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WRS Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
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I&E Units 3&4: TOWARDS AN ENTERPRISING AUSTRALIA

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4th edition

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What is on the CD accompanying this book for:

- ⇒ Updated e-version PDF of book with live web links.
- ⇒ Fully formatted write-in worksheets based on book's activities.
- ⇒ Copies of pro-formas included in this book.
- ⇒ Specially designated VCAL activities.
- ⇒ Pre-formatted revision and summary sheets and more.

Topic summary shortcuts: Key terms in **bold**

- ⇒ Use the **sub-heading** for each topic along with the key terms in **bold** to prepare summaries for each topic. See the CD for some pro-formas.
- ⇒ Make sure you have real work setting and industry examples that address each of these terms as part of each sub-heading.

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Enterprise culture

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1.01 Enterprise Culture

Enterprise culture

Australia is aiming to develop an enterprise culture among its people and its businesses in order to improve **living standards** for Australians. So just what is an enterprise culture? It's not so easy to define!

An enterprise culture can be said to be one which encourages **employee communication**, involvement in **decision-making** and **problem-solving**.

An enterprise culture might also be said to be one that encourages **initiative**, fosters **innovation** and **manages risk** appropriately.

In addition, an enterprise culture might also be one that promotes **lifelong learning** and supports **skills-development** and **training**.

Whatever the exact definition, the idea of an enterprise culture relates to the improvement of **quality** levels throughout Australia. This improvement might occur differently in diverse **work settings** in varied industries.



"Enterprising as... we are ready and raring to go!"

Image: George Doyle/
Stockbyte/Thinkstock

Create opportunities from pressures

An enterprise culture is one in which people see a **pressure** as an **opportunity** to improve rather than just as a **pressure** to survive. Any pressure can be turned into an opportunity provided adequate **training**, **resources** and **skills** are used.

Think of your desire to succeed in your VCE or VCAL. Sure this can be seen as a pressure, but if you succeed you actually have the opportunity to set up your life. If you manage this pressure you will be well on the way to improving your own lifestyle for the future. You are helping to create an enterprise culture by setting and achieving **benchmarks**.

Characteristics of an Enterprise Culture



Australian industry also needs to set benchmarks to achieve so that it can develop more of an enterprise culture.

World's best practice

World's best practice simply means producing goods and services that match or exceed global quality and **productivity** benchmarks. This often involves employees, managers, owners and customers working together to improve outcomes.

The pursuit of an enterprise culture can see all **stakeholders** benefit from an improved **standard of living** by gaining lifestyle benefits.

Domestically, within Australia, an enterprise culture should help industry growth, resulting in greater employment opportunities and higher income levels. Workers might experience more rewarding employment experience and **job satisfaction**, a decrease in unemployment rates and a more united workplace.



Industries such as Wholesale Trade need to match international productivity standards.

@twick/tweet?

As part of an enterprise culture stakeholders turn pressures into opportunities and teams of employees actively solve-problems. #I&E34

7:33 PM Feb 2nd via fortune cookie from Deming.

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Enterprise culture A

1. Use some of the terms listed opposite and others on these pages to develop your own concise but accurate definition of enterprise culture. (Keep it below 25 words and/or 140 characters!)

2. What skills do you think would be expected of employees as part of an enterprise culture?
3. What can you do to become more enterprising?
4. Develop a list of activities you would expect to see in a work setting that is demonstrating an enterprise culture.

Achievement of world's best practice is also likely to lead to greater **international competitiveness**, increased export revenue and decreased reliance on imports.

Work-Related skills

One of the ways to help in the achievement of an **enterprise culture** is the development of work-related skills in people in different work and community settings.

For the purposes of Industry and Enterprise, the term work-related skills refers to a sub-set of:

- ⇒ six **enterprise capabilities**,
- ⇒ ten skills areas from the **Core Skills For Work** Development Framework
- ⇒ eight **employability skills**.

As part of this unit you are expected to develop your own work-related skills in both classroom and work-related settings as part of your structured workplace learning.

1. Enterprise capabilities

These six sets of enterprise capabilities include a number of inter-related enterprising skills and behaviours. You need to remember that these six sets are not exhaustive. By their very nature each of these six sets of enterprise capabilities can keep developing and evolving.

1. Work-Related Skills: Enterprise Capabilities

Adaptability

Includes but is not limited to:

- ⇒ being flexible
- ⇒ learning new skills
- ⇒ developing industry-specific competencies
- ⇒ embracing change
- ⇒ accepting challenges

and working with others.

Learning and developing skills and knowledge

Includes but is not limited to:

- ⇒ learning and acquiring new skills
- ⇒ developing new skills
- ⇒ learning, acquiring and developing skills on-the-job
- ⇒ learning, acquiring and developing skills off-the-job
- ⇒ building a professional and/or technical vocabulary

and working with others.

Managing and leading autonomously

Includes but is not limited to:

- ⇒ identifying opportunities
- ⇒ creating ideas
- ⇒ showing initiative
- ⇒ using new technologies
- ⇒ asking questions
- ⇒ seeking feedback
- ⇒ accepting responsibility

and working with others.

Managing and leading

Includes but is not limited to:

- ⇒ taking charge
- ⇒ managing oneself
- ⇒ managing others
- ⇒ planning and organising
- ⇒ managing risk
- ⇒ using resources effectively
- ⇒ working sustainably
- ⇒ reviewing performance
- ⇒ being socially responsible

and working with others.

Connecting and working with others

Includes but is not limited to:

- ⇒ understanding others
- ⇒ building rapport
- ⇒ understanding own personal goals values, expectations and emotions
- ⇒ accommodating others personal goals, values, expectations and emotions
- ⇒ developing effective communication skills
- ⇒ recognising and utilising diverse perspectives.

Problem-solving

Includes but is not limited to:

- ⇒ analysing issues
- ⇒ making decisions
- ⇒ dealing with change
- ⇒ resolving conflict

and working with others.

2. Core skills for work

The Core Skills For Work Development Framework developed a newer set of skills that is being used instead of employability skills in many industry, workplace, training and learning situations cases.

As you can see these 10 core skills encompass many of those found in the list of enterprising capabilities and employability skills. And as such, these may also be relevant as part of your investigation into work-related skills.

2. Work-Related Skills: Core Skills For Work

Core Skills For Work

Cluster 1 - Navigate the world of work

- a. Manage career and work life
- b. Work with roles, rights and protocols

Core Skills For Work

Cluster 2 - Interact with others

- a. Communicate for work
- b. Connect and work with others
- c. Recognise and utilise diverse

Core Skills For Work

Cluster 3 - Get the work done

- a. Plan and organise
- b. Make decisions
- c. Identify and solve problems
- d. Create and innovate
- e. Work in a digital world

3. Work-Related Skills: Employability Skills

Employability skills

- ⇒ communication
- ⇒ teamwork
- ⇒ problem-solving
- ⇒ planning and organising
- ⇒ self-awareness
- ⇒ learning
- ⇒ technological
- ⇒ initiative and enterprise skills.

Employability skills

Back in 2002, the Employability Skills For The Future project, identified a set of eight employability skills (in four skills-sets). These are required not only to gain employment, but also to progress within an enterprise so as to achieve one's full potential.

Employees are expected to develop these eight employability skills as part of lifelong learning and to help contribute to an enterprise's strategic direction.

Work-related skills crossover B

You can see that there is a lot of crossover between the 6 Enterprise Capabilities, 8 Employability Skills and also the newer 10 Core Skills For Work as part of work-related skills.

Draw up a table based on the 6 Enterprise Capabilities. Match related Employability Skills and Core Skills For Work to the appropriate enterprise capability. (Note: These may match more than 1).

Describe brief work-related examples that describe how an Employability Skill and/or a Core Skill For Work could then be demonstrated as an enterprising behaviour as part of Enterprise Capabilities.

e.g. EC: Problem-solving; ES: Problem-solving; CSFW: Identify and solve problems.

CSFW example: Identify a potential safety hazard, communicate this to the safety rep, and then help to proactively develop a risk assessment program to control the hazard.

1.05 Enterprise Culture

Also, many of the specific enterprising skills and behaviours on these lists will naturally crossover into one or more of the other sets of enterprising capabilities.

Benefits of an enterprise culture

It is vitally importunate that work-related stakeholders behave in a more enterprising manner. If Australian industries and work settings are able to develop more of an **enterprise culture** that encourages and supports enterprising behaviour then there should be significant benefits.

An enterprise culture that has decision-makers acting **proactively** rather than reactively should be more able to find resources and opportunities. This enterprise culture will help unite stakeholders so as to better achieve **quality outcomes** and will help to boost **job satisfaction** and **employee motivation**.

This should result in a more enjoyable life for most people as well as a higher **standard of living** within Australia.

An enterprise culture is about...

- ☺ Being adaptable and flexible.
- ☺ Searching for opportunities instead of focusing on pressures.
- ☺ Being proactive rather than reactive; recognising positives rather than negatives.
- ☺ Meeting challenges by planning for change.
- ☺ Welcoming diversity.
- ☺ Enhancing quality in outcomes.
- ☺ Working successfully with others.
- ☺ Acting in a socially responsible manner.
- ☺ Meeting challenges by solving-problems.
- ☺ Embracing innovation.
- ☺ Developing vision and demonstrating leadership.

Which way you go depends on whether you see challenge as pressures or opportunities?

Constraints on an enterprise culture

There are some clear constraints on the encouragement of enterprising behaviour as people drive towards achieving an enterprise culture.

Change is difficult and often those who hold **decision-making power** are resistant to change. An investment in creating an enterprise culture may also take a long time and be costly. Sometimes commercial organisations feel that short-term goals need to take precedence over longer-term visions. This is especially evident when economic times are tough and the economy as a whole, an industry or indeed even a firm, experiences a downturn. This might hinder innovation.

Also many large organisations are criticised for stifling the enterprise and innovation of their employees, while small organisations are

An enterprise culture is not about...

- ☹ Taking unnecessary risks.
- ☹ Being reactive rather than proactive.
- ☹ Being resistant to change or promoting the need for change at all times.
- ☹ Rushing headlong into decisions.
- ☹ Settling for second-best or mediocrity.
- ☹ Being unwilling to deal with feedback.
- ☹ Being critical without being constructive.
- ☹ Fear of challenges and responsibility.
- ☹ Exploiting people and groups just to make money.
- ☹ Exploiting or degrading the environment.



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Work-related skills C

1. What is the definition of work-related skills for the purposes of Industry and Enterprise?

2. How can an employee build their enterprise capabilities?
 3. Why do you think that the list of enterprise capabilities is constantly evolving?
 4. Describe how a work setting you are familiar with needs to become more enterprising.
 5. When you think of the term enterprise culture, what 5 words come to your mind?



Enterprise culture² D

Now that you have found out more by writing a full business definition of enterprise culture. Use an example from a work setting you are familiar with to illustrate this definition.

Introduction

People work in a variety of settings. All employees work in either;

- The **private sector** for profit-oriented businesses
- The **private sector** for a not-for-profit organisation or
- The **public** (government) **sector** for a government service-provider.

For example, people might be in a setting as an **owner/operator** such as with your local milk bar, a tradie, or Michael Carolan with DELIVER Educational Consulting. Others are employed in work settings within large organisations such as Wesfarmers with over 100,000 workers

People work for community and charity organisations such as The Smith Family and Anglicare and many also perform unpaid voluntary and community work for the CFA, SES in local community groups, sporting clubs and other settings.

Whichever the setting, people must be enterprising. Varied **work settings** do tend to emphasise different enterprising behaviours. And as students, trainees and employees you also need to be enterprising so as to enter occupations and industries and to grow your careers along the way.

Size of an organisation

The size of a work setting can impact on the types of enterprising behaviours both expected and allowed of workers.

Large-scale organisations, whether part of the private sector or public sector tend to employ people as **specialists** based on a function they will be expected to perform in that work setting. Smaller organisations often expect employees to have more **generalist** skills to complement their specialist functions for the work setting. **Micro** businesses need people to be very flexible - because in essence they might be performing every work task within that work setting.

But one constant exists in all work settings. Workers who have well-developed people (or interpersonal) skills will help contribute to an enterprise culture.

Large organisations	Medium organisations	Small organisations	Micro organisations
<ul style="list-style-type: none"> ⇒ Defined as 200+ employees. ⇒ Opportunity for advancement. ⇒ Wide mix of people, skills and politics. 	<ul style="list-style-type: none"> ⇒ Defined as 20-199 employees. ⇒ Wide mix of people and settings. ⇒ Can grow with the organisation. 	<ul style="list-style-type: none"> ⇒ Defined as 5-19 employees. ⇒ Need for flexibility and generalist skills. ⇒ Often have broad responsibility. 	<ul style="list-style-type: none"> ⇒ Defined as 1-4 employees. ⇒ Owner/operators and self-employed. ⇒ Self-reliant and very broad responsibility.



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Enterprise in commercial settings

One of the first places people look to find enterprising individuals is amongst profit-making businesses. In our society we seem to value financial success as a key hallmark of enterprise, hence the term 'entrepreneur'.

Australia has many successful business people and there seems to be a growing band of successful old, and younger, men and women. For example, as at mid-2018, Anthony Pratt (b.1960) from Visy Industries was 'crowned' as Australia's

richest person with an estimated net worth of \$12.9b. The co-founders and CEOs of Atlassian (a software development enterprise), Mike Cannon-Brookes (b.1980) and Scott Farquhar (b.1980) are worth a reputed \$5.5b.

Australia is a world leader in many industries and you could find examples of enterprising behaviour in these different settings. Businesses of all sizes and types are contributing to an enterprise culture so it is a good idea to investigate examples from both **goods-producing** and **service-producing industries** as well as from small, local and large, multinational organisations.



Being enterprising is not just about making 'money'!

Enterprise in non-commercial settings

The notion of enterprise is not confined to commercial settings. Even if people are working in 'non-commercial settings' for **not-for-profit organisations**, in welfare and community work settings, performing voluntary or unpaid work or even undergoing training they must still be enterprising.

Sometimes not-for-profit and community work settings run on a shoestring budget and require the most enterprising behaviour of all. They might have few assets and resources but still must meet the needs of diverse stakeholders. Enterprising people in the not-for-profit areas often have to make their tiny budget stretch a very long way. They often take on leadership roles within their local community and must work effectively with many different **stakeholders** to bring about positive enterprising results. Sometimes they have to find other unique or creative ways of raising funds in order to provide their service.

Being enterprising is often about doing things better, more efficiently and using and managing resources more effectively. There is a growing number of successful business people opting to simplify and **downsize** their lives by working in community organisations for far less pay. The rise of the **social entrepreneur** is astounding.

You only need to look as far as your local community to identify enterprising behaviour in **non-commercial settings**.

Enterprise activity

One of the best ways to satisfy Outcome 1 is to do an enterprise activity or project as part of your 35 hours of structured workplace learning. An enterprise activity may also satisfy VCAL outcomes for Personal Development Skills and/or Work Related Skills.

Undertaking an enterprise activity can be difficult and it's usually best if students work in teams. In the general population about 10% of people operate their own enterprises. However, we all have an opportunity to be enterprising

in our day-to-day lives to make our local community and Australia a better place as part of an enterprise culture. (See pp.20-21 for more details.)

There ain't no such thing as a free lunch

Which enterprising business, describes itself as, "...a unique not for profit community organisation," and might just have the most flawed commercial model in Australia? Which business has harried staff and suppliers struggling to make its model of community enterprise work? And which business attracts a diverse range of eager customers, many with short hands but deep pockets?

Lentil as Anything is a series of four 'pay as you feel' vegetarian restaurants. The 'original' is in St Kilda, an extremely busy outlet is in the beautiful grounds of the Abbotsford Convent arts and community precinct. Thornbury is the newest Melbourne server and they have expanded to Newton in Sydney. All Lentil as Anything's serve vegetarian food on a 'trust basis'.

According to its website, "The philosophy is simple - we invite you to pay what you think the food and the experience is worth." Lentil as Anything also invites diners to, "...donate towards a philosophy that places human rights above profit." Diners make all their 'donations' and payments into an anonymous box. "Anonymous, in our view, preserves dignity and promotes trust and feelings of social inclusion." Diners who can't pay are encouraged to volunteer.

Lentil as Anything was started in 2000 by Sri Lankan migrant and former student, Shanaka Fernando. As part of its social enterprise, Lentil As Anything employs around 100 migrant trains them in aspects of the hospitality industry and thereby provides access to an extensive Lentil family network. Fernando was the recipient of the 2007 Australia Day Local Hero award for his role in this community enterprise and his commitment to social and community enterprise has not wavered. Lentil's food-related enterprise has, at various times, included other restaurants and a school canteen. It has also run programs providing breakfasts for young migrant students. Its refugee program provides English classes in language support as well as giving legal advice and practical skills such as learning how to drive.

It seems that the energy and social conscience of Shanaka Fernando and his team are boundless. The good that must arise from this is undeniable. Lentil as Anything is trying to do social good while making a profit.

The obvious question to ask, however, is how such an enterprise can survive without government support, using a model that is not exactly a license to print money?

As described by Fernando, the Lentil As Anything model does appear to be all give and no take. Surely this must make it unsustainable in the commercial world? It would certainly be uplifting to believe that the public is capable of embracing this concept. But we already know that Lentil feeds people for free. The writer has also witnessed groups of well-heeled, middle-class people throwing a miserly \$5 into the bucket at the end of an extended multi-course meal, where they have also occupied valuable real estate for the entire evening.

How then can this enterprise make a profit or even just cover costs? And if it doesn't - who pays?

A very interesting 2009 SBS documentary suggests that this, though the long suffering staff and supporters of Lentil As Anything who carry the burden of Shanaka Fernando's vision. It was alleged that the restaurants stay open on the goodwill of friends and employees. We see the main supplier not being paid for months and attempts at fund-raising falling flat through lack of taking on more 'freeloading'. Above all, Fernando is portrayed as an idealistic but at times commercially naive innocent who is in denial of the financial ruins that he has brought upon himself and his employees (many of whom were waiting for unpaid wages).

