!**



**So much to do;  
but so little time!**

*Image: Jorge Enrique Villalobos  
espinosa/Hemera/Thinkstock*



## Skills Audit

B




Circle high, medium or low for what you think your current skill level is for each of the (generic) skills in the Skills Audit. Later, after your work placement(s) you should complete the final column to see whether your skills have developed.

Skills Audit	What is my current skill level now...			...and after work placement.		
1. Using a computer.	high	medium	low	high	medium	low
2. Calculating and using percentages.	high	medium	low	high	medium	low
3. Drawing and interpreting diagrams and plans.	high	medium	low	high	medium	low
4. Making/fixing things with my hands.	high	medium	low	high	medium	low
5. Using a telephone effectively.	high	medium	low	high	medium	low
6. Fixing machines and equipment.	high	medium	low	high	medium	low
7. Helping people with problems.	high	medium	low	high	medium	low
8. Following instructions.	high	medium	low	high	medium	low
9. Coming up with new ideas.	high	medium	low	high	medium	low
10. Planning and organising my time.	high	medium	low	high	medium	low
11. Calculating prices and making change.	high	medium	low	high	medium	low
12. Working with other people.	high	medium	low	high	medium	low
13. Working out timelines and rosters.	high	medium	low	high	medium	low
14. Asking appropriate questions.	high	medium	low	high	medium	low
15. Developing a résumé.	high	medium	low	high	medium	low
16. Writing a job application.	high	medium	low	high	medium	low
17. Using the internet to find jobs.	high	medium	low	high	medium	low
18. Cold-calling about job interviews.	high	medium	low	high	medium	low
19. Recording people's information details.	high	medium	low	high	medium	low
20. Preparing a budget.	high	medium	low	high	medium	low
21. Planning my career pathway.	high	medium	low	high	medium	low
22. Identifying future job prospects.	high	medium	low	high	medium	low
23. Finding out about courses I need to do.	high	medium	low	high	medium	low
24. Preparing for a job interview.	high	medium	low	high	medium	low
25. Being punctual and keeping appointments.	high	medium	low	high	medium	low
26. Using the internet and email professionally.	high	medium	low	high	medium	low
27. Using tools and equipment safely.	high	medium	low	high	medium	low
28. Understanding another language.	high	medium	low	high	medium	low
29. Calculating percentages.	high	medium	low	high	medium	low
30. Using office equipment and technology.	high	medium	low	high	medium	low
31. Giving directions and instructions.	high	medium	low	high	medium	low
32. Filling out application and other forms.	high	medium	low	high	medium	low
33. Driving a motor vehicle.	high	medium	low	high	medium	low
34. Following first-aid procedures.	high	medium	low	high	medium	low
35. Solving customer/client problems.	high	medium	low	high	medium	low
36. Helping people to understand new things.	high	medium	low	high	medium	low
37. Giving a presentation to students and/or adults.	high	medium	low	high	medium	low
38. Greeting customers and clients.	high	medium	low	high	medium	low
39. Analysing financial information.	high	medium	low	high	medium	low
40. Working flexible hours and shifts.	high	medium	low	high	medium	low

work skills

## C Work skills in action

1. Identify key roles, tasks and work skills that would be required for a supermarket checkout operator. Examples are given for its main role, 'Process customer sales transactions'. You need to complete the table for 2 more day-to-day roles for this job. (Tip: Notice how the work skills are all expressed as 'ings'?)
2. Do the same thing for 3 job roles associated with an occupation of your choice.   
(Tip: My Future or the Job Guide might help.)

Occupation: Supermarket checkout operator		
Roles	Tasks	Work skills
1. <i>Process customer sales transactions.</i>	<ul style="list-style-type: none"> <li>- Scan items.</li> <li>- Communicate sales totals.</li> <li>- Pack bags safely.</li> <li>- Give proper change.</li> </ul>	<ul style="list-style-type: none"> <li>- Using electronic registers and scanners.</li> <li>- Processing point-of-sale transactions.</li> <li>- Selecting order of goods for scanning and safe packing.</li> <li>- Calculating notes and coins to provide accurate change.</li> </ul>
2.		
3.		

Occupation:		
Roles	Tasks	Work skills
1.		
2.		
3.		

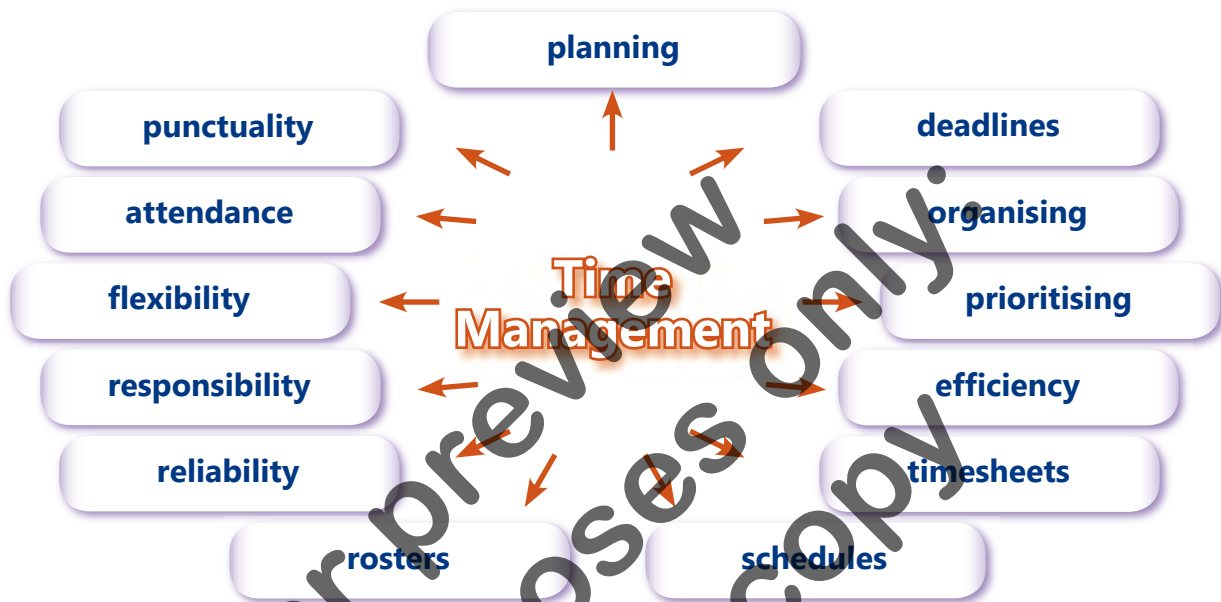
## Managing your time

Time is the only resource that each of us has equal access to. We all have 24 hours-a-day, seven days a week, 52.17 days per year (and so on). But it is how one uses their time that shows their self-management skills.

Effective time management is a skill that can be learned and developed. But you really can only get good at managing time by actually managing your time.

The world of work uses various techniques to manage time. Indeed many occupations pay employees on an hourly basis. That is, they are paid for the time they are working.

The diagram illustrates many time management issues. You will look at how to apply these to work-related situations later in this chapter.



work skills

## Me and time

D

We each have 24 hours. But what do you spend your time on?

1. Group the main types of things you do in a normal weekday into 4 main categories. (e.g sleep, school, etc.) Calculate how closely these 4 categories match the 40%, 30%, 20%, 10% time allocations as shown on the pie chart.
2. Choose an occupation and do this 40%, 30%, 20% 10% breakdown based on the most likely types of job tasks you would do as part of a normal working day.



My usual weekday involves:

40%:

30%:

20%:

10%:

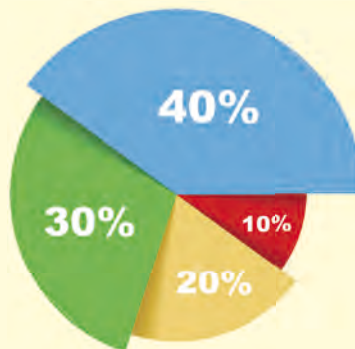


Image:  
in8finity/iStock/Thinkstock

Occupation:

40%:

30%:





20%:

10%:

## E Time management

- Consider each of these statements in relation to time management.  
How would you respond to each person?

Images:  
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<p><b>"Being early is boring, you have to wait for other people before you can do anything."</b></p> 	<p><b>"OK, ok, I'm often late for school, but when I'm working things will be different."</b></p> 
<p><b>"I don't need a diary, I keep everything in my head."</b></p> 	<p><b>"I expect my boss to tell me in which order to do my work tasks."</b></p> 

- Rank yourself on each of the following statements, (5 = VH down to 1 = VL). Then have someone else in your class rank you; and then your teacher or a referee from your CV.
- As a class discuss the reasons for similarities and differences in these rankings. Were you being truly honest about yourself?

Time management and me!	My own ranking of me	A classmates ranking of me	Teacher/referee ranking of me
1. I am always on time for school and class.			
2. I always submit school work by set deadlines.			
3. I use a diary or app to plan my time.			
4. I am rarely absent from school.			
5. I am rarely absent from work.			
6. Socially, I am always on time.			
7. I am able to juggle a number of tasks at the same time.			
8. I am able to organise tasks in the most suitable and efficient order.			
9. I can be relied on to always get things done and follow through.			
10. I find it easy to get going in the morning.			
Totals :	____ / 50	____ / 50	____ / 50



## Effective time management skills

F



1. Research and discuss the meaning of each of these time management strategies.
2. Outline key aspects of each of these time management strategies.
3. Briefly describe your current ability/performance in each of these strategies.
4. Outline ways that you can improve as part of an action plan to improve your work-related time management.

Strategy	Key aspects	My current abilities	How can I improve?
Diary or digital app or personal organiser			
Planning and goal-setting timeframes			
Managing deadlines and punctuality			
Prioritising tasks			
Delegating tasks			
Your choice			

work skills

### 3. Interpersonal skills

In workplaces of the 21st century more emphasis is being placed on employees having well-developed interpersonal skills. Interpersonal skills relate to one's ability to work effectively with other people.

It is being increasingly recognised that employees who are able to work effectively with other people are the key to enterprising workplaces. Interpersonal skills might even be more important to an employee than industry-specific skills and technical skills.

The way we act and relate to other people forms the basis of our interpersonal skills. It is important that you can recognise your own interpersonal strengths and weaknesses. This will help shape your **emotional intelligence**.

Some of you may have already experienced a boss or some other person in a position of authority who is well-skilled in their position but has poor interpersonal or people skills. These ineffective leaders can be said to lack emotional intelligence.