The growing freeloading culture of patrons amazed in 2015 when it was reported that in just one evening the Abbotsford restaurant lost \$4000 and 1500 people (most of whom were said to be returning from the Rainbow Serpent festival) descended for 'free' food.

"...Cheap or even free food is great - but somebody has to pay for the staff who are cooking the bill?"

Due to the growing exploitation from 'Crusty Rainbow Wanderers' the convent outlet was forced to implement changes including patrons must wear shoes, not consume drugs or BYO alcohol at the site, and not camp or base themselves at the convent for extended periods.

Although Lentil as Anything is not for profit registered as a charity, it still receives very little funding support as a 'community organisation'. It is still feeding thousands weekly for next to nothing and is still training staff. It lives and dies based on the basic fundamentals of the business world. So can you see why this business needs to be so enterprising?

¹ www.lentilasanything.com



Enterprise in action - No free lunch A

Using this pro-forma, summarise how a subject of this case study is demonstrating enterprising behaviour.

Describe the enterprising person, group or organisation. To which industry do they belong (including ANZSIC)?

Summarise the activities and/or operations of this enterprising person, group or organisation.

Describe two examples of enterprise capabilities demonstrated by this person, group or organisation.

Describe an example of an employability skill being demonstrated (different from the 6 enterprising capabilities).

Describe a pressure that this enterprising person/group/organisation might have had to deal with (or might be).

Describe how this enterprising person/group/organisation has created an opportunity as a result of their actions.

Summarise how this person, group or organisation is developing, or has developed, an enterprise culture.

List any useful resources/weblinks to support further investigation of this enterprise subject.



1.11 Work Expectations

Expectations

People work for many reasons and it is these expectations that help foster an enterprise culture. Expectations can be influenced by people's **values**, their **attitudes** and their subsequent behaviours.

Australian industry used to be accused of having a 'She'll be right, mate,' mentality and a laid-back approach to quality outcomes. In the 1980s, the structure of global trade altered significantly and with it came a change in people's work expectations alongside a change in values, attitudes and behaviours.

If people expect to have a cruisey day at work, put in a few hours here and there, knock-off early on Friday arvos and chuck the occasional sickie to go to the cricket then do you think this will help build an enterprise culture? It's not that they're bad people - it's just that their values aren't aligned with those who want to develop an enterprise culture.

The modern workplace has resulted in a change in people's **expectations**, including a change in what's expected of workers in different work settings.



"There's nothing wrong with my attitude - and who are you anyway!"

Values

Values are the guiding principles upon which a person lives their life. The things that one values will often dictate what one does and one's expectations in relation to work. Your values will also help you develop relevant **social competencies** and **personal competencies** and work-related skills.

In 2002, the *Employability Skills For The Future Project*, identified some essential personal values including adaptability, enthusiasm and common-sense. The full list is opposite. In order to develop an enterprise culture workers need to have values that will support that culture to develop. Which values do you think this might be?

Values

- | | |
|-------------------------|---------------------------------------|
| ⇒ loyalty | ⇒ motivation |
| ⇒ commitment | ⇒ positive self-esteem |
| ⇒ honesty and integrity | ⇒ sense of humour |
| ⇒ enthusiasm | ⇒ balanced attitude to work/home life |
| ⇒ reliability | ⇒ ability to deal with pressure |
| ⇒ personal presentation | ⇒ adaptability |
| ⇒ common-sense | |

Attitudes

An attitude can be described as the stance or position taken by a person and is influenced by their expectations and values. Attitudes are often long-standing and hard to shift or alter. People bring their attitudes with them to the workplace and these attitudes influence their behaviour.

A person's attitude might restrict the skills that they are willing and able to develop. People with good attitudes are usually adaptable whereas people with poor attitudes are often inflexible. A person's attitude will also show in their interpersonal dealings with other staff and in the way that they communicate with customers and clients - good or bad!

@twick/tweet?

The only person who can change your attitude is you.

#I&E34 4.56 PM Feb 5th via semaphore from Yoda

Behaviours

Behaviours are the actions taken by a person as a result of their values and attitudes and can be said to be the manifestation of a person's work expectations.

A bad attitude might lead to unacceptable workplace behaviour causing conflict, a lack of motivation and very unenterprising behaviour. Poor skills can mean that people behave badly, sometimes unintentionally, by being unable to perform their work tasks properly.

Positive enterprising behaviour comes about by encouraging appropriate values, building stronger skills and developing better attitudes resulting in effective **intrapersonal skills** and **interpersonal relationships**.

Work Expectations

Personal

- ⇒ Of course people have those common expectations associated with working such as earning an income, achieving job security, maintaining personal safety, gaining self-esteem and so on.
- ⇒ However, as part of an enterprise culture it is not enough for employees to just be paid for doing a job. An enterprise culture encourages employee participation and involvement in the workplace and helps boost employee morale, job satisfaction and personal growth.
- ⇒ This can lead to workers who are more personally motivated. These intrinsically motivating factors can lead to a more positive and rewarding experience from working which in turn encourages people to expect more from their work settings and workplaces.

Social

- ⇒ Work delivers social benefits for people. They expect to mix with colleagues and other stakeholders and build interpersonal skills.
- ⇒ As part of an enterprise culture employees expect richer and more rewarding interpersonal exchanges helping to improve emotional intelligence, empathy and understanding as well as cross-cultural skills.
- ⇒ An enterprise culture helps foster an expectation of a rich and rewarding social experience that goes beyond simply working to earn a living.

Community

- ⇒ It is generally expected that employees and businesses help support their communities. This is achieved firstly by employing people; and secondly, by donating time, money and skills to community enterprises.
- ⇒ As part of an enterprise culture people are expected to give back to their community by volunteering and helping community organisations.
- ⇒ An increasing number of workplaces are setting up schemes that support direct employee involvement in community enterprises and activities.

Economic

- ⇒ First and foremost people need to earn a living from working. Work and the production, income and expenditure from working contributes to improved standards of living across the community, and the economy as a whole, creating better financial wellbeing.
- ⇒ However, an enterprise culture requires workers to boost productivity by using and managing resources (including themselves) more efficiently.
- ⇒ This will help Australian firms and industries become more competitive both domestically and internationally. This competitiveness is driven by innovation and the enterprise of workers in all work settings.

A Great expectations

Are you bursting with initiative or are you happy following a predetermined route through life?

1. Circle the response that you most agree with and get an idea of your enterprising characteristics.

Question 1

- a. My motto is "why walk if I can crawl." I only do what's needed when I have to!
- b. I can't stand hanging around waiting to be told what to do. It's obvious what needs doing!
- c. I hate not knowing what I'm supposed to do!

Question 2

- a. Some people are my kind of people and some aren't. This is me, take it or leave it.
- b. Most people are pretty interesting and easy to get along with.
- c. I wish people would get out of my face.

Question 3

- a. I hate asking people things.
- b. It's easy for me to get people motivated to do things my way.
- c. You've really got to push and push if you want people to do what you tell them.

Question 4

- a. Some people love being in charge, let them take the responsibility if something goes wrong.
- b. Sometimes you have to take responsibility, but if I can avoid it I prefer it not to be me.
- c. It's only fair to take charge and be judged on the consequences of your actions.

Question 5

- a. I can't do anything without a lot planning first.
- b. I don't mind organising stuff but sometimes there is just too much stuff to organise.
- c. Things happen for a reason, there's no point planning too much for things that you can't control.

Question 6

- a. If you've got the skills, then you don't have to work as hard as the other plebs.
- b. I work hard when I have to, but I'm not going to burn myself out making someone else rich.
- c. I work as much as I have to so as to complete the task really well.

Question 7

- a. I don't really have to make decisions, there are too many things to think about and what if I'm wrong?
- b. When I have to make a decision I make it and I haven't ever regretted any decision I've made.
- c. I prefer to make decisions when I have the time to consider the outcomes and the likely affects of the outcomes on other people.

Question 8

- a. People have to be able to depend on you. You have to be trustworthy and honest to succeed in life.
- b. Sometimes you have got to say what other people want to hear.
- c. What you tell people doesn't really matter, as long as it is what they want to hear!

- a. I only finish things that are worth finishing. Life is too short to waste on trivial things.
- b. Leaving things unfinished, it is a sign of weakness.
- c. I always try to finish what I start and I usually finish most things.

Question 9

- a. I keep a record of what I have to do and have done in my cranial filing system... in my head.
- b. Hate people who spend all their time documenting everything they do. They should spend more time actually doing stuff.
- c. In the long run having records saves time, so I aim to record everything promptly and accurately.

Question 10

- a. I keep a record of what I have to do and have done in my cranial filing system... in my head.
- b. Hate people who spend all their time documenting everything they do. They should spend more time actually doing stuff.
- c. In the long run having records saves time, so I aim to record everything promptly and accurately.



2. Use the following scoring system to calculate your total score.

1. a=3 b=5 c=1 2. a=3 b=5 c=1 3. a=1 b=5 c=3 4. a=1 b=3 c=5
5. a=5 b=3 c=1 6. a=1 b=3 c=5 7. a=1 b=3 c=5 8. a=5 b=3 c=1
9. a=1 b=5 c=3 10. a=3 b=1 c=5

40-50: You are exhibiting many of the self-management characteristics of an enterprising individual.

30-49: You are well on the way to being enterprising but you still need to develop your ability to manage yourself more effectively.

20-29: You seem a bit indecisive so you need to develop the ability to believe in yourself and be a little more self-determining. Get some training and trust in yourself a little more.

10-19: You might be having some trouble in being able to manage yourself in order to work effectively with others. Time to see the big picture a little more.

0-9: Dude; there are other people on the planet besides just you, you know!

3. As always this quiz cannot accurately describe your likelihood to succeed as an enterprising individual. But you should however, reflect on the way you answered the questions. Did you answer them honestly or did you give the responses that you thought you had to in order to please your peers?
4. The questions from the quiz match different work-related skills. Match each question with 2 work-related skills.
5. Pick 3 of these work-related skills and for each explain why it is important to develop this in order to become an enterprising individual.
6. Suggest 8 more skills or behaviours that would be important in order to become effectively self-managing and enterprising.

Preview
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Setting expectations B

- Outline the different types of work settings that exist within the Australian industry.
- Explain the impacts that the size of an organisation might have on the way that things are done within that work setting.
- Use examples to illustrate the similarities and the differences between a commercial and a non-commercial work setting.
- Explain 2 work-related skills that you think would be essential for workers in commercial settings to demonstrate.
- Explain 2 different work-related skills that you think would be essential for workers in non-commercial settings to demonstrate.
- Why might workers in non-commercial settings have to be even more enterprising? Use an example.
- Describe the differences between a value, an attitude and a behaviour.
- Explain how values, attitudes and behaviours are related.
- Summarise the different expectations that might be held in relation to working.
- Outline 3 work-related skills that you could offer to a work setting to help it demonstrate an enterprise culture.

Extension

Profile a work setting that you feel has an enterprise culture. You could use the pro-forma on p.13.



The rise of the fur babies

Australians have one of the highest rates of pet ownership in the world. In 2017 there were approximately eight million pet owners in charge of 24 million pets. Increasingly, people are seeing themselves as parents of these 'fur babies'. As we move further towards humanising and including our pets as part of our family, we are spending more money on their welfare.

What once may have been considered outrageous - that people might spend as much on pets as they would on kids - is now an opportunity for enterprising pet-care providers. Some estimates put Australian spending on their pets at \$12 billion annually. This willingness to spend has opened up a lot of opportunities for businesses to be enterprising in offering services devoted to parents.

Well, you can't always take your pet with you and they sometimes refuse to go nicely to Katnip Kennels. What to do?

Ahead of the pack, enterprising business, Lonely Pet's Club has been solving pet owners' problems by providing at home care for the fur members of your family since 2003.

It responded to a market need for an alternative to kennels, and arrangements with friends and neighbours, to 'look after' your pets while you are away.

It recognises the fact that many people want their pets to stay relaxed at home rather than being stressed in boarding facilities.

This enterprising approach to customer service brings itself to the client rather than forcing the client to go to the service. There are many businesses now using the Lonely Pet's Club model - visiting homes to walk dogs, feeding all manner of critters and dispensing medication to infirm pets along with cuddles.

Another alternative for keeping Fido happy while time-poor parents are at work is doggy day-care. This involves delivering your fur baby to a purpose-fitted facility where they are provided with a day-long program of activities. Dogs are assessed for temperament and grouped with other dogs of like personality and energy level. They are put

through sessions of play and rest.

This type of service obviously carries a need for an even wider range of enterprising skills and responsibilities since they are dealing with groups of animals, who, however paw-fect, might vary in temperament and socialisation.

In any case, there is a sophisticated infrastructure needed to support such business models, especially in terms of technology. In all cases the first stop is an online enquiry, often via a customised platform, followed by inputting details of the needs and temperament of your pet. Bookings are made and confirmed, and generally it is then, the fur and flesh meet.

Not only do employees of these kinds of enterprises have to satisfy the demands of companion animals and their doting owners, they also must be extremely reliable, adaptable, trustworthy and responsible, especially when they have access to people's homes.

Selection of employees has to be extremely rigorous. House visits, police and reference checks must be obtained.

Carers must also be extremely flexible in their willingness to work all sorts of hours and be able to plan and organise their visits. And what happens when Bella's parents don't pick her up from doggy day care before closing?

Communication is also extremely important. There are franchise owners who have to communicate effectively with employees who have to communicate with clients who have to communicate with pets. You get the idea. If Bella isn't happy, no-one is. Many businesses in the pet-care industry have innovated in order to fill a niche market and invented their own systems for running and maintaining it. That leaves more time for walks and cuddles. Fido is happy.

And we haven't forgotten about cats. After-all, they're using their internet savvy paws to make online bookings to get the dogs out of their house in the first place!

For more info check out:
www.lonelypetsclub.com.au



Enterprise in action - Fur babies A

1. Complete an enterprising pro-forma for the subject of this enterprising case study (see p.11).
2. Create a table to identify all the examples work-related skills being demonstrated by this enterprise.
3. Why do you think that there is a demand for the services offered by enterprises such as the Lonely Pet's Club?
4. Describe the type of client who is likely to use Lonely Pet's Club.
5. Describe the type of employee that you think is likely to work for Lonely Pet's Club.
6. Discuss how Lonely Pet's Club adds value to its pet-care services.
7. Explain the importance of the use of enterprising digital processes in the success of these types of enterprises.
8. Outline any similarities between this enterprise and Lenticas Anything.
9. Undertake some research on local legislation that is being implemented. Write a brief case study that describes how this legislation is being implemented. Prepare a 5 minute oral report for the class.



8. What do you know? (1) B

1. What is an enterprise culture?
2. For the purposes of Industry and Enterprise what are work-related skills.
3. What is the relationship between the development of work-related skills and an enterprise culture?
4. Outline 2 benefits that occur from developing an enterprise culture.
5. Explain 2 constraints that can prevent an enterprise culture from developing.
6. Use examples to describe the difference between a commercial and a non-commercial work setting.
7. Use examples to describe 2 similarities and 2 differences between the enterprise behaviours that might be expected in larger and smaller work settings.
8. Describe 2 similarities between the way that enterprise is developed in commercial and non-commercial settings
9. Describe 2 differences in the way that work-related skills can be applied to help develop an enterprise culture in commercial and non-commercial settings.
10. What is the different between an expectation, a value and an attitude?
11. How might a person's expectations, values and/or attitudes influence the extent to which they develop enterprising behaviours. Use an example from your own experience and another example that you have seen occur in a work setting.
12. Which type of work setting do you think would make you more enterprising? Why so?

1.17 Structured Workplace Learning

Workplace learning

As part of Outcome 1 you are required to undertake 35 hours of **structured workplace learning**. This means that you will be able to investigate the world of work for real. You also have to complete a workplace journal or a workplace learning report as part of your assessment for Outcome 1 in Unit 3.

Workplace learning provides an ideal opportunity to relate the theory you learn in a classroom setting to educational, community or industry work settings.

During your **work placement** you will also be required to gather information to use for your other learning outcomes throughout the year. To effectively organise your work placement you should follow these 7 steps. These steps mirror the **PODR** planning process - do you remember this? Plan, Organise, Do, Review.

Plan-Organise-Do-Review

There are many possible tasks that will need to be done when planning your 35 hours of structured workplace learning.

Different task skills are needed at different stages of this process such as:

- ⇒ When first initiating the work placement or enterprise project as part of the planning process.
- ⇒ In the lead-up to the work placement or enterprise project as part of the organising process.
- ⇒ During the work placement or enterprise project as part of the doing process.
- ⇒ Following the work placement or enterprise project as part of the review process.

So a good planning tool that helps you work out what you need to do is the **PODR** or Plan-Organise-Do-Review Process.

Plan

- ⇒ Work out just what it is you are trying to do; i.e. your objective/ goal, and also how you might be able to achieve this.
- ⇒ It is good to be able to write this in one or two short sentences.

Organise

- ⇒ Break your overall objectives into a series of smaller, achievable, bite-sized goals.
- ⇒ Develop an action plan to achieve each of these smaller goals on a task-by-task basis.
- ⇒ Organise yourself, other people and any resources you need to successfully complete each task.

Do

- ⇒ Undertake the day-to-day activities needed to actually perform each task.
- ⇒ This is where everything comes together and might even be the shortest (but not easiest) part of the entire process.

Review

- ⇒ Monitor what you've achieved, evaluate your outcomes and if necessary make any adjustments.
- ⇒ Each of these 4 stages of PODR are not discreet so you should be reviewing throughout the whole process.