For you to develop as a well-rounded individual you must have the **people-skills** to match and support your technical skills and qualifications.



**It's important to develop interpersonal skills as well as technical skills in the workplace.**

#### Emotional intelligence

Skills include:

- ⇒ empathy
- ⇒ self-awareness
- ⇒ self-confidence
- ⇒ self-control
- ⇒ teamwork
- ⇒ communication
- ⇒ flexibility
- ⇒ adaptability
- ⇒ trustworthiness
- ⇒ conscientiousness
- ⇒ conflict management
- ⇒ initiative
- ⇒ intuition

#### G Interpersonal skills



Describe 3 examples that demonstrate your interpersonal skills in school, social or work settings.

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## 4. Workplace teams

All workplaces consist of teams of people working together. Being able to work effectively as part of a team is a fundamental employability skill.

Everyone must co-exist in the workplace, no matter the work environment or the organisation. This includes large organisations employing tens of thousands of people, all the way through to small organisations, or even micro businesses with fewer than five people. Even a sole-trader (someone who works on their own) has to interact with customers, clients, suppliers, contractors and other professionals.



### Your role in a team

One of the most important factors that employers look for when employing someone is their ability to work with other people. As you know, work environments are team environments. So what strengths do you have that you can contribute to create a positive team environment?

And while we're at it, what are your weaknesses? What are the areas you need to build and develop to make you a more effective team member and therefore more employable? Are you avoiding things because they're too hard or just too hard for you? An honest assessment of your strengths, as well as the areas in which you need to improve, will help you understand your potential to contribute to a team.

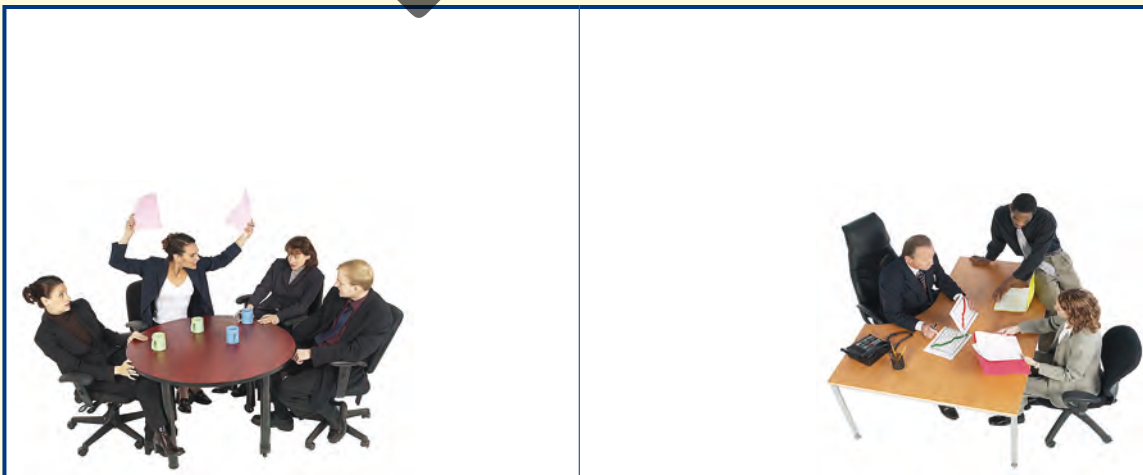
### Synergy

Have you heard the saying, "The sum of the whole is greater than the sum of the parts"? We call this 'synergy'. Effective teams are based on team members having a range of skills. This means that individual weaknesses can be avoided. Working as a team creates synergy because people are selected to work together based on their complementary strengths and weaknesses and not on their friendships.

### Team issues

H

What do you think is going on in each of these images of workplace teams? Why so?



## 5. Team skills

When you enter the workforce in an entry-level position, in casual or part-time work, or in a work placement or volunteer roles you will need to both apply and develop effective team skills. Three key skills that drive team success are:

- i. **collaboration**
- ii. **communication**
- iii. **negotiation.**



Image: Ryan McVay/  
Digital Vision/Thinkstock

### i. Collaboration

All work tasks require employees to work with one another. Even tasks you do independently are part of a network of interconnected activities. Some key collaborative tips for success are:

- ⇒ you are working together as part of a team to achieve a shared objective
- ⇒ you can ask for help, support and feedback from other team members
- ⇒ you should treat one other professionally and respectfully
- ⇒ teams create synergy by combining members who have complementary strengths and weaknesses
- ⇒ communication and negotiation are vital to collaborative success.

### ii. Communication

Communication is the key to workplace success. Employees are required to communicate both formally and informally using a variety of methods. Some key communication tips for success are:

- ⇒ everyone in the work setting must be aware of their roles and responsibilities
- ⇒ if you're not sure about something, ask
- ⇒ just because you have communicated a message it doesn't mean that it has been 'received' nor understood
- ⇒ appropriate communication forms and methods will change depending on the task, the work environment and other factors
- ⇒ poor communication alienates people (staff and customers)!

### iii. Negotiation

Workers may have to negotiate with others on issues such as deadlines, roles and responsibilities and other matters. The aim of effective negotiation is to create a win:win situation (and not a win:lose)! Some key negotiation tips for success are:





- ⇒ negotiation relies on effective communication
- ⇒ a win:win outcome usually requires parties to compromise so as to achieve a better overall result
- ⇒ effective negotiation is not a power game; and not everything needs to be negotiated
- ⇒ the language of negotiation relies on asking (questions), and not making demands (directives)
- ⇒ negotiated outcomes can help empower employee decision-making.