Structured Workplace Learning

1

1. Source placement

- ⇒ Determine appropriate settings.
- ⇒ Find a suitable and safe placement. (Have backup options available.)
- ⇒ Use your network of contacts to help find suitable places.

2. Negotiate timing

- ⇒ Negotiate an appropriate time.
- ⇒ Consider your school's scheduling of its workplace learning program.
- ⇒ Consider travel issues, your school and study commitments and your usual work, sporting and social commitments.

3. Negotiate tasks

- ⇒ Discuss appropriate tasks with your teacher.
- ⇒ Negotiate suitable work-place tasks and discuss with potential employer.
- ⇒ Confirm suitability of these tasks with your teacher.

4. OH&S induction

- ⇒ Complete the required safe@work modules
- ⇒ Complete VET OH&S training
- ⇒ Complete OH&S training prior to work placement.

5. Workplace induction

- ⇒ Visit worksite at least 2 weeks prior to commencing to meet with your supervisor/ employer.
- ⇒ Find out any safety, equipment, dress and clothing requirements.
- ⇒ Get appropriate forms signed (and bring them back).

6. Work placement

- ⇒ Successfully complete 35 hours of work placement.
- ⇒ Develop and apply appropriate work-related skills.
- ⇒ Maintain a daily journal of tasks.

7. Review performance

- ⇒ Undertake self-assessment before, during and after placement.
- ⇒ Maintain a daily workplace journal of tasks.
- ⇒ Report on your experience including work-related skills.
- ⇒ Obtain evaluations from your employer.



Image: Top Photo Corporation/
Top Photo Group/Thinkstock

Structured workplace learning settings

- ⇒ In a workplace during normal school hours either on an ongoing basis or as a block-release.
- ⇒ In part-time or casual work out of school hours, (paid or unpaid).
- ⇒ In voluntary or community work (either paid or unpaid).
- ⇒ In community enterprise projects and activities.
- ⇒ In short-term or ongoing student-initiated or school-based enterprise projects.
- ⇒ As a complement to VCAL and VET program work placements.
- ⇒ Through on-the-job training as part of a school-based apprenticeship or traineeship.

1.19 Enterprise Projects

Enterprise projects

One of the most rewarding ways that you can satisfy Outcome 1 is to undertake one or more enterprise projects or activities. As part of structured workplace learning you still have to complete 35 hours in an appropriate individual or teams-based setting. However, you might complete more than one enterprise project, or combine an enterprise project or activity with a work placement in order to accumulate your 35 hours.

An **enterprise activity** requires you to undertake extensive planning and organising which should count towards the enterprise activity time. You should use a planning process such as the **PODR process** to assist you with planning your activity.

Just as with a work placement you also have to complete a relevant diary journal and also a record of the development of work-related skills. You also have to get an evaluation from your supervisor and/or teacher. There is a wide range of suitable enterprise settings. You might choose to conduct a voluntary or **community project**, fundraise, participate in structured training programs, run a student-initiated project on one-off or ongoing basis, or some other relevant activity in negotiation with your teacher. Some examples are listed opposite and you can add more.



Issues to consider

If you are undertaking an **enterprise project** or activity it may be more appropriate to work as part of a team. However, a group of good friends does not necessarily make a good team - You must build a synergised team.

There might also be financial risks (funding) and legal requirements (food handling, insurance, etc.) involved. In most cases you will also need to get official school approval. Your teacher will provide you with details of your school's rules and requirements in this respect. Remember:

- ☺ You must undertake suitable enterprise projects and activities with enough scope to allow you to accumulate 35 hours of structured workplace learning (or also complete some work placement).
- ☺ Enterprise activities are often more difficult and do carry a element of risk.
- ☺ You must undertake extensive planning and organising before doing the project. Use the **PODR planning process** and pro-formas, pp.18, 296 & 317.
- ☺ Teamwork has its own responsibilities and difficulties - So strive for **synergy**.
- ☺ Your performance will be assessed.

We are going to organise a class of Year 7s to participate in Clean Up Australia day.

@twick/tweet?

#snrg Good friends don't always make a good team. So choose carefully! #I&E34

1:35 PM Feb 7th via mime by Marcel

- Preview**
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Do Not
Copy
- Enterprise Projects & Activities**
- ☐ Appropriate VET, TAFE and short courses.
 - ☐ relevant industry/workplace simulations
 - ☐ Australian Business Week
 - ☐ industry design competitions
 - ☐ MyFuture occupation videos
 - ☐ peer-support leadership
 - ☐ first-aid course and training
 - ☐ industry-specific training
 - ⇒ Responsible Service of Alcohol
 - ⇒ various licenses and certification
 - ⇒ fitness instruction
 - ⇒ 'White Card'
 - ⇒ _____
 - ⇒ _____
 - ⇒ _____
 - ☐ cross-age tutoring for:
 - ⇒ primary school kids
 - ⇒ Year 7&8s
 - ⇒ older people
 - ⇒ migrants
 - ☐ volunteer work
 - ☐ team-building activities
 - ☐ outdoor education activities
 - ☐ mentoring programs
 - ☐ community work
 - ☐ Landcare programs
 - ☐ coaching clinics
 - ☐ fund-raising activities such as:
 - ⇒ child sponsorship
 - ⇒ Red Shield
 - ⇒ Red Cross
 - ⇒ Clean Up Australia
 - ⇒ RSPCA
 - ⇒ Smith Family
 - ⇒ Red Nose Day
 - ⇒ Good Friday Appeal
 - ⇒ Jeans for Genes Day
 - ⇒ Walk Against Want
 - ⇒ World's Greatest Shave
 - ⇒ World's Biggest Morning Tea
 - ⇒ Movember
 - ⇒ Live Below the Line
 - ⇒ CanTeen
 - ⇒ Guide Dogs Australia
 - ⇒ Zoo Sponsorship
 - ⇒ _____
 - ⇒ _____
 - ⇒ _____
 - ☐ school social organisation
 - ☐ radio station
 - ☐ fashion show
 - ☐ school uniform designs
 - ☐ visual arts show
 - ☐ enterprise activities
 - ☐ school canteen
 - ☐ small business design
 - ☐ ongoing business such as:
 - ⇒ school canteen
 - ⇒ second-hand books
 - ⇒ retail enterprise
 - ⇒ catering/cafés
 - ⇒ environmental work
 - ⇒ shopping services
 - ⇒ office administration
 - ⇒ teacher training (in ICT)
 - ⇒ _____
 - ⇒ _____
 - ☐ recycling program
 - ☐ school website design
 - ☐ aged-care visits
 - ☐ community gardening
 - ☐ innovation projects
 - ☐ app development
 - ☐ cultural days
 - ☐ parent-teacher night hosts
 - ☐ school guides/ambassadors
 - ☐ catering for staff luncheon
 - ☐ primary school mentoring
 - ☐ OHS audit
 - ☐ school signage
 - ☐ school furniture rejuvenation
 - ☐ car wash
 - ☐ street-art mural
 - ☐ cross-class quizzes
 - ☐ publications/websites such as:
 - ⇒ safety factsheets
 - ⇒ business plans
 - ⇒ youth guides
 - ⇒ school magazine/blog
 - ⇒ IT guides
 - ⇒ birthday cards
 - ⇒ safety factsheets
 - ⇒ school functions/expos
 - ⇒ open-day activities
 - ⇒ school marketing design
 - ⇒ sporting competitions
 - ⇒ Eisteddfods
 - ⇒ school environment cleanup
 - ⇒ audio/video productions
 - ⇒ community TV and radio
 - ⇒ school band
 - ⇒ music CD
 - ⇒ dance performances
 - ⇒ sporting and fitness seminars
 - ⇒ martial arts displays
 - ⇒ drama/theatre productions
 - ⇒ school environmental audits
 - ⇒ school beautification programs
 - ⇒ water-saving programs
 - ⇒ student competitions
 - ⇒ _____
 - ⇒ _____
 - ⇒ _____

AT1A Workplace Journal and Report

Task description: Workplace Journal and Report (LO1)

Outcome 1:

1. Complete a workplace journal that summarises your participation in structured workplace learning at a work and/or community setting.
2. Prepare a report that describes the extent to which you and other work-related stakeholders contributed to the development of an enterprise culture at that work and/or community setting.
3. In your report discuss how the development of work-related skills by both you and other work-related stakeholders contributes to an enterprise culture at that work and/or community setting. As part of your report use evidence to evaluate how this development of work-related skills helped contribute to an enterprise culture

Marks:

This assessment task will contribute 20 marks out of 60 for outcome 1.

Format:

A ongoing workplace journal and report

Word/task length:

You will complete your workplace journal on an ongoing basis as part of your structured workplace learning experience in a work and/or community setting.

You will then be allowed approximately 20 minutes to complete the report part of the task.

Your teacher will inform you of the approximate number of words you would be expected to write in order to prepare a complete response.

Other information/due dates

Your teacher will give you more information in relation to how the task will be conducted for your class. Record this here.

Advice to students:

- ✓ The very concept of a report requires you to plan, organise and communicate effectively.
- ✓ Before attempting this task you must be able to describe the key characteristics that contribute towards the development of an enterprise culture.
- ✓ You need to gather information from your structured workplace learning through observation, interviews and by using your workplace journal. You will also use this evidence to evaluate.
- ✓ This information from your work setting should assist you to discuss the relationship between the development of work-related skills by you and by other work-related stakeholders, and the development of an enterprise culture.

✓ When you are completing a report a tip is to organise your information according to a series of headings and subheadings and then present answers according to these. The headings should match how you will be assessed.

You should match the number of distinct points of information needed for your report to the number of marks for each section.

Note: Although the task contributes 20% of your overall score for the Unit 3 assessment tasks, it may be marked out of a 'score' higher than 20 (i.e. 40 marks). This means that you will be expected to provide more information. Your teacher will inform you of this their internal marking 'score'.

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

Unit 3 Outcome 1: School-assessed Coursework
Workplace Journal and Report

Name: _____ Date: _____

1 Complete a workplace journal that summarises your participation in structured workplace learning at a work and/or community setting.

In your journal:

- ☐ Identify and describe a **work and/or community setting** and the major tasks it undertakes.
- ☐ Explain **your role** in this work and/or community setting as part of your structured workplace learning.
- ☐ Complete an **ongoing workplace journal** that reports on the daily tasks you undertook, the work-related skills you developed and how you developed these work-related skills.
- ☐ Reflect on **your own success** in developing work-related skills as part of being enterprising. Use evidence to evaluate your success.
- ☐ Show evidence of **observation and direct contact** with **other work-related stakeholders** in relation to their enterprising behaviours.

/8

2 Describe and discuss enterprising behaviours that contribute to an enterprise culture in the work or community setting.

In your report:

- ☐ Explain the meaning of an **enterprise culture**.
- ☐ Discuss two examples why the development of an **enterprise culture is important** at your work and/or community setting.
- ☐ Describe how **you** successfully developed and demonstrated **work-related skills** as part of an enterprise culture in this work and/or community setting. Discuss **specific examples** of enterprising behaviours by **your own experiences** at this work and/or community setting.
- ☐ Describe how **other work-related stakeholders** successfully developed and demonstrated **work-related skills** as part of an enterprise culture in this work and/or community setting. Discuss **specific examples** of enterprising behaviours by **other work-related stakeholders** at this work and/or community setting.

/8

3 Discuss and evaluate the extent to which an enterprise culture has been developed in the work or community setting.

In your report:

- ☐ Evaluate the extent to which **you successfully developed or demonstrated work-related skills** as part of an enterprise culture in this work and/or community setting. Use **specific examples** from your own experiences at this setting.
- ☐ Evaluate the extent to which **other work-related stakeholders successfully demonstrated work-related skills** as part of an enterprise culture in this work and/or community setting. Use **specific examples** from this setting.

/4

Information/comments

/20


1

This activity is simple. You are required to create an apparatus to house an egg. However, the apparatus must be solid enough so that it will protect the egg from a fall of at least 2 metres.

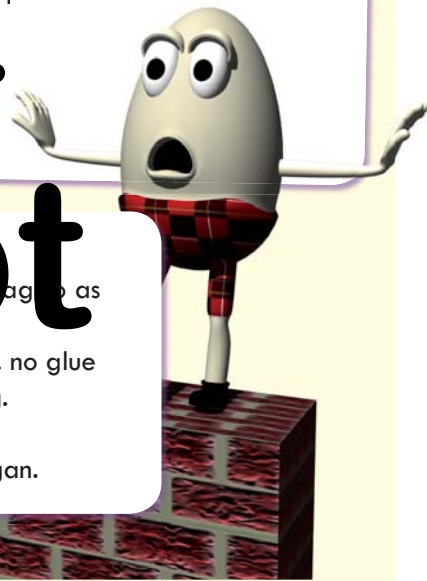
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1. Form into teams of no more than 4.
2. Design and build an apparatus to protect your egg. (Your teacher will inform you when your time is up, approx. 30-40 minutes.)
3. Undertake final testing, (but be careful).
4. Give a brief presentation to the class about the likely success of your apparatus.
5. Take the apparatus to the drop zone.
6. Under instruction, drop the apparatus and then inspect the egg. Have someone video the procedure.
7. Clean-up.
8. Your teacher will give a grade prize to the team with the least damaged egg.
9. Debrief and discuss work-related skills.
10. Complete the questions.

You can only use materials from the following list. Your teacher will inform you of any other restrictions or inclusions. Your teacher will either supply these or you will have to bring them to the next class.

- view**
- ☐ A4 or A3 paper (6 sheets max)
 - ☐ A4 card or smaller (6 sheets max)
 - ☐ 1 sheet of new paper
 - ☐ button or fastener (4 metres or less)
 - ☐ masking tape (2 metres or less)
 - ☐ drinking straws (10 max)
 - ☐ icypole sticks (10 max)
 - ☐ cotton balls (10 max)
 - ☐ 8 rubber bands
 - ☐ 8 paper clips
 - ☐ glue
- 

- ⇒ The egg must be wrapped in a plastic snaplock freezer bag (so as to minimise mess).
- ⇒ Materials cannot be applied directly to the egg itself (i.e. no glue on the eggshell) nor between the egg and the plastic bag.
- ⇒ The apparatus should be no larger than 30cm³.
- ⇒ **Be mindful if you have an egg allergy or if you are vegan.**



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1. How did you go about selecting your team?
2. What role(s) did you have? How was this decided?
3. What roles did your team members have? How was this decided?
4. How did your team go about designing the apparatus?

5. How did your team go about building the apparatus?
6. Explain how well your team communicated during the design and building phases.
7. How confident was your team in regards to their apparatus?
8. How did your team perform in the egg-drop?

- Why so?
9. What would you do differently next time and why?
10. Describe what you believe to be the 3 most important work-related skills needed for this activity.
11. In your opinion, what was the hardest part of this activity?

Stakeholders

2.01 Stakeholders.....	26	2.13 Enterprise in Action.....	38
2.03 Enterprise in Action.....	28	2.17 Community Stakeholders	42
2.05 Industry	30	2.19 Enterprise in Action.....	44
2.07 Industry - ANZSIC 2006	32	2.23 ANZSIC Industry Statistics	48
2.11 Industry Stakeholders	36		

Activity	Due date	Comment
2.04A Enterprise in action - Who's loving it?	29	
2.14A Enterprise in action -	39	
2.16A Community stakeholders	41	
2.18B Community groups	43	
2.20A Enterprise in action - Set and go	45	
2.22A Enterprise in action - Clean Up	47	
2.22B So what do you know? (2)		
2.23 Industry statistics	48	

Decisions

Decisions are made all the time in our society - some are positive and some might not be so positive.

Commercial decisions aren't always made for the good of society because certain decisions tend to protect and support the interest of a particular **stakeholder**. Some decisions might be made at the expense of stakeholders who have little say or power over that decision.

So decisions might benefit one individual or group at the expense of another. This can lead to **conflict** between stakeholders.

People and groups may have differing **expectations** and **values**. Consider the differing values of Greenpeace and BHP, Malcolm Turnbull and Bill Shortne and even you and your parents.

What is a stakeholder?

A stakeholder is an individual, group, organisation, community or other interested party that is affected by a **decision**. We can say they have a stake in the outcome of any decisions that are made.

Decisions that are made impact, either directly or indirectly, on people and groups in society. Those people or groups that are impacted upon are stakeholders in the decision. When making decisions it is important to carefully consider potential **benefits** and **costs** of the decision for different stakeholders.

Some of the key stakeholders in any decision can be classified into distinct groups. They may not all share the same opinions but they may be affected in a similar way by that decision. This shared opinion by a group is called a **societal value** (or social value).



"What about me, don't I count?"

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Roles of Key Stakeholders

Employees

Employees are responsible for the production of goods and services, maintaining quality standards, achieving the highest possible productivity levels and ensuring that safety is maintained.

In return employees expect fair working conditions including appropriate wages, salaries, leave and other employee benefits, a safe and enjoyable workplace and the opportunity to advance their careers.

Different employees include full-time, part-time, casual and of course, managers. And yes managers are employees too!

Customers/Clients

They purchase goods and services in exchange for expenditure (money).

They expect highest possible quality, low prices, safe products and high levels of customer service. They may reward good service with customer loyalty.

They also expect professionalism and relevant privacy to be maintained.

The profile of customers/clients might be internal, retail, commercial, financial, government or even overseas.

Managers

Managers are required to effectively plan, organise, manage and control an organisation's resources including employees (human resources) so as to effectively and efficiently achieve an organisation's goals.

Managers are responsible for making decisions. Managers who are leaders help develop an enterprise culture.

Pressure/lobby groups

Pressure and lobby groups operate to give voice and power to like-minded people, communities and sections of our society who share common societal values.

Pressure and lobby groups operate to try to influence commercial decisions to reduce harm to particular stakeholders. They might also try to promote more socially responsible actions.

In essence they tend to support or 'champion' a group of people or a cause by exerting pressure on government, social and commercial decision-making.

Owners/Shareholders

Owners (and shareholders) own and operate businesses and may also be employees.

Owners aim and expect to generate profits or dividends.

Small businesses are usually run by an owner/operator however some owners do appoint managers to run their businesses effectively.

Large organisations and corporations usually appoint CEOs and general managers to run the organisation on behalf of shareholders.

Government

The government sets laws and operates policy to try and achieve an outcome for the general wellbeing of society.

The government provides a range of social services through government departments, agencies and organisations.

Government organisations and agencies might be operated under Commonwealth, state or local control or as semi-government businesses or authorities.

Who's lovin' it?

You already know that the key stakeholders in any commercial decision are employers (or owners), managers, employees, customers or clients, the government and perhaps even various pressure and/or lobby groups.

However, there are many other stakeholder groups who affect or are affected by commercial decision-making. These include trade unions, industry associations, competitors, suppliers, communities and so on.

Stakeholders can be classified as internal or external stakeholders. Enterprising organisations, as part of Total Quality Management (TQM), recognise varied roles, relationships and influences related to internal and external stakeholders.

Internal stakeholders include employees, managers, internal contractors as well as other departments within an organisation. These are interdependent parties that the organisation has control over.

External stakeholders include customers, suppliers, outside contractors, competitors, pressure and lobby groups, government bodies and agencies and other parties whose operations and decision-making impact on the organisation either directly or indirectly.

TQM emphasises that organisations should meet the needs of all internal and external stakeholders by striving for a never-ending improvement in quality levels throughout all aspects of an organisation's operations.

Supply chain

One way to better understand the roles of various stakeholders is to investigate the relationships between stakeholders as part of a supply chain.

A supply chain refers to all the supplier organisations that work together to provide components, materials and support services to an organisation so that it can

produce goods and services.

Organisations usually source materials and other inputs from supplier organisations 'upstream', process, transform and add-value to these materials and inputs, and then supply these to other organisations 'downstream'. Sometimes they might source inputs from other departments or work units within their own organisation; and/or supply to other departments and work units downstream within their own organisation. This creates an interdependent relationship between all member of the supply chain.

McDonald's Australia contracts its distribution and logistics to Martin Brower (who service 16,000 McDonald's stores worldwide). Martin Brower has distribution centres located throughout Australia which enables them to service over 900 McDonald's restaurants nationwide; delivering supplies at an average of about 2.5 times per week. The transport fleet covers hundreds of thousands of kilometres in the process. Martin Brower also handle distribution for NZ.

McDonald's Australia - Suppliers¹

As part of its supply chain operations

McDonald's Australia states that it has an economic, ethical and environmental responsibility to its suppliers and customers.²

According to its website, McDonald's spends in excess of \$650 million annually on Australian produce.

As at 2018 some of its external upstream supply relationships include:

- ⇒ beef patties from the Australian Food Corporation
- ⇒ beef, chicken and fish supplies from OSI
- ⇒ chicken from Inghams
- ⇒ potato products from Simplot and McCain,
- ⇒ cheese and dairy products from Fonterra,
- ⇒ coffee beans from Rainforest Alliance Certified farms.

Of course there are many more suppliers that provide McDonald's ingredients and supplies - can you think of, or find out, others?

Image: rozelt/
Depositphotos.com

Employees

Of course you are probably well aware of McDonald's ongoing commitment to staff training, including the training of 10s of thousands of young Australians on an ongoing basis. Indeed, some of you in this classroom might be employed at Macca's or have family and friends who either currently work there or who have been a Macca's. The company has been a long-time advocate of equal opportunity and actively targets under-represented groups including women, people from diverse backgrounds and others as part of its leadership program.

Indeed the former Managing Director/Chief Executive Officer, Colman, was also the youngest ever female corporate manager when she was only 19. The current CEO (as at late 2019) is Andrew Gregory. Part of its training results in more than 10,000 employees participating each year in development programs so as to obtain nationally accredited qualifications. You can go to their website and try the Macca's & Me Quiz to see if you are a good fit for their team. It also offers the Charlie Bell Scholarship for Future Leaders which grants successful candidates up to \$15,000 towards tuition fees for their chosen undergraduate or post graduate study. All short-listed applicants get the chance to participate in a leadership program that focuses on developing applied leadership skills and attributes aligned with strategies to develop communication, people management/motivation skills.

Customers

Of course customers might be considered the key external stakeholder group. Customer relationships are evolving and organisations need to be able to adapt and become more enterprising in order to cater for changing customer needs. Organisations develop mission and vision statements and sets of values to guide their dealings with customers.

McDonald's have evolved by changing their menu, and by introducing more ethical sourcing policies as well as sustainability initiatives as part of a social responsibility platform.

McDonald's were also involved in the *Responsible Advertising and Marketing to Children* initiative. This initiative includes a set of independently assessed guidelines to be followed when communicating with children. In the past it did have some menu items certified by the National Heart Foundation's tick of approval (which is no longer used).

Community

McDonald's actively supports a number of social enterprises and community stakeholders. As well as World's Biggest Day of Donuts, Ronald McDonald House Charities it also has an ongoing partnership with Clean Up Australia. Franchisees are encouraged to become active members and sponsors in their local community and a lot of support and funding is given to sporting clubs and programs for juniors. As you can see, McDonald's deals with a variety of stakeholders, including many more not even listed in this article. So what types of work-related skills do you think are needed to help manage these complex relationships?

Sources: From mcdonalds.com.au and specifically

¹ Meet the Suppliers article; <http://mcdonalds.com.au/about-maccas/our-supply-chain/supply-partners>

² Meet the Suppliers article; <http://mcdonalds.com.au/about-maccas/our-supply-chain>

1. Complete an enterprising pro-forma for the subject of this enterprising case study (see p.11). update the information with current evidence and statistics.
2. Why is it vital to develop good relationships with various stakeholders? Use examples from McDonald's.
3. Research more about McDonald's social responsibility, community involvement and commitment to more sustainable practices. Summary the key points to discover.
4. The influence of pressure groups and lobby groups are not addressed in this article. Outline some of the relationships between pressure and lobby groups and corporations such as McDonald's.
5. Research a similar organisation and complete an enterprising pro-forma. Prepare a 20-point presentation to the class.
6. Develop a list of activities you would expect to see in a work setting, such as McDonald's, that is demonstrating an enterprise culture.

5-stage industry classification

An **industry** is a group of work settings, businesses or organisations that are involved in the production of the same or a similar product. Industries may be classified in different ways; there isn't one correct method that applies.

The 3-stage production classification is the traditional method of classification that you might already be aware of. Formerly, only **primary**, **secondary** and **tertiary** industry sector classifications were used.

However, as the commercial world has become more sophisticated the prevalence of organisations in **quaternary** and **quinary** industries has been growing. Therefore this 5-stage model of industry classification which breaks tertiary down into its further classifications, might more accurately represent the industry stakeholders of a modern enterprise culture.

5-Stage Industry Classification

1. Primary

Organisations involved in the production of raw materials. This involves farming, logging, fishing, mining etc..

The output from these industries is often referred to as commodities, e.g. coal, iron-ore, tin, zinc, wool, wheat, beef, gold, aluminium etc. These commodities are purchased by other businesses and then used to manufacture other goods and services.

2. Secondary

Organisations involved in the manufacture of goods and services.

Raw materials are combined with labour, capital and enterprise to produce goods either for intermediate use (bread for a café), or for final consumption (bread for retail shoppers).

Secondary production takes place in factories, mills, smelters, refineries and other capital-intensive workplaces and can also include the construction of physical 'assets'.

3. Tertiary

Organisations involved in the provision of services and utilities.

Service providers use intermediate goods to produce a finished product.

Woolworths uses cash registers, stock, equipment and other intermediate goods to provide the service of retail shopping. Linfox uses trucks, vans, equipment and other intermediate goods.

Generally all service industries are classified as belonging to the tertiary stage, however this tertiary stage can be further broken down into 4th and 5th stages.

4. Quaternary

An extension of the tertiary sector, quaternary organisations focus on the supply and provision of information.

This may include e.g. media, education, finance, consultancy, business services and so on. Also many newly emerging new economy digital service-providers are in this sector.

5. Quinary

A further extension of tertiary, organisations in the quinary sector provide services that replace domestic duties.

This may include healthcare, hospitality, household services, household services and so on.

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Other industry classifications

Sometimes when we read about the commercial world or hear people on the radio and TV talking about their business, organisation or industry they might say they are in the fast-food industry, the frozen seafood industry, the sports marketing industry or even the sock industry!

Now these industry stakeholders are not incorrect; but they are using arbitrary classifications based upon the nature of their organisation. This way of classifying their industry relates directly to the nature of their organisation. So we should bear in mind that organisations might also be classified into industries by what they do. This might be especially so when you are talking to people who run their own businesses in these organisations.



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By product...

1. The type of product/output they produce.
 - ⇒ fast-food: McDonald's
 - ⇒ transport: Linfox
 - ⇒ passenger car: Toyota Motor Corp.

By 'sub-sector'

2. The sub-sector they operate in.
 - ⇒ in hospitality: McDonald's
 - ⇒ in road transport: Linfox
 - ⇒ in auto manufacturing: Toyota Motor Corp.

By function...

3. The function of the business
 - ⇒ a restaurant: McDonald's
 - ⇒ providing logistics: Linfox
 - ⇒ automotive: Toyota Motor Corp.

By 'what they do'...

4. How they operate/what they do.
 - ⇒ retail: McDonald's
 - ⇒ business services: Linfox
 - ⇒ manufacturing: Toyota Motor Corp.

*I'm going through an identity crisis!
I don't work in the fast-food, hospitality,
transport, retail, accommodation and
food services... I'm in some other industry?*

The Australian and New Zealand Standard Industrial Classification (ANZSIC) 2006

The official way to classify industries uses **ANZSIC 2006** for the compilation and publication of statistics on an industry basis.

The ANZSIC 2006 classification system uses 19 industry divisional classifications from A-S as well as 83 sub-divisions.

ANZSIC 2006 is the official way to classify organisations into industries so you should be aware of the industry to which your workplace belongs. The structure of the ANZSIC classifications is given in the box opposite.

ANZSIC 2006

Level	Code	Description
Division:	A	Agriculture, Forestry & Fishing
Subdivision:	01	Agriculture
Group:	011	Nursery and Floriculture Production
Class:	0111	Nursery Production (Under Cover)

The tables on pp. 30-33 provide classification down to the group level.

Download the full document from the ABS:

www.abs.gov.au



A: Agriculture, Forestry and Fishing

01 Agriculture	011 Nursery and Floriculture Production
	012 Mushroom and Vegetable Growing
	013 Fruit and Tree Nut Growing
	014 Sheep, Beef Cattle and Grain Farming
	015 Other Crop Growing
	016 Dairy Cattle Farming
	017 Poultry Farming
	018 Deer Farming
	019 Other Livestock Farming
02 Aquaculture	020 Aquaculture
03 Forestry and Logging	030 Forestry and Logging
04 Fishing, Hunting and Trapping	041 Fishing
	042 Hunting and Trapping
05 Agriculture, Forestry and Fishing Support Services	051 Forestry Support Services
	052 Agriculture and Fishing Support Services

C: Manufacturing

11 Food Product Manufacturing	111 Meat and Meat Product Manufacturing
	112 Seafood Processing
	113 Dairy Product Manufacturing
	114 Fruit and Vegetable Processing
	115 Oil and Fat Manufacturing
	116 Grain Mill and Cereal Product Manufacturing
	117 Bakery Product Manufacturing
	118 Sugar and Confectionery Manufacturing
	119 Other Food Product Manufacturing
12 Beverage and Tobacco Product Manufacturing	121 Beverage Manufacturing
	122 Cigarette and Tobacco Product Manufacturing
13 Textile, Leather, Clothing and Footwear Manufacturing	131 Textile Manufacturing
	132 Leather Tanning, Fur Dressing and Leather Product Manufacturing
	133 Textile Product Manufacturing
	134 Knitted Product Manufacturing
	135 Clothing and Footwear Manufacturing
14 Wood Product Manufacturing	141 Log Sawmilling and Timber Dressing
	149 Other Wood Product Manufacturing
15 Pulp, Paper and Converted Paper Product Manufacturing	151 Pulp, Paper and Paperboard Manufacturing
	152 Converted Paper Product Manufacturing
16 Printing (including the Reproduction of Recorded Media)	161 Printing and Printing Support Services
	162 Reproduction of Recorded Media Petroleum and Coal Product Manufacturing
17 Petroleum and Coal Product Manufacturing	170 Petroleum and Coal Product Manufacturing

Source:



ABS, Australian and New Zealand Standard Industrial Classification (Anzsic) • 2006 • 10-50

Available through:

www.abs.gov.au/aussis/absis.nsf/mf/292.0

B: Mining

06 Coal Mining	060 Coal Mining
07 Oil and Gas Extraction	070 Oil and Gas Extraction
08 Metal Ore Mining	080 Metal Ore Mining
09 Non-Metallic Mineral Mining and Quarrying	091 Construction Material Mining
	099 Other Non-Metallic Mineral Mining & Quarrying
10 Exploration and Other Mining Support Services	101 Exploration
	109 Other Mining Services

⇒ C: Manufacturing

18	Basic Chemical and Chemical Product Manufacturing	Basic Chemical	
		Basic Polymer	
		Fertiliser and Pesticide	
		Pharmaceutical and Medicinal Product	
		Cleaning Compound and Toiletry Preparation	
		Other Basic Chemical Product	
19	Polymer Product and Rubber Product Manufacturing	191 Polymer Product	
		192 Natural Rubber Product	
20	Non-Metallic Mineral Product Manufacturing	201 Glass and Glass Product	
		202 Ceramic Product	
		203 Cement, Lime, Plaster and Concrete Product	
		204 Other Non-Metallic Mineral Product	
21	Primary Metal and Metal Product Manufacturing	211 Basic Ferrous Metal	
		212 Basic Ferrous Metal Product	
		213 Basic Non-Ferrous Metal	
		214 Basic Non-Ferrous Metal Product	
22	Fabricated Metal Product Manufacturing	221 Iron and Steel Forging	
		222 Structural Metal Product	
		223 Metal Container	
		224 Sheet Metal Product (excluding Metal Structural and Container Products)	
		229 Other Fabricated Metal Product	
23	Transport Equipment Manufacturing	231 Motor Vehicle and Motor Vehicle Part	
		239 Other Transport Equipment	
24	Machinery and Equipment Manufacturing	241 Professional and Scientific Equipment	
		242 Computer and Electronic Equipment	
		243 Electrical Equipment	
		244 Domestic Appliance	
		245 Pump, Compressor, Heating and Ventilation Equipment	
		246 Specialised Machinery and Equipment	
25	Furniture and other manufacturing	249 Other Machinery and Equipment	
		251 Furniture Manufacturing	
		259 Other Manufacturing	

D Electricity, Gas, Water & Waste Services

26	Electricity Supply	261 Electricity Generation	
		262 Electricity Transmission	
		263 Electricity Distribution	
		264 On Selling Electricity & Electricity Market Operation	
27	Gas Supply	271 Gas Supply	
28	Water Supply, Sewerage and Drainage Services	281 Water Supply, Sewerage and Drainage Services	
29	Waste Collection, Treatment and Disposal Services	291 Waste Collection Services	
		292 Waste Treatment, Disposal and Remediation Services	

E: Construction

30	Building Construction	301 Residential Building Construction	
		302 Non-Residential Building Construction	
31	Heavy and Civil Engineering Construction	310 Heavy and Civil Engineering Construction	
32	Construction Services	321 Land Development and Site Preparation Services	
		322 Building Structure Services	
		323 Building Installation Services	
		324 Building Completion Services	
		329 Other Construction Services	

F: Wholesale Trade

33	Basic Materials Wholesaling	331 Agricultural Product Wholesaling	
		332 Mineral, Metal and Chemical Wholesaling	
		333 Mineral, Metal and Chemical Wholesaling	
34	Machinery and Equipment Wholesaling	341 Specialised Industrial Machinery and Equipment	
		349 Other Machinery and Equipment Wholesaling	
35	Motor Vehicle & M. Vehicle Wholesaling	350 Motor Vehicle and Motor Vehicle Wholesaling	
36	Grocery, Liquor and Tobacco Product Wholesaling	360 Grocery, Liquor and Tobacco Product Wholesaling	
37	Other Goods Wholesaling	371 Textile, Clothing and Footwear Wholesaling	
		372 Pharmaceutical and Toiletry Goods Wholesaling	
		373 Furniture, Floor Covering & Other Goods Wholesaling	
38	Commission-Based Wholesaling	380 Commission-Based Wholesaling	

G: Retail Trade

39 Motor Vehicle and Motor Vehicle Parts Retailing	391 Motor Vehicle Retailing	392 Motor Vehicle Parts & Tyre
40 Fuel Retailing	40 Fuel Retailing	
41 Food Retailing	411 Supermarket & Grocery Stores	412 Specialised Food Retailing
	413 Liquor Retailing	
42 Other Store-Based Retailing	421 Furniture, Floor Coverings, Houseware & Textile Goods	422 Electrical and Electronic Goods Retailing
	423 Hardware, Building and Garden Supplies Retailing	424 Recreation Goods
	425 Clothing, Footwear and Personal Accessory	426 Department Stores
	427 Pharmaceutical and Other Store-Based Retailing	
43 Non-Store Retailing and Retail Commission-Based Buying &/or Selling	431 Non-Store Retailing	432 Retail Commission-Based Buying and/or Selling

I: Transport, Postal and Warehousing

51 Postal and Courier Pick-up and Delivery Services	510 Postal and Courier Pick-up and Delivery Services
52 Transport Support Services	521 Water Transport Support Services
	522 Airport Operations and Other Air Transport Support Services
	529 Other Transport Support Services
53 Warehousing and Storage Services	530 Warehousing and Storage Services