Effective team skills

I

- 1. Consider each of these work-related statements and briefly outline if they are primarily examples of collaboration, communication or negotiation (or even 2 or 3 of these)!
- 2. Can you anticipate any problems? Discuss in groups and then report to the class.

<p>"From now on bonuses will be paid based on the performance of your work team."</p> 	<p>"All staff will now be required to spend one day a month on an innovation project of their choice. email me to discuss."</p> 
<p>"The rosters will now be hosted on poogle docs. It's your responsibility to check this."</p> 	<p>"All workers will now be allocated into project teams with a designated team leader for each project."</p> 

Images from: VLADGRIN/iStock/Thinkstock

- 3. Consider these work-related scenarios. For each one briefly explain how the skills of collaboration, communication and negotiation could help achieve a better outcome.

Scenario	Collaboration	Communication	Negotiation
Mindeh and Syndyee are employed weekdays in a funky boutique from 10am-6pm. They both want their break from 12.30-1.15. But the shop has to be staffed at all times!			
Staff arrive at work to an email from their boss saying that from now on he will handle all WHS issues directly.			
An app design team is struggling to meet their deadline for a client. They want Jakup to help them because he is the best at this work, but he is working on a different project.			

work skills

## J Workplace teams



Choose an occupation in an industry you are interested in.

1. Describe 4 teams-based tasks you would be expected to complete on a regular basis.

<b>Occupation:</b>	
i.	ii.
iii.	iv.

2. Based on your experiences or knowledge of this occupation, outline 2 examples of how collaboration and/or communication and/or negotiation are used to improve how work tasks are completed.

i.
ii.

3. Find or create an image or graphic that illustrates effective team skills in this (or another (occupation)). Briefly describe what is going on in the image.

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## 6. Workplace communication

### Communication methods

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. One of the first areas to consider is the use of both formal and informal methods of communication. Some work-related situations require you to have skills related to formal communication; whereas others may only need informal communication skills.



Image: Alex Slobodkin/  
iStock/Thinkstock

### Formal communication

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. You can build your skills in formal communication through:

- ✓ practical workplace experience
- ✓ on-the-job training by supervisors and managers
- ✓ off-the-job training such as vocational TAFE courses.

#### Formal communication methods

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

### Informal communication

Informal communication refers to the ways that people might 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 closed 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.

#### Informal communication methods

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

## K Effective communication skills

1. For these scenarios identify if each is an example of formal or informal communication.
2. Explain whether they show, or don't show, an appropriate method of communication. If not, suggest an alternative method.

1. You tell your supervisor that there is a problem with the guard on the folding machine and you want to report it. He says to write it on a post-it-note and he'll take it to the safety rep.	2. You have responsibility for organising a new marketing campaign. You contact an advertising firm and they prepare a brief outlining their campaign for you to take to management.
3. Your boss texts all staff telling them that soon there will need to be cutbacks among the casual workers.	4. Your supervisor asks you to take photos to be included in a manual that outlines the correct procedure to be followed when dealing with product orders for shipping.

3. List when formal or informal communication might be suitable in a work-related situation.

Formal communication might be suitable when...	Informal communication might be suitable when...

## 7. Communication methods

### Face-to-face

In workplaces the most common form of communication is face-to-face. This involves one party communicating directly with another party they can see. Face-to-face communication may also involve groups of people communicating with one another.

Face-to-face communication is effective because people are able to pick-up on a whole range of non-verbal visual cues (body language) that form a huge part of human communication. Face-to-face communicators can also directly hear and interpret tone, which adds context to the message.

Face-to-face communication is a hallmark of service-based industries such as retail trade, healthcare, education, community services, personal services and many more.



As a worker you might use face-to-face communication with colleagues, supervisors, customers, clients, suppliers and other stakeholders. Face-to-face messages are often direct, although they can be both formal and informal. However, modern workplaces are evolving and many employees now work in isolation from the parties they are communicating with. Think of call-centre employees, online retailers and professionals and consultants working from home. In response, technologies such as Skype have developed to enable face-to-face communication to happen remotely.

## Phone

Usually the best way to contact people in work-related situations (other than face-to-face) is by using the telephone. You'd think that with nearly everyone having a phone in their pocket then they would be easy to get in touch with? Not likely! But when you do speak to someone keep these tips in mind.