J: Information, Media & Telecommunications

54 Publishing (except Internet and Music Publishing)	541 Newspaper, Periodical, Book and Directory Publishing
	542 Software Publishing
55 Motion Picture and Sound Recording Activities	551 Motion Picture and Video Activities
	552 Sound Recording and Music Publishing
56 Broadcasting (except Internet)	561 Radio Broadcasting
	562 Television Broadcasting
57 Internet Publishing and Broadcasting	570 Internet Publishing and Broadcasting
58 Telecommunications Services	580 Telecommunications Services
59 Internet Service Providers, Web Search Portals and Data Processing Services	591 Internet Service Providers and Web Search Portals
	592 Data Processing, Web Hosting & Electronic Information Storage Services
60 Library & Other Information Services	601 Libraries and Archives
	602 Other Information Services

H: Accommodation & Food Services

44 Accommodation	440 Accommodation
45 Food and Beverage Services	451 Cafes, Restaurants and Takeaway Food Services
	452 Pubs, Taverns and Bars
	453 Clubs (Hospitality)

I: Transport, Postal and Warehousing

46 Road Transport	461 Road Freight Transport	462 Road Passenger Transport
47 Rail Transport	471 Rail Freight Transport	472 Rail Passenger Transport
48 Water Transport	481 Water Freight Transport	482 Water Passenger Transport
49 Air & Space Transport	490 Air and Space Transport	
50 Other Transport	501 Scenic and Sightseeing Transport	502 Pipeline & Other Transport

K: Financial and Insurance Services

62 Finance	621 Central Banking	622 Depository Financial Intermediation
	623 Non-Depository Financing	624 Financial Asset Investing
63 Insurance and Superannuation Funds	631 Life Insurance	632 Health & General Insurance
	633 Superannuation Funds	
64 Auxiliary Finance and Insurance Services	641 Auxiliary Finance and Investment Services	642 Auxiliary Insurance Services

L: Rental, Hiring and Real Estate Services

66 Rental and Hiring Services (except Real Estate)	661 Motor Vehicle & Transport Equipment Rental & Hiring
	662 Farm Animal and Bloodstock Leasing
	663 Other Goods & Equipment Rental and Hiring
	664 Non-Financial Intangible Assets (Except Copyrights) Leasing
67 Property Operators and Real Estate Services	671 Property Operators Real Estate Services
	672 Real Estate Services

M: Professional, Scientific & Technical Services

69 Professional, Scientific and Technical Services (Except Computer System Design and Related Services)	691 Scientific Research Services
	692 Architectural, Engineering and Technical Services
	693 Legal & Accounting Services
	694 Advertising Services
	695 Market Research and Statistical Services
	696 Management and Related Consulting Services
	697 Veterinary Services
	699 Other Professional, Scientific and Technical Services
70 Computer System Design and Related Services	700 Computer System Design and Related Services

N: Administrative & Support Services

72 Administrative Services	721 Employment Services
	722 Travel Agency and Tour Arrangement Services
	729 Other Administrative Services
73 Building Cleaning, Pest Control & Other Support Services	731 Building Cleaning, Pest Control and Gardening Services
	732 Packaging Services

O: Public Administration and Safety

75 Public Administration	751 Central Government Admin
	752 State Government Admin
	753 Local Government Admin
	754 Justice
	755 Government Representation
76 Defence	760 Defence
77 Public Order, Safety and Regulatory Services	771 Public Order and Safety Services
	772 Regulatory Services

P: Education and Training

80 Preschool and School Education	801 Preschool Education
	802 School Education
81 Tertiary Education	810 Tertiary Education
82 Adult, Community & Other Education	821 Adult, Community and Other Education
	822 Educational Support Services

Q: Health Care and Social Assistance

84 Hospitals	840 Hospitals
85 Medical and Other Health Care Services	851 Medical Services
	852 Pathology and Diagnostic Imaging Services
	853 Allied Health Services
	859 Other Health Care Services
86 Residential Care Services	861 Residential Care Services
87 Social Assistance Services	870 Child Care Services
	Other Social Assistance Services

R: Arts and Recreation Services

91 Heritage Activities	911 Museum Operation
	912 Parks & Gardens Operations
90 Creative & Performing Arts Activities	900 Creative and Performing Arts Activities
91 Sports and Recreation Activities	911 Sports and Physical Recreation Activities
	912 Horse and Dog Racing Activities
	913 Amusement and Other Recreation Activities
92 Gambling Activities	920 Gambling Activities

S: Other Services

93 Repair and Maintenance	941 Automotive Repair and Maintenance
	942 Machinery and Equipment Repair & Maintenance
	949 Other Repair & Maintenance
95 Personal and Other Services	951 Personal Care Services
	952 Funeral, Crematorium and Cemetery Services
	953 Other Personal Services
	954 Religious Services
	955 Civic, Professional Other Interest Group Services
96 Private Households Employing Staff & Undifferentiated Goods- & Service-Producing Activities of Households for Own Use	960 Private Households Employing Staff and Undifferentiated Goods- and Service-Producing Activities of Households for Own Use

Who's who?

There are literally thousands of different stakeholder groups, organisations and agencies that can be classified as industry stakeholders. Of course major industry stakeholder groups include employees, clients & customers, competitors, managers, employers, suppliers and other involved directly in the production of goods and services. However, there are other industry stakeholders that influence industry decision-making such as government departments and organisations, trade unions, industry associations and pressure/lobby groups (see Community Stakeholders, pp.40-41.)

Government departments, organisations and agencies

Government organisations are a major industry stakeholder. Various Commonwealth, state and local governments, government departments, Commonwealth and state government statutory authorities (such as **WorkSafe Victoria**) and other **government agencies** implement policy, enforce laws, regulate and support commerce and industry, provide services, allocate funding and grants and interact with different industries. Some of these organisations service a broad range of industries and industry issues such as the Department of Foreign Affairs and Trade and the CSIRO, whereas others deal with specific industries, such as Screen Australia and the Civil Aviation Safety Authority.

Trade unions

Various trade unions represent the interests of workers within particular industries and work settings. Unions or employee associations also play an important role in employee training and workplace safety and work with the government in industrial relations matters.

The Australian Council for Trade Unions (ACTU) is the peak body of 38 affiliated unions (as at late 2018) as well as some other union organisations.

Most unions have a clear industry focus such as the Australian Education Union (AEU), the Shop Distributive and Allied Employees Association (SDA) or the Health Services Union (HSU).

Others represent workers across different industries or industry sub-sectors such as the Construction, Forestry, Mining and Energy Union (CFMEU) or the Australian Workers' Union (AWU).

Commonwealth Government

- ⇒ Attorney-General's Department
- ⇒ Department of Agriculture and Water Resources
- ⇒ Department of Communications and the Arts
- ⇒ Department of Defence
- ⇒ Department of Education and Training
- ⇒ Department of Finance
- ⇒ Department of Foreign Affairs and Trade
- ⇒ Department of Health
- ⇒ Department of Home Affairs
- ⇒ Department of Human Services
- ⇒ Department of Industry, Innovation and Science
- ⇒ Department of Infrastructure and Regional Development
- ⇒ Department of Jobs and Small Business
- ⇒ Department of Social Services
- ⇒ Department of the Environment and Energy
- ⇒ Department of the Prime Minister and Cabinet
- ⇒ Department of Veterans' Affairs
- ⇒ Treasury

Commonwealth Gov't Agencies

(There are also many, many, more.)

- ⇒ ABC
- ⇒ Australia Post
- ⇒ Australian Border Force
- ⇒ Australian Bureau of Statistics
- ⇒ Australian Competition and Consumer Commission
- ⇒ Australian Taxation Office
- ⇒ Bureau of Meteorology
- ⇒ Cancer Australia
- ⇒ Centrelink
- ⇒ Civil Aviation Safety Authority
- ⇒ Climate Change Authority
- ⇒ CSIRO
- ⇒ Family Court of Australia
- ⇒ Family Law Court of Australia
- ⇒ Indigenous Land Corporation
- ⇒ Safe Work Australia
- ⇒ Screen Australia
- ⇒ Tourism Australia

Victorian State Government

- ⇒ Department of Economic Development, Jobs, Transport and Resources
- ⇒ Department of Education and Training
- ⇒ Department of Environment, Land, Water and Planning
- ⇒ Department of Health and Human Services
- ⇒ Department of Justice and Regulation
- ⇒ Department of Premier and Cabinet
- ⇒ Department of Primary Industries
- ⇒ Department of Treasury and Finance

State Government Agencies

- ⇒ Children's Court of Victoria
- ⇒ County Court of Victoria
- ⇒ Magistrates' Court of Victoria
- ⇒ Supreme Court of Victoria TAC
- ⇒ VicRoads
- ⇒ Victorian Ombudsman WorkSafe
- ⇒ Victorian Civil and Administrative Tribunal and many more



Trade union peak bodies

- ⇒ Australian Council of Trade Unions
- ⇒ Queensland Council of Unions
- ⇒ SA Unions
- ⇒ Unions ACT
- ⇒ Unions New South Wales
- ⇒ Unions NT
- ⇒ Unions Tasmania
- ⇒ Unions WA
- ⇒ Victorian Trades Hall Council

Trade unions (There are also some state branches of these. Note: This list is subject to change.)

- ⇒ Association of Hospital Pharmacists (AHP)
- ⇒ Australasian Meat Industry Employees Union (AMIEU)
- ⇒ Australian & International Pilots Association (AIPA)
- ⇒ Australian Education Union (AEU)
- ⇒ Australian Institute of Marine and Power Engineers (AIMPE)
- ⇒ Australian Licenced Aircraft Engineers Association (ALAEA)
- ⇒ Australian Manufacturing Workers Union (AMWU)
- ⇒ Australian Maritime Union (AMU)
- ⇒ Australian Nursing & Midwifery Federation (ANMF)
- ⇒ Australian Salaried Medical Officers' Association (ASMO)
- ⇒ Australian Services Union (ASU)
- ⇒ Australian Workers' Union (AWU)
- ⇒ Civil Air Operations Officers Association of Australia (CAOAA)
- ⇒ Club Managers Association Australia (CMAA)
- ⇒ Communications, Electrical and Plumbing Union of Australia (CEPU)

- ⇒ Community and Public Sector Union - CPSU PSU Group
- ⇒ Community and Public Sector Union - CPSU SPSF Group
- ⇒ Construction, Forestry, Mining and Energy Union (CFMEU)
- ⇒ Finance Sector Union (FSU)
- ⇒ Flight Attendants' Association of Australia - FAAA International Division
- ⇒ Funeral and Allied Industries Union of NSW (F&AI)
- ⇒ Health Services Union (HSU)
- ⇒ Independent Education Union of Australia (IEUA)
- ⇒ Maritime Union of Australia (MUA)
- ⇒ Media, Entertainment & Arts Alliance (MEAA)
- ⇒ Medical Scientists Association of Victoria (MSAV)
- ⇒ National Tertiary Education Union (NTEU)
- ⇒ National Union of Workers (NUW)
- ⇒ New South Wales Nurses and Midwives' Association (NSWNMA)
- ⇒ Police Association of New South Wales (PANSW)
- ⇒ Professionals Australia
- ⇒ Professional Footballers Australia (PFA)
- ⇒ Rail, Tram and Bus Union (RTBU)
- ⇒ Shop Distributive and Allied Employees Association (SDA)
- ⇒ Textile, Clothing and Footwear Union of Australia (TCFUA)
- ⇒ Transport Workers Union of Australia (TWU)
- ⇒ United Commercial and Plant Workers' Union (UCPW)
- ⇒ United Firefighters Union of Australia (UFU)
- ⇒ United Voice (formerly LHAW)
- ⇒ Victorian Psychologists Association Incorporated (VPA Inc)

Preview

Industry associations

Industry groups and associations represent the interests of employers in particular industries and liaise with government organisations, trade unions and the media.

These associations are not normally organised according to ANZSIC 2006 classification. Some industries do have an 'obvious' representative body such as the Australian Retailers Association or Master Builders Australia. However, many industries, such as those involved in the provision of education or health services, do not have their own specific industry body, such as the Australian Toy Association!



Industry association peak bodies

- ⇒ Australian Chamber of Commerce and Industry
- ⇒ Australian Federation of Employers & Industries
- ⇒ Australian Industry Group
- ⇒ Business SA
- ⇒ Chamber of Commerce & Industry Queensland
- ⇒ Chamber of Commerce & Industry Northern Territory
- ⇒ Tasmanian Chamber of Commerce & Industry
- ⇒ ACT Chamber of Commerce & Industry
- ⇒ NSW Business Chamber
- ⇒ Victorian Employers Chamber of Commerce & Industry
- ⇒ WA Chamber of Commerce & Industry

Industry groups/associations

- (There are also many, many, more.)
- ⇒ Accord
 - ⇒ Agribusiness Employers Federation
 - ⇒ APRA
 - ⇒ Australian Industry Group
 - ⇒ Australian Beverages Council
 - ⇒ Australian Dental Industry Assoc.

- ⇒ Australian Food & Grocery Council
- ⇒ Australian Franchise Association
- ⇒ Australian Hotels Assoc.
- ⇒ Aust. International Airlines Operations Group
- ⇒ Australian Maritime Union
- ⇒ Australian Mines & Metals Assoc.
- ⇒ Australian Paint Manufacturers Federation
- ⇒ Australian Retailers Association
- ⇒ Australian Tourism Export Council
- ⇒ Australian Toy Association
- ⇒ Australian Trucking Association
- ⇒ Aust. Visual Software Distribution Assoc. Ltd
- ⇒ Bus Industry Confederation
- ⇒ Cattle Council of Australia
- ⇒ Consult Australia
- ⇒ Dairy Australia
- ⇒ Food Safety Victoria
- ⇒ Home Economics Institute of Australia
- ⇒ Housing Industry Assoc.
- ⇒ Institute of Chartered Accountants in Aust.
- ⇒ Insurance Council of Australia
- ⇒ Law Institute of Victoria

- ⇒ Live Performance Australia
- ⇒ Master Builders Australia
- ⇒ Master Plumbers & Mechanical Services Assoc of Australia
- ⇒ National Baking Industry Assoc.
- ⇒ National Electrical & Communications Assoc.
- ⇒ National Fire Industry Assoc.
- ⇒ National Footwear Retailers Assoc.
- ⇒ National Retailers Assoc.
- ⇒ Oil Industry Industrial Committee
- ⇒ Pharmacy Guild of Australia
- ⇒ Plastics & Chemicals Industries Assoc.
- ⇒ Printing Industries Assoc. of Australia
- ⇒ Real Estate Institute of Australia, VIC
- ⇒ Restaurant & Catering Australia
- ⇒ Victorian Authorised Newsagents Assoc. Ltd
- ⇒ Victorian Automobile Chamber of Commerce
- ⇒ Victorian Farmers Federation
- ⇒ Victorian Taxi Association

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Enterprise in action - B



Communities

Communities consist of like-minded **stakeholders** who are united by common factors. Communities might exist on a regional basis, such as your local town or suburb or they might stretch across boundaries and consist of people who share similar interests, such as the skateboarding community. Communities might evolve around certain issues such as the anti-logging community. And of course communities exist in the virtual world, using modern ICT to share ideas and communicate such as the International Smurf Collectors' Club.

The common trait of all communities is that they offer the potential to connect, unite and service people who share similar interests, **values** and **attitudes**.

Community issues

You already know that **stakeholders** might hold different views in response to varied commercial and social issues. Some issues can impact on the community generally - such as the obesity crisis; whereas others mainly impact on localised or specific communities - such as a new retail development in a small town. However, the same issue can sometimes impact on communities both generally and specifically, such as the Queensland Government's ongoing removal of train level crossings, with the resultant need for road services via Skyrail.

Many **community groups** are formed in response to a particular issue. Community groups often provide a service that is being overlooked or neglected by the government or the commercial world such as Clean-Up Australia or Save Merri Creek. Other community groups evolve to represent a **societal value** and act as a **lobby group** to exert pressure on government, industry and consumer stakeholders such as the Australian Conservation Foundation or the Coalition against Duck Shooting.

Some of the most striking and poignant community responses have occurred in the face of natural disasters such as bushfires, floods and other calamities. Communities come together with the support of government agencies, big and small businesses and re-energise and rebuild.