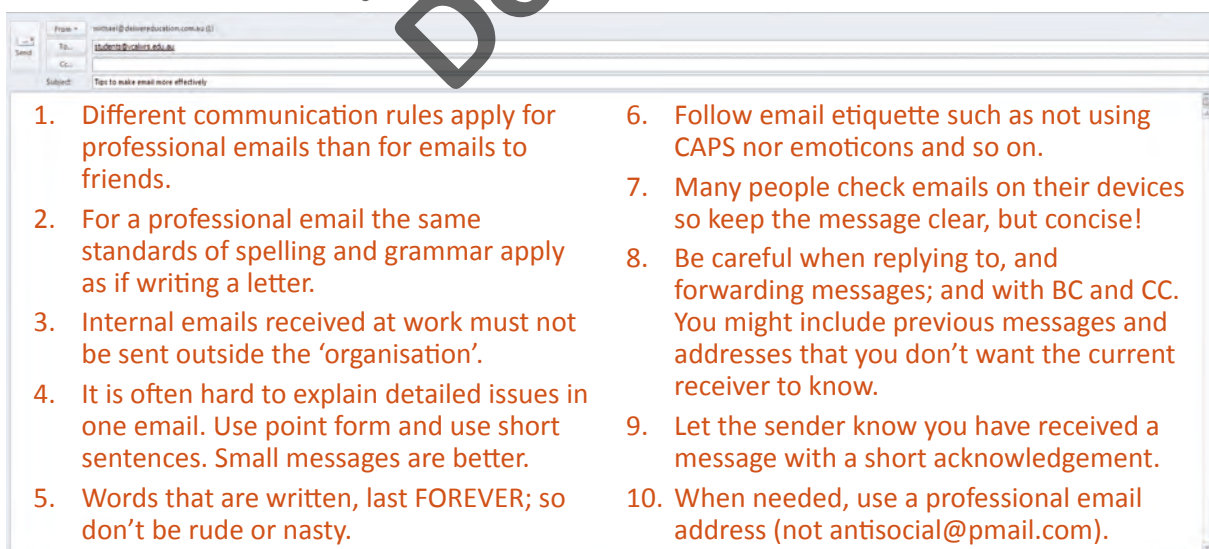
- ✓ Introduce yourself and where you're from (your organisation).
- ✓ Explain why you are calling; and ask if the person can speak at the moment.
- ✓ Write down any important information. It's almost impossible to make a digital note while actually on the phone.
- ✓ Consider background noise, use of speaker and plan your time of calling.

And what about SMS for work-related situations? Keep it semi-formal, short and preferably for messages asking simple questions about meeting times, location, confirmations, etc.. And no emoticons! ☹

## email

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

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



## L Effective phone skills



Whether you make a cold-call or are following a lead from someone within your network you will be judged on your telephone manner. This activity will help you get it right.

1. Complete the following scripts to help you in your career pathway planning.
2. Practise these scripts in pairs before you make your call. You could organise to ring your teacher and have them rate your performance.
3. Use this guide to leave a message. Have someone take down the message to test you.

### For Work Experience/Work Placement (You can tick these off as you go along)

- ☐ 1. Good ....., my name is ..... from .....
- ☐ 2. I am a Year ..... student and was wondering if I could speak with somebody about the possibility of doing work ..... with your organisation.
- ☐ 3. Who would be the best person for me to talk to about this? .....  
(If transferred through to someone else you'll need to repeat yourself.)
- ☐ 4. Good ....., my name is ..... from .....
- ☐ 5. I am a Year ..... student and was wondering if I could speak with somebody about the possibility of doing work ..... with your organisation.
- ☐ 6. I'm trying to organise work ..... as part my subject .....
- ☐ 7. I am looking for a placement of ..... week (s) (or ..... days).
- ☐ 8. The placement will occur .....
- ☐ 9. Would there be a possibility of a placement with your organisation?  
(If no, thank them for their time. If yes then you need to make a firm appointment time.)
- ☐ 10a. Would I be able to organise an appointment to meet with you (or the relevant person) about doing work ..... with your organisation?  
(This is essential as you will have to get official forms signed).

Often the person you need to speak with will not be available. By being really clear and polite with the receptionist or person answering the phone you can maximise your chances of getting what you want. e.g. "I'mmm sorry, the manager Bugulugs Mc Gregor isn't available at the moment."

You should reply:

- ☐ 10b. When would be the best time for me to call back? or
- ☐ 10c. Can I leave a message to have them call me back? or
- ☐ 10d. Would it be possible for you to leave the details of my request for them?

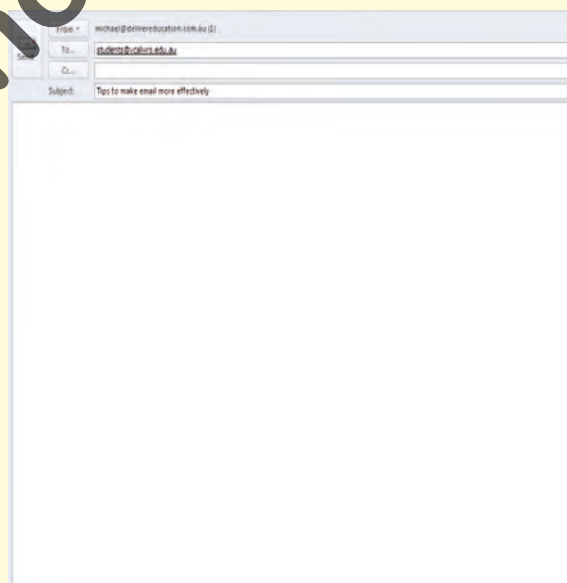
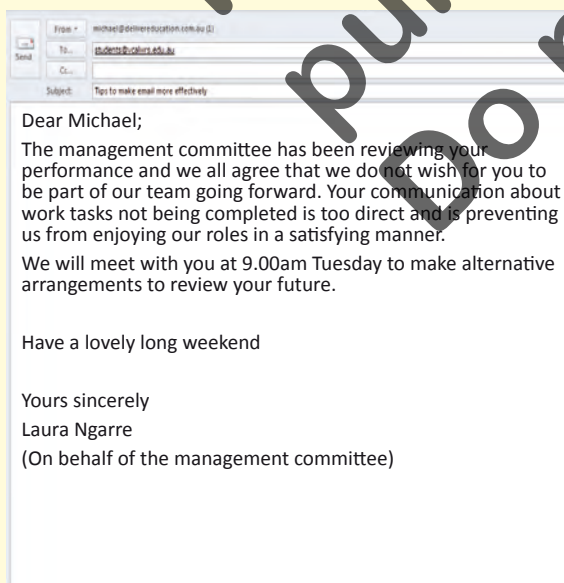
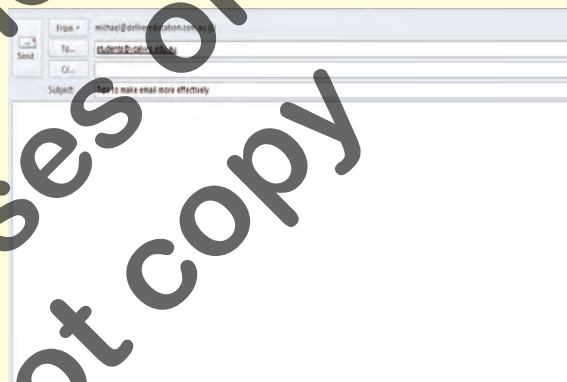
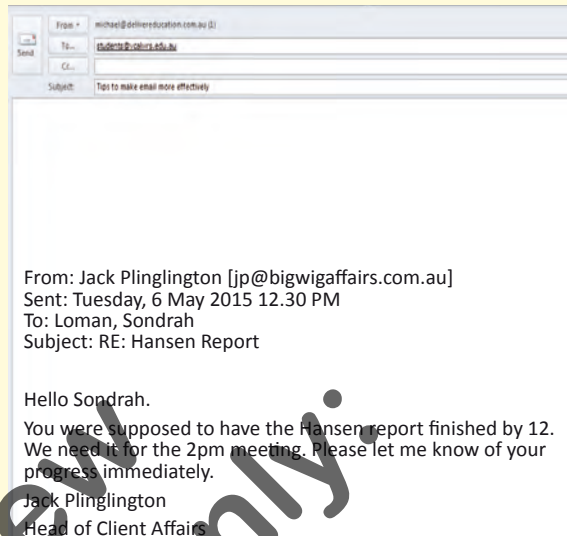
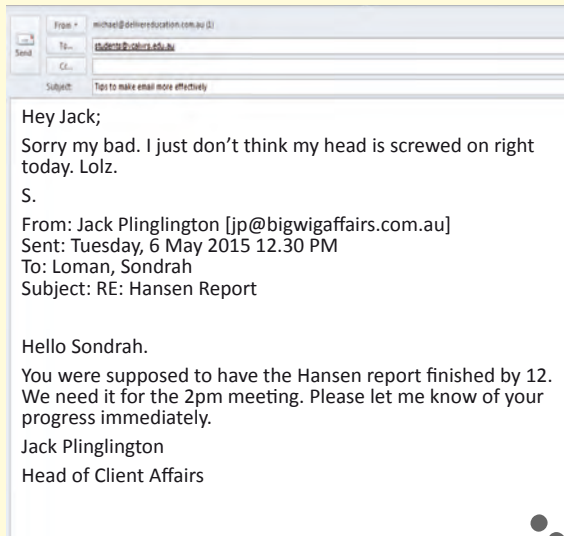
### Important tips:

- ☐ If you leave a mobile number for contact and are expecting a call you will need to adjust your way of answering to a more professional manner.
- ☐ If you leave a message and they haven't got back to you within a business day, call again but at a different time of the day. If you again fail to get the person that you're after, then make sure that you say that you called previously. If unsuccessful again you could ask to send an email or fax (not a text unless asked to!) If they don't get back to you, it's nothing personal, it's just a busy world. After 3 unsuccessful attempts you should be considering other options, so try someone else - it will probably work out better anyway.
- ☐ If you are expecting a call-back during class time inform your teacher so that you don't get into trouble for using your phone.
- ☐ In many cases your teacher will need to contact these potential employers. You can offer to have your teacher call if they are unsure about any details.
- ☐ When leaving a recorded message, speak slowly, say your name, where you're from, when you called, briefly give your message, spell your n-a-m-e and pause between each pair of nu-mb-er-s. Repeat your name and number again slowly at the end giving your availability and contact time(s).



1. Consider each of these email scenarios.

- Identify the email 'rule' or 'rules' they are breaking.
- Rewrite the message in a more appropriate way for professional communication.



2. Do you use email much? Why so/not? Why do you think email is still so widely used in work-related situations? Discuss this as a class.

## 8. Workplace diversity

We live in a culturally diverse society and that diversity is reflected, and sometimes even magnified in work-related situations. It is vital that you have well-developed work skills to both recognise and deal with cultural diversity.

You might find that clients, customers, supervisors, colleagues, suppliers, contractors and other workplace **stakeholders** come from varied and diverse backgrounds. In response to this you need to develop your cross-cultural skills. In addition, Australian enterprises are key participants in the **global commercial world**. This exposes employees to a new and challenging array of cultural diversity. Some key elements of **cultural diversity** are shown below.