Typical Community Stakeholders

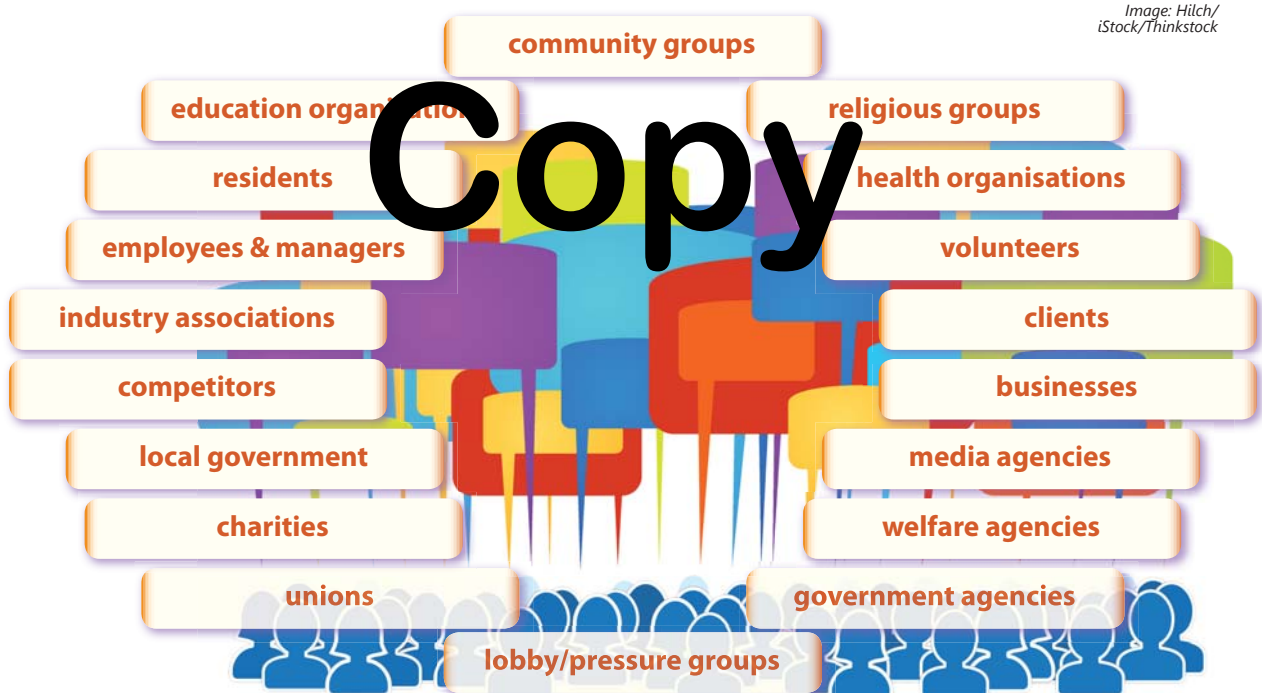


Image: Hitch/iStock/Thinkstock

Societal values

A societal value is a shared belief held by a group of like-minded stakeholders. **Stakeholders** such as employees, employers, unions, shareholders, the government, pressure and lobby groups and others may share a societal value. Or indeed they may have opposing societal values.

Societal values might also differ within stakeholder groups. For example, not all employees hold identical societal values. Some employees value income and power while some value leisure time and a sense of purpose.

Different levels of **government** may have conflicting values, such as different opinions on **industrial relations** between the states and the Commonwealth Government.

Commercial decisions are not always made for the good of society but rather to protect and promote the interests of a particular stakeholder. This can lead to conflict between stakeholders with opposing views. Sometimes decisions are made at the expense of stakeholders who have little say or power over a decision. Different societal values lead to **conflict** between stakeholders.



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@twick/tweet?

@ Life is not just all about taking - What do you give to your community? #I&E34

7:33 PM Feb 17 via secret millionaire from Russ

Community stakeholders A

1. What is a community?
2. What is the common trait of communities?
3. Why might community groups be formed? Give an example.
4. What is a societal value? Give an example of a societal value you hold.
5. How might different societal values cause conflict?
6. Consider the following case. *After the successful banning of smoking in workplaces, restaurants, then in pubs and clubs, and then in all outdoor dining areas, the State Government is being lobbied to ban smoking in all public places and in cars when children are present. In addition back in 2012, the Commonwealth Government legislated that all cigarettes be sold in plain packaging. However, some stakeholders in the community still reject these proposals and are strongly against any further restrictions on smoking. Discuss this issue and then answer the following questions.*
 - i. Briefly describe some of the different societal values related to this issue.
 - ii. Which stakeholders are involved and what are their roles in this issue?
 - iii. What is your societal value in regards to this issue? Why so?



Government

As always the government is a key local **community stakeholder**. Many local **community programs** and **services** are provided by local government such as libraries, sanitation, parks and recreation, childcare, community learning centres, sporting facilities and local community support services.

State and Commonwealth **governments** provide significant **funding** for pressure and lobby groups and also liaise with these groups about grassroots issues. Enterprising community pressure and lobby groups need to not only where to access government support, they also need to know just who it is that they need to talk to.

Many **government agencies** also act as pressure groups such as WorkSafe, VicHealth and the TAC because they are often backed by legislative power and are working to bring about positive change for the community.

Pressure and lobby groups

Thousands of **pressure** and **lobby groups** exist throughout Australian industry and operate as important community stakeholders. Pressure and **lobby groups** work to give people with different societal values voice and power. They must also try to promote values and behaviours that they believe the government or other commercial and industry stakeholders are not promoting. These organisations often try to position themselves as the 'conscience' of society. They aim to fill the growing gap that exists between profit and people and to ensure that harm and **externalities** are minimised.

Red Cross Australia, the Australian Conservation Foundation, Ausby, Cancer Council, Australian Council of Social Services (ACOSS), Planet Ark, The Smith Family, religious bodies and various other high profile pressure and lobby groups play a role in influencing commercial decision-making and societal values.

Some of these pressure and lobby groups are private organisations working to address a social or community issue or cause. Others are funded to be a public voice for a group they represent. Larger pressure and lobby groups might be charities, membership groups or funded for the public good by the government and even global organisations (commonly known overseas as **NGOs**).

Although they usually operate on a **not-for-profit** basis they of course are likely to have some paid employees who run the organisation based on sophisticated commercial models. These groups work hard to 'go the extra mile' with governments and other key industry decision-makers. Some groups are non-political - whereas others are quite strident in their support for various political parties and will give their support to a party that champions the issue that the group believes is important, e.g. **The Greens**.

Some even stand their own representatives at national and local elections.

**"If I'd had a voice back then,
I'd still be around now."**



Pressure/lobby groups

- Tradition to unions and industry associations organisations such as...
- ⇒ Australian Conservation Foundation
 - ⇒ Greenpeace
 - ⇒ The Wilderness Society
 - ⇒ RSPCA
 - ⇒ Friends of the Earth
 - ⇒ Gun Control Australia
 - ⇒ Bicycle Victoria
 - ⇒ Amnesty International
 - ⇒ Refugee Council of Australia
 - ⇒ Human Rights Council of Australia
 - ⇒ The Climate Institute
 - ⇒ Public Transport User's Group
 - ⇒ Sea Shepherd

Local community groups

There are also many thousands of smaller pressure and lobby groups working to service their local **stakeholders** and bring about change in local community areas. These include local environmental groups, regional arts organisations, targeted welfare agencies, animal rescue and welfare service-providers, sporting and recreation clubs, youth support agencies and more.

Smaller local groups might be staffed entirely by volunteers. They might rely on **fundraising**, donations, government (especially local government) **grants** as well as distributions from **charitable foundations** and trusts to survive. They try to bring about change by lobbying key local influential stakeholders and use their community knowledge to network key decision-makers. A lot of change in society originates from enterprising **grassroots action** and many of the major pressure and lobby groups originated as small **local community groups**.

Many community groups work hard to give assistance and a voice for those who might be forgotten or overlooked in our society. Check out: www.ourcommunity.com.au

Welfare/charitable agencies

These provide support, advice or services to clients with special needs.

- ⇒ Red Cross Australia
- ⇒ The Smith Family
- ⇒ Oxfam Australia
- ⇒ The Fred Hollows Foundation
- ⇒ World Vision Australia
- ⇒ Ozchild
- ⇒ Berry Street
- ⇒ The McGrath Foundation
- ⇒ Make a Wish Foundation
- ⇒ The Salvation Army
- ⇒ St Vincent De Paul Society
- ⇒ Starline Australia
- ⇒ Medichin Social Frontiers
- ⇒ Youth off the Streets
- ⇒ Rotary
- ⇒ The Lions Club



Community groups B

1. What is a pressure (or lobby) group? Give 2 examples (that are not in these pages).
2. Why do pressure and lobby groups exist and what do they do?
3. What might happen if pressure and lobby groups disappeared?
4. Explain the meaning of this statement: "Just because something is legal it doesn't make it right."
5. Describe the ways that the government supports pressure and lobby groups. Use the internet to research examples of this support.
6. We have a government that acts in the best interest of people so why do we need pressure and lobby groups?
7. What is the relationship between volunteers and local community groups?
8. List 5 local community groups that operate in your area.
9. Have you ever assisted a local community group or a pressure and lobby group? Why so/not?

Extension

Do you know of an issue that should be dealt with? Why not join, or even better start your own group. Research Craig Kielburger, Tan Le, Daniel Adams and the Noffs family for inspiration.

Waste not, want not

Each week in Australia, many thousands of tonnes of food goes to waste, while hundreds of thousands of families and individuals do not have access to a regular, safe and nutritious food supply. Wouldn't it be better if this food could somehow find its way to those in need?

In 2005, Ian and Simone Carson in Melbourne, Australia, formally established the fresh food rescue organisation SecondBite, because they could no longer watch good food go to waste. SecondBite's vision is "Food for people in need."

SecondBite's aim was to help out people experiencing food insecurity by sourcing surplus nutritious, fresh food and produce that would otherwise just go to waste - and then distributing this food to various agencies that support the struggling, disadvantaged and vulnerable people who needed it.

In its first year SecondBite was totally run and operated by three volunteers. As the need for more food grew (the recipient demand in the community) SecondBite was able to source a greater supply of donor food.

However, the SecondBite crew realised that they would have to undertake some significant planning and organising in order to continue to provide their services in an enterprising manner. And then, once the enterprise had secured some seed funding, it employed its first paid staff member.

From those few humble boxes of surplus food, SecondBite has grown to become a fully national enterprise that operates to provide fresh food and meals directly to 1,300 community, charity and social service agencies around Australia.

In 2018 it reached the milestone of 'providing for' an equivalent 100 million meals, represented by the rescue and distribution 50 million kgs of fresh food and produce.

These items come from donors such as farmers, fresh food

markets, wholesalers, supermarkets, retailers, and catering and events companies.

Some of SecondBite's key supporting partners include Coles (nationwide), Montague (fruit), Barden Produce (fruit and vegetables), Chep (transport), PFD Food Services, The Australia Government's Department of Health and Department of Social Services and many others; including a range of charitable and philanthropic organisations and foundations. SecondBite also operates with the support of thousands of active volunteers.

In 2016/17 SecondBite:

- ⇒ rescued 11 million kg of produce
- ⇒ distributed produce equivalent to 22 million meals
- ⇒ attracted over \$6m in revenue (i.e. fundraising, donations, grants, etc.)
- ⇒ employed approximate 75 people across transport, warehousing and administration/ corporate services
- ⇒ had use of more than 25,000 volunteer hours.

SecondBite believes passionately in working collaboratively with other agencies. It supplies fresh and nutritious food and produce to more than 1,300 diverse community partners. These community agencies and groups then make this food into meals, or distribute it directly to people and families who need it.

Some examples of its community partner charitable agencies include Sacred Heart Mission, Northall Street Soccer, The Smith Family, and the Sylum Refugee Resource Centre. These agencies

provide community meals, food parcels, breakfast programs, outreach services and cooking classes to vulnerable Australians.

Partner agencies are guaranteed a regular supply and are supported with additional nutrition information and fruit and vegetable guides.

SecondBite activities ensure community groups can directly provide fresh and nutritious food to people in need.



Image: monkeybusiness/Depositphotos.com

Community groups need to pursue enterprising ways of garnering support and SecondBite faces many pressures that impact on its day-to-day survival. To facilitate this, SecondBite draws on three major categories of support.

1. Food donors such as farmers, markets, food retailers, caterers and food manufacturers.
2. In-kind supporters such as professional service providers, designers, transport services, equipment and consumable suppliers.
3. Supporters who provide; donations, grants and financial assistance, media and publicity and partnerships with government departments and agencies.

The operational model of SecondBite is a major logistical feat. Managing the process of food collection, sorting, packing and distribution requires a truly enterprising involving various industry stakeholders. SecondBite has developed into a national organisation with a local focus in each state it operates. In 2017/18 it had to move its Melbourne distribution centre and headquarters to a larger Heidelberg Warehouse. It has even developed a research and development department to innovate new fresh food rescue models, food skills and nutrition programs.

The enterprising activities of SecondBite remove the need for community agencies to purchase food (often at retail prices). These community agencies can focus on providing meals much more cheaply; thereby increasing their scope to find and reach people and families in need.

A secondary bonus is that SecondBite's program has seen the redistribution of more nutritious food options. This is important because many people suffering food insecurity have to choose cheaper, but less healthier and nutritious, food options.

Another positive outcome is that millions of tonnes of produce are diverted from landfill each year. This reduces waste and it also helps to reduce greenhouse gas emissions.

Another positive outcome is the training, skill-development and experience that volunteers get. This helps many to become long-term job-seekers to gain valuable experience, as well as a sense of confidence and being able to contribute to the community. SecondBite also operates a traineeship program for people with disabilities. So as you can see SecondBite is demonstrating enterprising behaviour on numerous levels creating a win-win situation. But why do you think they are being so successful at it?

Source: www.secondbite.org/
2016/17 SecondBite Annual Report.

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Enterprise in Action - Waste not, want not

A

1. Complete an enterprising pro-forma on the subject of this enterprising case study (see p.11).
2. Why did SecondBite get established?
3. What were some of the initial problems that Second Bite had to overcome?
4. Describe the extent of the operation of SecondBite. Use evidence.
5. Outline 5 ways that the company works with stakeholders to achieve enterprising outcomes.
6. Why is connecting and working with other a key win-win related skill driving SecondBite's success.
7. List the 3 categories of support that Secondbite has. Explain why each of these is important to the ongoing success of SecondBite.
8. How is SecondBite's enterprise creating a win-win situation?
9. Why would people invest their time (for many unpaid) into such an enterprise? Would you? Explain.

Extension

1. Find out more about SecondBite at their website. Working in teams, present a 10-point presentation to the class to fully explain one particular aspect of SecondBite's operations.
2. Research a similar social enterprise (perhaps one that is operating locally) and complete an enterprising pro-forma. Prepare a 10-point presentation to the class.
3. Develop a list of activities or behaviours you would expect to see in a social enterprise that is demonstrating an enterprise culture.

Clean up your act

2

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Enterprise in action - A



Show what do you know? (2) B

1. What is a stakeholder?
2. List the roles of 5 different stakeholders. Describe examples for a work setting you are familiar with.
3. Use examples to clarify the difference between the 5 stages of industry classification.
4. Use ANZSIC 2006 to properly classify 3 different enterprises you are familiar with.
5. Describe the roles of the main types of industry stakeholders. Use examples to support your answer.
6. Describe the roles of the main types of community stakeholders. Use examples to support your answer.
7. What is a societal value? Why might societal values held by different stakeholders conflict?
8. Why do pressure and lobby groups have an important role in assisting the development of an enterprise culture?

Industry	Industry value added (production) 16/17 \$m	Sales and service income 16/17 \$m	Wages and salaries 16/17 \$m	Total expenses 16/17 \$m	Operating profit before tax 16/17 \$m	Net capital expenditure 16/17 \$m	Profit margin % 16/17	Wages and salaries per person 16/17	Industry value added per person 16/17	Total Employees 16/17	% of total emp. 16/17	% emp. growth 2013-17	% Employees Nov 2017	% Employees female Nov 2017	% Employees age 15-24 Nov 2017	% Employees aged 55+ Nov 2017	% regional growth Nov 2017	% projected growth 2018-22
Accommodation and Food Services	41,114	100,145	25,897	94,950	6,883	5,314	6.9%	\$25,691	\$40,788	1,008,000	9.3%	13.8	60	55	43	10	35	11.2
Administrative and Support Services	56,853	85,578	42,304	83,128	6,610	2,309	7.7%	\$48,018	\$64,532	881,000	8.1%	1.9	44	51	11	21	28	8.4
Agriculture, Forestry and Fishing	35,496	95,871	8,305	82,164	19,075	6,370	19.9	\$17,124	\$73,188	485,000	4.5%	7.2	27	30	10	37	82	-0.8
Arts and Recreation Services	12,651	32,440	6,951	30,778	4,149		12.8%	\$33743	\$61413	206,000	1.9%	17.3	50	49	25	16	27	9.9
Construction	116,683	378,306	61,350	341,106	36,853	8,103	9.7%	\$57,500	\$106,000	1,066,000	9.8%	19.3	15	12	15	16	32	10.9
Education and Training (private sector only)	28,434	26,386	20,999	39,432	3,862	3,008	14%	\$50,237		418,000	3.0%	14.1	40	71	9	23	31	12.0
Electricity, Gas, Water and Waste Services	48,604	126,254	11,256	6,706	15,274	5,333	12.1%	\$108,231		104,000	1.0%	15.4	8	24	6	19	35	-7.0
Financial and Insurance Services	na	na	na	na	na	na	na	na	na		0.0%		17	49	7	14	16	5.6
Health Care and Social Assistance (private sector only)	83,945	92,924	51,143	106,827	23,484	8,000	23.8%	\$45,460	\$61,618	1,125,000	10.0%	11.1	44	78	9	23	33	16.1
Information Media & Telecommunications	37,113	79,575	14,724	74,159	7,293		12.2%	\$86,105	\$227,053	171,000	1.6%	15.6	21	41	12	14	16	3.3
Manufacturing	99,508	363,969	54,744	345,103	24,639	9,500	6.8%	\$65,957	\$119,889	830,000	7.6%	-6.0	15	27	11	20	30	-4.2
Mining	125,034	214,984	23,166	8,904	33,754	46,912	15.7%	\$147,554	\$96,391	157,000	1.4%	-19.6	5	15	5	14	56	2.4
Other Services	30,668	58,666	19,555	61,102	8,114	8,285	1%	\$40,403		484,000	4.4%	1.1	32	44	16	19	31	2.5
Professional, Scientific and Technical Services	115,740	210,779	73,274	71,800	45,595		20.5%	\$71,075	\$119,753	1,031,000	10.5%	12.5	23	43	8	17	18	12.5
Public Administration and Safety (private sector only)	5,612	9,817	4,044	3,405	677	183	6.9%	\$51,305	\$71,941	78,000	0.7%	6.5	20	49	6	20	31	9.3
Rental, Hiring and Real Estate Services	81,562	130,513	16,051	91,444	71,747	19,879	55.0%	\$39,534	\$200,892	406,000	3.7%	10.6	24	51	11	22	26	8.5
Retail Trade	75,681	417,587	43,773	401,808	19,051	6,817	4.6%	\$33,672	\$58,216	1,300,000	11.9%	6.8	50	56	30	15	32	3.7
Transport, Postal and Warehousing	74,019	160,648	34,871	150,535	14,707	19,445	9.2%	\$59,507	\$126,312	586,000	5.4%	11.0	21	22	7	25	28	6.5
Wholesale Trade	66,014	502,434	38,428	493,398	16,949	5,846	3.4%	\$70,252	\$120,684	547,000	5.0%	-11.9	17	33	9	20	24	0.5

Source: ABS, Australian Industry, 8155.0, 2015/16. ¹ Data is for private sector enterprises only. Totals would be much higher if public sector was included.

Source: Australian Jobs 2017, Department of Employment, p.13.

Leadership & teamwork

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Leadership

Leadership is one of the most important traits that contributes to an enterprising culture. In unit 2 you might have learned that debate has raged for centuries over what makes a good leader. In the past it used to be thought that leaders were, “born and not made”, which meant that leaders gained their authority through their birthright. **Decision-making power** was passed down from generation to generation within royalty, wealthy families, or by other non-enterprising means (often conflict and conquest). Do you think that this was fair?

The 20th century saw a more **egalitarian** (or fairer) society develop in the Western world. Opportunities were created for people from working and middle-class backgrounds to move into positions of authority. The rights, talents and status of women in the workplace also started to be recognised more appropriately. Opportunities for people from non-English-speaking backgrounds and other under-represented groups started to emerge. This diversity led to creativity and **synergy**. The 21st century...???

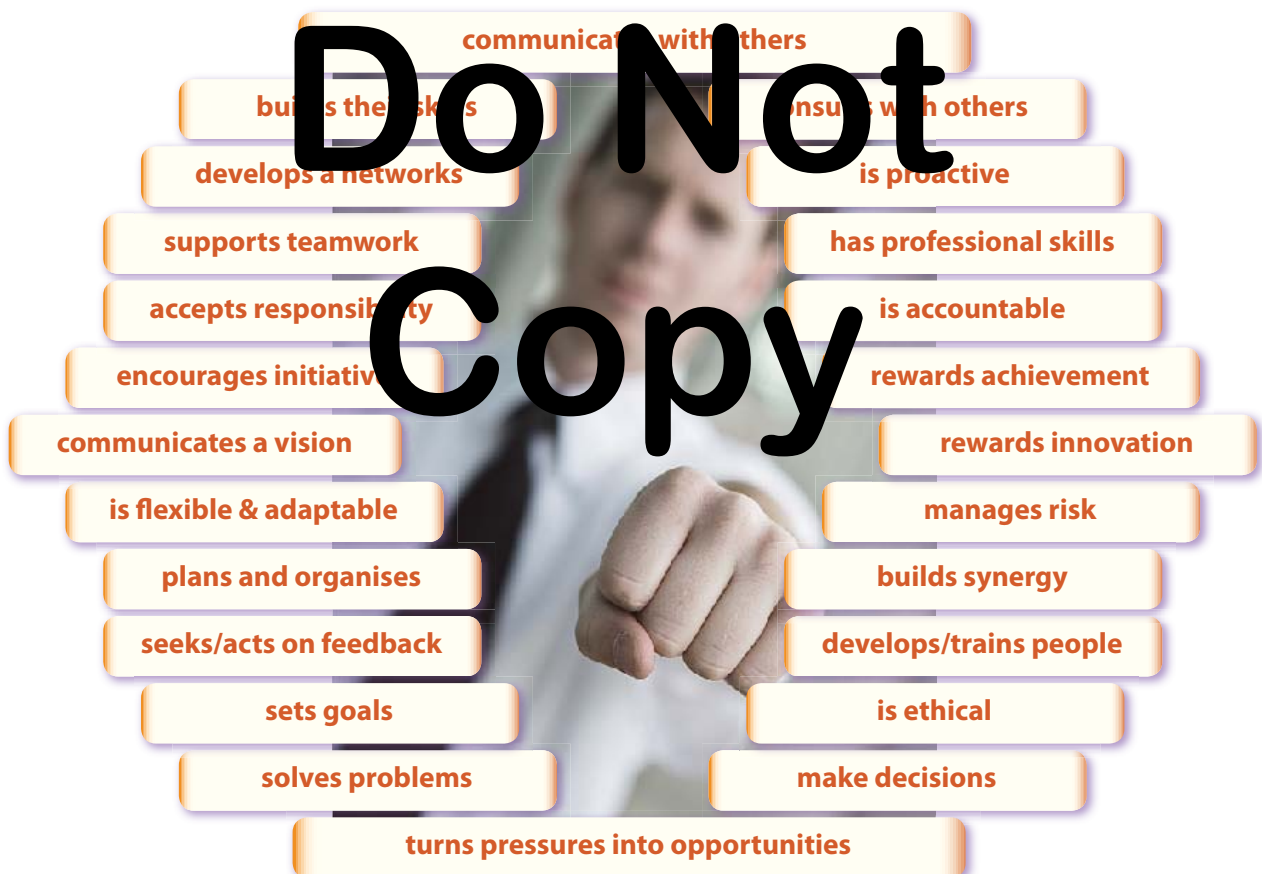
Some people still think that there are innate qualities in people that make them good leaders. This is supported by a recent growth in the use of **emotional intelligence** (EI) tests.

However, there is no dispute that people cannot simply be ‘born good’, but must instead strive to be ‘leaders’. There is a distinct difference between management and leadership and an enterprising culture needs to encourage and turn managers into leaders. So what then, do you think, are the traits or characteristics of a leader as part of an enterprise culture?

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An Effective Leader...



Leadership Traits & Work-Related Skills

Initiative

- ⇒ Leaders need to have vision, as well as realistic strategies that can be turned into workable plans to achieve that vision.
- ⇒ Leaders are generally proactive and look for opportunities to innovate rather than being reactive.

Adaptability

- ⇒ Leaders need to show flexibility in dealing with different stakeholders, with complex and varied issues and changing industry trends.
- ⇒ Leaders need to be able to balance the needs of different stakeholders e.g. achieving profit, while at the same time improving the lives of employees and customers rather than exploiting them. (The triple bottom-line.)

Communication

- ⇒ Leaders need to have highly developed communication skills. This is often the key reason why people respect leaders.
- ⇒ Leaders must be willing to listen to accept feedback and to make changes to implement improvements.

Managing and leading

- ⇒ Leaders normally have a suite of highly-developed industry, commercial, technical and people skills.
- ⇒ Leaders are accountable and are willing to accept responsibility for the outcomes of their decisions.

Problem-solving

- ⇒ Leaders are often called upon to solve problems when they occur and take the responsibility to 'make things right'.
- ⇒ Leaders need to be able to anticipate problems. They also need to develop strategies that assist and empower other stakeholders to solve problems.

Planning & organising

- ⇒ Leaders excel at goal-setting and are able to achieve goals and communicate those goals to other people.
- ⇒ Leaders must make key decisions and organise resources (including people) so as to achieve their objectives.

Self-awareness

- ⇒ Leaders, of course, are knowledgeable but are usually very good at sharing that knowledge which instils a sense of confidence in their people.
- ⇒ Leaders need to know their limitations and must surround themselves with people who complement their strengths and weaknesses.

- ⇒ Leaders need to recognise the importance of enterprising people and be able to create the conditions that allow for the development of synergised teams.
- ⇒ Leaders are normally able to instil trust and loyalty in people which can influence people to trust in these leaders.

Leadership styles

Leadership approaches can be categorised by whether they demonstrate either a **transactional leadership style** or **transformational leadership style**.

Transactional leadership style

- ⇒ Transactional leadership might be classified as more of a task-oriented style.
- ⇒ It involves a transaction that occurs between leaders and followers.
- ⇒ It uses pre-determined structures and communication between managers and their staff and work related agreements.
- ⇒ Involves reward contingent upon an outcome or goal-achievement but uses discipline when goals are not achieved.
- ⇒ Focuses on outcomes or events such as errors, exceptions and failures to meet goals and standards.
- ⇒ Take action only when things are wrong.

Transformational leadership style

- ⇒ Transformational leadership might be classified as more of a people-oriented style.
- ⇒ It involves motivating workers to exceed objectives and to strive for excellence.
- ⇒ This might include guiding, influencing and inspiring people to excel.
- ⇒ Uses charismatic leadership, and communicates a vision which inspires trust and pursuit of common goals
- ⇒ Challenge workers to show initiative and encourages creative problem solving.
- ⇒ Focuses on the individual and provides support, coaching and mentoring.

Mentoring

One of the ways to develop a culture of leadership is through **mentoring**. Mentoring is when a less experienced employee is paired up with a senior and more experienced employee in order to provide guidance and informal learning opportunities.

The relationship is usually formalised through a structured system which may include regular meetings and an **appraisal** process to determine outcomes for the mentee.

The emphasis, however tends to be on an informal situation in which the **mentee** is comfortable with their **mentor** and is able to absorb knowledge, insight and wisdom from their experience.

Mentoring can work well for specific groups who may benefit from extra support including; women in non-traditional occupations, short-term contractors, new graduates, managers and professionals.

Many leaderships programs utilise mentoring to recognise, train, support and guide future leaders.

@twick/tweet?

We can learn a lot from others - including how to avoid common mistakes. #I&E34

9:14 AM Feb 27th via secret millionaire from Jodi

Leadership A

1. Briefly describe 4 enterprising qualities or behaviours that make a good leader.

2. Explain the difference between a transactional and transformational leadership style.
3. Which style would you prefer to work under? Why so?
4. Which style would you be more likely to use as a leader? Why so?
5. Explain the difference between being a manager and being a leader? Use examples.
6. Can a manager be a leader? How so? Use examples.

Extension

- i. Research an Australian leader you admire. Prepare a 20-point multimedia or video presentation to the class that describes how this leader is contributing to an enterprise culture.
- ii. Undertake some research and discuss the following issues. Why does Australia need to develop leaders in order to develop an enterprise culture? How might this be achieved? Which stakeholders should be involved and what roles can they play?

Check out:

www.changingminds.org.au/resources/leadership/leadership.htm



Mentoring B

1. What is mentoring? Why is mentoring important?
2. Who can benefit from mentoring? Give examples.
3. Might you benefit from being mentored? Explain? What about by being a mentor?
4. Describe 2 ways that mentoring might help create an enterprise culture.

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Enterprise in action - ??? A

Using this pro-forma, summarise how one of these persons is demonstrating enterprising behaviour.

Describe the enterprising person and summarise the activities of this enterprising person.

Describe two examples of enterprise capabilities demonstrated by this person.

Describe an example of an employability skill being demonstrated (different from the 5 enterprising capabilities).

Describe a pressure that this enterprising person might have had to deal with (or might be dealing with).

Describe how this enterprising person has created an opportunity as a result of their actions.

Explain how teamwork has been an important part of their enterprising activities.

Summarise how this person demonstrates the traits expected of an enterprising leader.

List any useful resources/weblinks to support further investigation of this enterprise subject.



Synergy

In a workplace it is important to create a spread of **work-related skills** competencies and intelligences. Balance can create a sense of synergy whereby the whole is greater than the sum of its parts. This team strength creates more of an enterprise culture.

In community and work settings, a spread of work styles, abilities and personalities is essential for ensuring that all work tasks and activities are managed effectively. This promotes adaptability, workplace flexibility, initiative, creativity, teamwork - some of the behaviours expected of an **enterprise culture**. So if you don't have all the skills and competencies needed, then perhaps your fellow team member has.

Synergy: The whole is greater than the sum of its parts.

Team skills

It is commonly accepted that you can usually train most employees in the **industry-specific skills** they need to perform a job. These technical skills can usually be developed using **competence based training** (CBT). CBT makes employees more enterprising as they are able to perform valued work tasks.

However, those more 'personal' aspects related to employee **attitude** and how employees behave in group situations may be more difficult to train for. It's not easy to change a bad attitude. However, people do need to develop better **intrapersonal** and **interpersonal** skills so that teams can function successfully.

These so-called 'soft skills' form a part of **emotional intelligence** and are essential for the development of an enterprise culture. Developing intrapersonal and interpersonal skills will lead to better workplace cohesion and the likelihood of more enterprising leaders.

One of the key ways to build specialised teams is to combine the different **multiple intelligences** that members demonstrate.



Image: designaart/
iStock/
Thinkstock

A Multiple intelligences

1. What is synergy? Why is synergy important?
2. Describe an example of how a community or work setting might go about creating synergy amongst its employees.
3. Describe how synergy relies on team members with different multiple intelligences.
4. Select and explain 2-3 multiple intelligences you're strongest in and why? Use table format below.
5. Select and explain 2-3 multiple intelligences you're weakest in and why? What can you do to overcome these weaknesses? Research multiple intelligences using the internet and report back to the class.

Extension

Collate class MI results and as a group construct averages and overall results. You could also try interviewing different people in work settings and determining their 'preferred' intelligences.

MI	Justification	Example/evidence	Someone else rank you

Multiple Intelligences

Bodily-Kinesthetic

- ⇒ Ease and skill in performing physical tasks and activities.
- ⇒ A bar manager in the accommodation and food services industry might have to move about in a physically demanding role supervising and doing tasks.

Interpersonal

- ⇒ Ability to understand and to deal effectively with others.
- ⇒ A psychologist working in the Health Care and Social Assistance industry might teach relaxation techniques to stressed patients.

Intrapersonal

- ⇒ Ability to understand oneself, be self-aware and self managing.
- ⇒ A computer programmer in the professional, scientific and technical services industry might have to balance several demanding projects for different clients.

Logical-Mathematical

- ⇒ Ability to use reasoning, to apply logic and to use maths techniques.
- ⇒ A logistics manager in the Transport, Postal and Warehousing industry might need to develop complex programs to develop international freight schedules.

Musical-Rhythmic

- ⇒ Understanding music, tonal, rhythmic and aural patterns and pitches
- ⇒ A mechanic in the Other Services industry might need to listen to clients describing engine noises over the phone.

Naturalistic

- ⇒ Understanding and adapting to situations related to one's immediate and greater environment.
- ⇒ A environmental policy planning manager working in the Public Administration and Safety industry might need to interact with the environment they are developing policies for.

Verbal-Linguistic

- ⇒ Understanding through literacy, media, oral, writing, speaking and listening.
- ⇒ A teacher in the Education and Training industry may need to communicate to a class verbally and through ICT to reinforce concepts in the text book and online and to give instructions.

Visual-Spatial

- ⇒ Seeing images, patterns and shapes and mentally processing them.
- ⇒ An site manager working in the Construction industry might need to visualise structures, sizes and shapes as well as be able to interpret plans and diagrams.

Check out:



Online multiple intelligence quizzes. You could start with the quiz at: www.literacyworks.org/mi/assessment/findyourstrengths.html

It's a bit lame with obvious questions but it does give a starting point.

3.09 Team Dynamics

Emotional intelligence

Interpersonal skills refer directly to a person's ability to communicate effectively and deal with other people. We all have to work in teams and generally the hardest task at a workplace is dealing with people. Some people have well-developed **social competencies** that they bring to the workplace in the form of effective interpersonal skills.

Intrapersonal skills refer to a person's ability to be self-aware. A true awareness of an individual's strengths and weaknesses can mean that effective teams can be built to combine skills and overcome weaknesses. Both these skills sets are at the heart of emotional intelligence.



Emotional intelligence

Some generally accepted skills or competencies related to emotional intelligence include:

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

Team roles

You know that effective leadership goes a long way towards effective team-building. However, another aspect of team effectiveness relates to having an understanding of the different roles that people's **personality types** dictate they play in a team. People cannot help themselves, and they tend to nearly always act-out according to their personality type. This results in a **team dynamics** which may, or may not, contribute to a **synergised** team as part of an enterprise culture.

An enterprising leader should know the preferred roles of their team and should:

1. Encourage the positive aspects associated with their roles.
2. Anticipate and implement strategies to avoid the negatives associated with these roles.
3. Encourage and support their team members to develop their work-related skills so as to develop into other roles.

Some common team roles are listed opposite. These are not a definitive list but you can usually observe people taking on one or more of these roles during team meetings and other team activities.

Although some of these names sound bad, it is important for a balanced synergised team to have, for example, a critic to balance an innovator, or a timekeeper to manage an implementer. Ineffective teams have an imbalance of roles whereby, for example, if there are too many critics, or influencers or drivers - then one way of thinking and operating predominates and can become the accepted norm. This might actually stifle enterprise culture.



Image:
monkeybusinessimages/
iStock/Thinkstock



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Team dynamics B

1. Explain the difference between interpersonal skills and intrapersonal skills. Give an example of each as part of your explanation.
2. What is emotional intelligence?
3. Describe the relationship between emotional intelligence and work-related skills.
4. Why is an understanding of team roles an important part of being a leader?
5. Describe the relationship between 5 different team roles and work-related skills.
6. Do any of these team roles sound like you? Explain why, with an example.

Extension

Describe a situation from a community and/or work setting whereby some or all of these team roles are being demonstrated. You might need to sit in a team meeting, observe workers in action or watch a video. Use the table below to record these.

Team member	Official position	Apparent team role	Example/evidence

3.11 Enterprising Responses

Work-related skills

Essentially an enterprising leader is one who is able to master a variety of complex work-related skills. Some skills are common to all leaders: problem-solving, planning, decision-making, accepting responsibility and communication. **Leaders** normally have these skills in abundance, and along with being excellent people managers they are able to apply varied skills to different industry-specific situations.

Effective **interpersonal relations** is vital in developing an enterprising culture. However, the hardest resource to manage in an organisation or a work setting is people. One clear distinction between managers and leaders is that leaders normally have an excellent understanding of **team dynamics**. Given this they are then able to develop and implement strategies that promote effective teamwork thereby contributing to an **enterprise culture**.