**"And what's wrong with diversity?"**



### Australian diversity (2011)

- ⇒ The median age was 37 years.
- ⇒ The median age for recent arrivals was 27 years.
- ⇒ 14% of the population aged 65+.
- ⇒ 5.3 million first generation Australians (27%), 4.1 million second generation Australians (20%), 10.6 million third-plus generation Australians (53%).
- ⇒ 2.5% of the population is indigenous.
- ⇒ Top 5 origin countries for overseas-born population, UK, NZ, China, India and Italy.
- ⇒ In 2014, 64% lived in major cities, 36% lived in regional and remote areas.

Source: [www.abs.gov.au](http://www.abs.gov.au), 2701.0

### Western Australian diversity (2011)

- ⇒ The median age was 36.3 years.
- ⇒ 12.3% of the population aged 65+.
- ⇒ (Note: Living in capital cities such as Perth but not directly comparable to Australian figures opposite) 82% of first generation Australians, 77% of second generation Australians, 56% of third-plus generation Australians.
- ⇒ 3.1% of the population is indigenous.
- ⇒ Top 5 origin countries for overseas-born population in Perth: UK, NZ, South Africa, India and Malaysia.
- ⇒ In 2014, 79% lived in greater Perth, 21% in regional and remote areas.

Source: [www.abs.gov.au](http://www.abs.gov.au), 2701.0



## 9. Cross-cultural skills

As an enterprising worker you should be able to deal with diverse people from varied ages, background and cultures. Western Australia is a diverse state and also deals extensively with global commercial participants. You might find yourself in a work-related situation such as those outlined below. What would you do?

### Cross-cultural skills: Be enterprising

Cultural differences are not always apparent on the surface. But 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.

So at work try to use appropriate language, tone and volume for your 'audience'. Avoid slang and 'buzzwords'. If in doubt, ask.

Be aware of people's backgrounds, but don't stereotype people. However, when dealing with diverse people consider how their country of origin, ethnicity, religion, age, gender, background, etc. might impact on their needs.

Naming conventions might vary, as too might greetings and salutations, physical considerations such as touching, handshakes and gaze. Also consider appropriate dress, adornment and piercings, body language, posture, proximity and other physical elements.

Some examples of cross-cultural misunderstandings might be when:

- ✓ a new employee from interstate is not aware of local indigenous languages, history and customs
- ✓ a café owner texts staff expecting them to be available to work on Good Friday and Easter Sunday
- ✓ a worker is asked to write a formal email to a Chinese supplier but is not sure if the person is male or female; nor the correct order in which to write his/her names.

You can improve your cross-cultural skills by developing an understanding of varied cultural values, and also by learning basic level greetings and instructions in other languages.

### Cross-cultural skills

Remember those 5 enterprising behaviours? They can help you develop your cross-cultural skills.

- ⇒ Initiative: Take the lead; if needed, ask questions to clarify.
- ⇒ Adaptability: Be aware of cultural differences and how to assist.
- ⇒ Problem-solving: Anticipate and help solve problems that arise.
- ⇒ Communication: Be respectful and mindful of differences.
- ⇒ Managing and leading: Make yourself into a culturally aware person and worker.

Image: Amanda Rhode/  
iStock/Thinkstock



## 10. Workplace effectiveness

There are also many other skills that you need to develop in order build your workplace effectiveness. However, it would take months to explain them all here. So at this stage of your course it is important that we highlight those that are most important. Your teacher might emphasise others as well.

What you need to do is to assess the extent to which these apply in workplaces and work-related situations with which you are familiar. Then you can go about developing an action plan to improve your workplace effectiveness.

### Professional attitude

- ⇒ Attitude is the most important determinant of workplace success.
- ⇒ Employers look for a positive enthusiastic attitude in potential employees and seek out those who will fit in with their corporate culture.
- ⇒ You can develop a professional attitude by the way your work, your communication style, your dress and your enthusiasm.

### Negotiating

- ⇒ Effective workers need to negotiate on work roles, timelines, sales, contracts, with clients and more.
- ⇒ Negotiation involves creating a win: win outcome for all parties involved.
- ⇒ Improve your negotiation effectiveness by communicating clearly, compromising on things that don't really matter and working collaboratively to improve outcomes for all stakeholders.

### Using ICT for workplace data

- ⇒ Increasingly, data drives most work-related activities. Data recording, transfer and storage is driven by complex ICT systems and networks.
- ⇒ Effective workers need to manage data in a secure, timely and productive manner.
- ⇒ Manage ICT data by respecting privacy and client confidentiality, by using safe storage mechanisms and communicating data sensibly.

### Managing workload

- ⇒ Work/life balance is a key determinant in developing a satisfying and rewarding career.
- ⇒ It's hard to manage personal, social and professional responsibilities, but workers who can do so, are more effective and enterprising employees.
- ⇒ Help manage your workload by communicating with your employer and negotiating shifts and work roles.

### Decision-making: The PMI process

- ⇒ The PMI decision-making model takes a '*pros* and *cons*' approach to decision-making.
- ⇒ Use PMI by identifying a decision and then use a 3-column table to list the *pros* for it; the *cons* against it, and other aspects of the decisions that are *interesting*.
- ⇒ You assign point scores to each *pro*, *con* and *interesting* aspect (usually between 1-5).
- ⇒ You add up all the *pros* and take away all the *cons*. *Interesting* might be either *pro* or *con* depending on your view of this interesting aspect related to the decision.
- ⇒ So essentially, PMI a way of calculating a score. A strongly favourable positive score might indicate that this is a good course of action to take. And vice versa!
- ⇒ You can find many examples of PMI online. Take a look.



## Workplace effectiveness

N



1. Interview a supervisor, manager or owner of a workplace you are familiar with. Complete the table about workplace effectiveness based on the responses they give.
2. Ask them for advice about how to become a more effective potential future employee.

Question	Interviewer's responses	What advice do they give?
What do you feel are the main things that make an employee effective generally?		
What do you feel are the main things that make an employee effective for this job/work setting specifically?		
What do you look for in a potential employee's attitude?		
Other:		
Other:		

work skills

## Summary: Work Skills

Employees need a suite of skills so that they are more productive and more employable. You can build **work skills** by working, education and training as well as your personal experiences. **Lifelong learning** means that you will continually develop new work skills while improving on your existing skills.

**Intrapersonal skills** are the types of skills that individuals need to develop to manage themselves effectively. Effective **intrapersonal self-management** includes how well you are able to identify and carry out your roles and responsibilities and how well you manage your time, including meeting deadlines. Effective **time management** can be learned and developed. You get better at managing time by actually managing your time.

A **job description** relates to your work roles, work tasks and work skills. Your responsibilities are derived from the combination of these. At all times, workers must carry out their day-to-day work tasks effectively, efficiently and safely.

You must have the **interpersonal** or (people-skills) to match and support your technical skills and qualifications. All workplaces consist of people working together therefore employers look for applicants who can work with other people. **Synergy** creates effective teams when team members have a range of skills. This means that individual weaknesses can be avoided. Three key skills that drive team success are: **collaboration**, **communication** and **negotiation**.

When communicating, choose the most appropriate **formal** and **informal** methods of communication to target your message and information to your intended audience. Some work-related situations require you to have skills related to formal

communication whereas other may only need informal communication skills.

The most common form of workplace communication is **face-to-face**.

This involves one party or group communicating directly with another party or group they can see. Face-to-face communication is effective because people are able to pick-up on non-verbal visual cues. Another way to communicate in work-related situations is by using the **telephone**, and to some extent SMS. **email** remains the backbone of e-communication in business and professional communication and emails also provide an electronic record of communication.

Clients, customers, supervisors, suppliers colleagues, contractors as well as other **workplace stakeholders** come from varied and **diverse backgrounds**. So therefore you need to develop your **cross-cultural skills**. Because Australian enterprises are key participants in a global world you need to be able to deal with diverse people from varied ages, background and cultures. Diversity can lead to **communication issues** related to language proficiency, cultural values and other issues. So try to use appropriate language, tone and volume for your 'audience' while at work.

There are also many other skills that you need to develop in order build your workplace effectiveness. These can include having a **professional attitude**, **managing workload negotiating**, using **ICT** for workplace data and **decision-making**. With all work skills assess the extent to which these apply in workplaces and work-related situations with which you are familiar. Then develop an **action plan** to improve your **workplace effectiveness**.

## Glossary: Work Skills



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

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

[illegible]



## AT3 Work Skills in Action

### Investigation

For this assessment task you are required to prepare a report that identifies, outlines and discusses the importance of developing work skills for a young person at this stage of career pathways development.

### Task required

Using a report format negotiated with your teacher complete each of the following tasks. For each task you must use examples related to your own career pathways development and workplace experiences.

You are required to identify, outline and discuss the importance of some or all of these skills-sets for career pathways development and/or work-related situations. It might be good to set out your responses in a table format.

- ☐ Work-related task skills.
- ☐ Work-related intrapersonal skills.
- ☐ Work-related team skills.
- ☐ Work-related communication skills.
- ☐ Work-related cross-cultural skills.
- ☐ Other work skills as directed by your teacher, such as WHS skills.

### Specific requirements for report

For each of the skills-sets you need to complete these 3 tasks.

- a. Identify and define each **skills-set**.
- b. Outline **examples** of how particular skills within these skills-sets either are **applied**, or can be applied, in **work-related situations**.
- c. Discuss the **importance** of these skills and skills-sets for **career pathways development**.

### Note:

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

Other tasks and important information

## Assessment Task 3 - Investigation Report: Work Skills in Action

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

Tasks	Re- quired	Due by	Done	Teacher
⇒ Negotiate a suitable report format.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Skills-set:</b> _____				
a Identify and define.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b Outline examples in work-related situations.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c Discuss importance for career pathway.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Skills-set:</b> _____				
a Identify and define.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b Outline examples in work-related situations.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c Discuss importance for career pathway.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Skills-set:</b> _____				
a Identify and define.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b Outline examples in work-related situations.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c Discuss importance for career pathway.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Skills-set:</b> _____				
a Identify and define.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b Outline examples in work-related situations.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c Discuss importance for career pathway.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Skills-set:</b> _____				
a Identify and define.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b Outline examples in work-related situations.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c Discuss importance for career pathway.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Skills-set:</b> _____				
a Identify and define.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b Outline examples in work-related situations.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c Discuss importance for career pathway.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Present draft to your teacher for checking.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Preparing your report</b>				
⇒ Finalise your information and incorporate feedback	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Prepare/submit final written report in suitable format.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Give presentation report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional information:

work skills

### 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: \_\_\_\_\_