Leadership & Work-Related Skills

Acting proactively and autonomously

- An enterprising leader:
- ⇒ Works proactively to improve outcomes.
 - ⇒ Turns pressures into opportunities.
 - ⇒ Actively supports and develops innovation in people and in processes.
 - ⇒ Looks for creative solutions to **solve difficult problems**.

Communicating and working with others

- An enterprising leader:
- ⇒ Communicates effectively using different techniques.
 - ⇒ Welcomes feedback and two-way communication.
 - ⇒ Invites employee involvement.
 - ⇒ Encourages teamwork and collegiality.
 - ⇒ Has skills in cross-cultural communication.

Adaptability

- An enterprising leader:
- ⇒ Is flexible and open to new ideas.
 - ⇒ Encourages the development of new skills.
 - ⇒ Looks for new market opportunities.
 - ⇒ Encourages fluid and dynamic work practices.
 - ⇒ Learns, changes and grows.
 - ⇒ **Solves problems** by accepting challenges and embracing change.

Learning & developing skills and knowledge

- An enterprising leader:
- ⇒ Has relevant industry/technical knowledge.
 - ⇒ Has well-developed people skills (EI).
 - ⇒ Implements innovative workplace training programs.
 - ⇒ Supports and encourages lifelong learning and professional development.
 - ⇒ Outsources to experts and industry specialists when needed.
 - ⇒ **Solves problems** by supporting skills development.

Managing and leading

- An enterprising leader:
- ⇒ Consults with those who can offer creative input.
 - ⇒ Is able to share a vision with stakeholders.
 - ⇒ Is able to take responsibility for their actions.
 - ⇒ Where appropriate, delegates tasks to suitable staff.
 - ⇒ Assesses and manages risk.
 - ⇒ **Solves problems** by making decisions.

@twick/tweet?

@ledrshp Judge a leader not by what they do, but by what their followers do #I&E34

7:33 PM Feb 28th via graffiti by D'Bomb

Team Dynamics & Work-Related Skills

Teamwork

Synergised teams support complementary skills and provide a framework for workplace cohesion from stakeholders such as employees, customers, supervisors, contractors and others.

Learning

Synergised teams are open to new ideas and techniques and encourage workplace stakeholders to be enthusiastic and willing to invest time and resources in lifelong learning.

Problem-solving

Synergised teams can lead to employees who are likely to communicate more effectively, be creative, be practical and show initiative.

Communication

Synergised teams help develop employees who can listen, speak, read, write and negotiate effectively. They also encourage flexible communication and responds to the need of a situation, including skill in cross-cultural communication.

Technological skills

Synergised teams ensure that employees are matched so that they have a range of skills and industry-specific competencies and also so that they can help and learn from each other.

Initiative & enterprise skills

Synergised teams promote employee participation and encourage employees to accept responsibility, make decisions and demonstrate initiative.

Self-awareness

Synergised teams assist employees to realise a vision, to plan and organise and to achieve goals and objectives. They also help workers to monitor and evaluate their own performance.

Planning & organising

Synergised teams support workplace stakeholders to establish goals, understand processes, make decisions and allocates resources. They help people to manage themselves, others, time and resources.

Work-related skills, leadership and teamwork

A

1. Select 3 work-related skills. For each one describe how it assists in developing leadership as part of an enterprise culture. Use examples from a work setting you are familiar with to support your descriptions.
2. Select 3 work-related skills. For each one describe how it assists in developing teamwork as part of an enterprise culture. Use examples from a work setting you are familiar with to support your descriptions.
3. Discuss how leadership and teamwork complement each other as part of an enterprise culture.

Workers today, leaders tomorrow

The employees of today need to become the enterprising leaders of tomorrow. The importance of effective leadership as part of the development of an enterprise culture has never been so important.

One way to develop leadership skills in employees is through structured (yet flexible) traineeship, apprenticeship, management, and graduate development leadership training programs. Different elements of these programs can be beneficial at different stages of an employee's career life cycle.

Enterprises invest millions in staff training and workplace learning programs. Enterprising organisations recognise the need to develop and deliver internal training programs; as well as the benefits of working with external stakeholders to develop and deliver training and workplace learning initiatives that help foster a culture of leadership within their organisation.

Many innovative leadership programs combine both on-the-job and off-the-job training, flexible learning options supported by Learning, coaching and mentoring programs and partnerships with specialised learning providers in the Education and Training industry.

Australian Football League

The Australian Football League developed its SportsReady program in 1993. First conceived by Kevin Sheedy, the program was originally funded by the AFL to provide football players entry into the workforce, primarily in the Arts and Recreation Services industry.

SportsReady operates as an independent not-for-profit enterprise and is a Registered Training Organisation. It works in partnership with commercial host employers such as NAB, ANZ, CBA, Westpac, Telstra and Kmart. It also works with sports and recreation stakeholders including the AFL, AFL clubs, Cricket Australia, Bowls Australia, Melbourne Storm and YMCA Victoria. It also partners with universities around Australia (for the more advanced training options).

AFL SportsReady describes its program as the entry-stage for future workplace leaders. Its traineeships, and other courses for mature age clients are open to many people (especially younger people), across various industries.

Over 13,000 have been trained since 1995; including more than 1,500 indigenous trainees (one of the most extensive indigenous trainee programs in Australia).

Since its inception, AFL Sportsready has worked with over 350 schools across Australia as part of a schools partnership program. This partnership delivers traineeship opportunities as a part of 'gap year' for school-leavers.

In 2017 more than 170 players were studying a Certificate 3, 4 or diploma course.

Other AFL training programs include, *AFL and AFLW academies, eLearning policy programs for players and officials, Flying Boomerangs and Woomera indigenous leadership programs, the Michael Long Learning and Leadership Centre and the Bachar Houli Leadership Academy and an associated Employment Program*

Coles Coles is benchmarked as one of Australia's largest employers with over 107,000 full-time, part-time and casual employees from diverse ages and backgrounds, including 3,500 indigenous employees.

Of course Coles provides thousands of entry-level opportunities through retail traineeships, including an award-winning off-the-job competency-based training program.

Coles also offers the *Retail Leaders Program* for accelerated growth into retail management positions supported by higher level vocational training and relevant on-the-job training and placement.

Coles has a range of graduate development programs including:

- ⇒ *Supermarket Operations Graduate Program*
- ⇒ *Coles Express Operations Graduate Program*
- ⇒ *Distribution Centre Operations Graduate Program.*

These year programs are structured according to three phases of employee development: 'Learn', 'Grow' and 'Build'.

As an example, *Coles' Supermarket Operations Graduate Program* states that its programs is structured in the following way.

Year 1 is about operational experience with customers and fresh food!

Year 2 focuses on building people skills and commercial leadership skills, through professional training and development sessions and hands-on experience.

Year 3 is about moving into a senior store management role and continuing to develop and apply various skills-sets.

Enterprise in action - Workers today, leaders tomorrow A

1. Which industries are featured in this case study?
2. What is a Registered Training Organisation?
3. Identify the different types of stakeholders involved in these programs and summarise their roles.
4. Australian Apprenticeships are primarily entry-level training programs, so how can they assist in the development of leadership skills in apprentices and trainees?
5. Summarise how training programs such as these demonstrate a more enterprising approach to leadership training.
6. Describe the examples of catering for diversity in these programs. You could also broaden your answer with some online research.
7. Identify 3 work-related skills demonstrated by the enterprises featured in this article.
8. Why do the employees of today need to be the enterprising leaders of tomorrow? How might this occur?
9. How do leadership programs assist in the development of an enterprise culture? Use an example from a work setting you are familiar with.

Extension

- i. Search the online for another example of a graduate development and training program or leadership program for young workers.
- ii. Prepare a report to the class, including a graphic about this program.
- iii. Be sure to explain how the program helps lead to the development of an enterprise culture by discussing the development and application of work-related skills in the trainees.

So what do you know? (3) B

1. List 5 traits of an effective leader.
2. Explain the relationship between leadership traits and the development of 5 different work-related skills.
3. What is difference between a transactional and a transformational leadership style? Describe an example of one or both of the styles in action from a work setting you are familiar with.
4. How can mentoring help contribute to the development of an enterprise culture? Give an example from a work setting you are familiar with.
5. What is the relationship between synergy and the development of an enterprise culture? Describe an example from a work setting you are familiar with.
6. What is the relationship between multiple intelligences and team dynamics? Describe 3 examples that related to work situations you have participated in.
7. What roles do you play in a team? Why so? How might you go about changing these?
8. Use examples from 2 different work settings to describe how leadership and teamwork work together to develop work-related skills in employees as part of an enterprise culture.

@twick/tweet?

#ledrshp/tEm One of the best TV shows about teamwork is still The Apprentice. But not that limp Aussie Z-celeb version ! #I&E34 4:01 PM Feb 29th via hairnet by Donald

3.15 Decision-Making Activity

A heart decision to make

8 people are waiting on a list for a donor heart. A suitable match has been found in W.A.. The heart is being flown over for transplant tomorrow and now it's up to the medical board to decide who is to receive the heart. You must choose only 1 recipient, but bear in mind, none of the waiting donors will survive for more than a month without the heart. So will the right decision be made?

Shazza McTazza

- ⇒ 22 years old, has been waiting 7 months.
- ⇒ She is a single mum, her children are 3 and 7.
- ⇒ Shazza is estranged from her relatives; the whereabouts of each father of each child is unknown.
- ⇒ Shazza left school at 15, she survives on a pension.
- ⇒ She is a recovering heroin addict.

Dr. Long Nguyen

- ⇒ 72 years old, been waiting 2 years.
- ⇒ Cardiac research scientist, married, no children.
- ⇒ He is very close to perfecting an artificial heart that won't be rejected by the body.
- ⇒ A workaholic who is obsessed with solving cardiac problems, he suffers from chronic blood-pressure and stress-related cardiac problems.

Aliz Aziz

- ⇒ 38 years old, been waiting 3 weeks.
- ⇒ She is in detention as an illegal boat immigrant.
- ⇒ Aliz is a doctor and with her husband devoted her life to helping others by setting up free clinics in her home country.
- ⇒ When Aliz's husband disappeared she had to escape on a boat with her 3 children.
- ⇒ Her condition has been aggravated by disease, stress and trauma.

Olivia Oglethorpe 3rd

- ⇒ 42 years old, been waiting 11 months.
- ⇒ Her husband is a Global Company Director, and both her children are at university.
- ⇒ Her family owns extensive media interests.
- ⇒ She is active in the social scene and a well-known drinker, partygoer and indulger in rich food.
- ⇒ Olivia is on the board of a number of charities, including the National Heart Charity; her family donates a lot of their wealth to this charity.

Alfie London

- ⇒ 62 years old, been waiting 8 weeks.
- ⇒ His wife works part-time and his daughter, 37, is a lawyer.
- ⇒ Alfie recently retired due to poor health after never having been sick in his life.
- ⇒ He never drank alcohol or smoked, a regular churchgoer and before his illness was a profit.
- ⇒ His heart condition is genetic.

Grace Vella

- ⇒ 43 years old, been waiting 10 months.
- ⇒ Married, husband is an interstate truck driver. 3 children aged 17, 15, 13; all at state school.
- ⇒ Grace, a very heavy smoker is a full-time housewife.
- ⇒ She is an addiction to poker machines where she spends most of her time.
- ⇒ Her condition is smoking-related.

Flash Fandango

- ⇒ 28 year old single male, waiting 6 months.
- ⇒ Top football star, male-model and has appeared in movies and has recorded albums.
- ⇒ Flash has set up a youth charity to help disadvantaged young people succeed and has had offers from Hollywood and from political parties.
- ⇒ His illness was aggravated by a sporting injury.
- ⇒ Flash is gay.

Biffa Blockhead

- ⇒ 15 year-old male, been waiting 5 months. Biffa is currently in youth detention.
- ⇒ Biffa was involved in racist, gang-related assaults and comes from a very troubled family.
- ⇒ He has been assessed as having ADHD and high I.Q.. His condition was brought on by a poor lifestyle and injuries.
- ⇒ He is due for release, has been a very good inmate and has a pre-apprenticeship lined up.

1. Before the class did the activity, which of the 8 recipients would you have chosen and why?
2. After the role-play which of the 8 recipients would you have chosen and why?
3. Which recipient did the medical board choose and what reasons did they give?
4. Does this change your view in any way? Explain.
5. What was your role in this activity? What decisions did you have to make to carry out this role?
6. What process did the medical board use to decide?
7. In your opinion, what was the hardest part of this role-play?
8. As a class suggest a process or method that could be used to solve a problem such as this.

Enterprising approaches to safety

4.01 Industry Safety	66	4.13 Enterprise in Action	78
4.07 Community Work Safety	72	4.17 Assessment Task -	
4.09 safe@work.....	74	Enterprise Culture.....	82
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Activity	p.	Due date/Done?	Comment
4.06A Safety by number	70		
4.06B A safer workplace	71		
4.08A OH&S in community settings	73		
4.09A My OH&S responsibilities	74		
4.12A Enterprising responses to safety	77		
4.14A Safety in action TEAC	79		
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4.16B Safety in action - Digital safety	81		
4.16C So what do you know (4)	81		
AT1B Enterprise culture in a community or work setting	82-83		
4.17 Safety activity	84		

Occupational health & safety

Occupational health & safety is a broad term that can be used to describe all of the issues, initiatives, laws, guidelines and responses that relate to workplace health and safety.

All workplaces present dangers to workers, employers, customers/clients and other stakeholders. However, some industries and work-related tasks, by their very nature, present more hazards. Given this, employees need an understanding of OH&S issues generally, as well as specific training for their industry and their workplace.



Scope of the problem

According to Safe Work Australia (based on a 2012/13 report - the latest report at the time of writing) the estimated cost to the Australian economy of work-related injury and disease is \$61.5b which is about 4.1% of GDP. In 2008/09 this estimated cost was \$60.6b or 4.8% of GDP.¹

In 2016/17 Australia-wide there were 106,260 workers' compensation claims (*a temporary incapacity requiring an absence of 5 days or more, or a permanent incapacity or death). The median average time lost for these claims was 5.6 weeks and the median average compensation paid was \$11,500.¹

There are some disturbing patterns related to workplace injuries across Australia.

- ⊗ Male employees experienced almost double the rate of serious injury or disease compared with female employees (M: 68,100, at a rate of 11.1 per 1,000 workers. F: 38,155, at a rate of 6.9 per 1,000 workers.)¹
- ⊗ Labourers experienced the highest number of serious claims accounting for a quarter of these; community and personal service workers represented 17% of serious claims.¹
- ⊗ The 'worst' industries were the Agriculture Forestry and Fishing; Construction, Arts and Recreation Services; Transport, Postal and Warehousing and Manufacturing (based on frequency per worker per year).
- ⊗ 38% of serious claims involved body stressing and 24% involved falls, trips and slips.¹
- ⊗ 25% of serious claims involved injury to the arms/upper limbs, 24% to the lower limbs and 19% to the back.¹
- ⊗ The highest frequency rate of serious claims per hours worked was for workers aged 50-64.¹

Source: ¹ Safe Work Australia, Key Work Health and Safety Statistics, Australia, 2016/17.

Enterprising work settings have responded to the inherent pressures associated with occupational health and safety by consulting and working with key stakeholders to improve safety outcomes for all stakeholders.

Work-related injury claims - Victoria: 2012/13 - 2016/17

	2012/13	2016/17
A Agriculture, Forestry and Fishing	516	592
B Mining	147	105
C Manufacturing	5177	4040
D Electricity, Gas, Water and Waste Services	325	375
E Construction	3478	3357
F Wholesale Trade	1918	1528
G Retail Trade	1612	1446
H Accommodation and Food Services	957	945
I Transport, Postal and Warehousing	2279	1949
J Information Media and Telecommunications	159	123
K Financial and Insurance Services	187	173
L Rental, Hiring and Real Estate Services	283	276
M Professional, Scientific and Technical Services	784	682
N Administrative and Support Services	932	1004
O Public Administration and Safety	2022	2083
P Education and Training	1826	1743
Q Health Care and Social Assistance	4188	3988
R Arts and Recreation Services	798	713
S Other Services	808	679
Unknown	32	18
Total	28428	25819

Source: WorkSafe Victoria, 2016/17 Statistical Summary

Roles of Industry Stakeholders in Safety

WorkSafe

- ⇒ WorkSafe Victoria manages Victoria's workplace safety system. It is responsible for overseeing Victoria's OH&S system and enforcing state OH&S laws.
- ⇒ WorkSafe Victoria is the branch of the Victorian WorkCover Authority that is responsible for promotion and enforcement of OH&S.
- ⇒ A WorkSafe Inspector's primary role is to ensure workplaces comply with health and safety legislation. They are legally empowered to enter a worksite (and some public places) at any time if required or requested to assess OH&S and can issue improvement notices and enforcement notices.

Employees

- ⇒ Employees, including managers, carry out work tasks and duties and have a fundamental right to a safe workplace.
- ⇒ Employees have a responsibility to perform work in the safest manner and to report any hazards.
- ⇒ Many workplaces have an official OH&S Officer or rep. who has the responsibility to monitor and maintain safety conditions. They will usually act as a go-between for employees and management.

Employers

- ⇒ Must provide a safe and healthy workplace for all workers and contractors.
- ⇒ They design work environments and implement and supervise work practices in work settings; and must do so with the utmost care and concern for safety of employees and any other stakeholders; by law!
- ⇒ Employers must have relevant WorkCover insurance, and must meet other responsibilities set down by law.

Unions

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

Industry associations

- ⇒ Represent the interest of employers and provide advice and support to assist them to be aware of and to implement effective OH&S guidelines.
- ⇒ Work with government agencies, WorkCover, unions, training institutions and other parties to develop and implement effective OH&S programs.

Government

- ⇒ Governments work jointly with other stakeholders to develop effective strategies to help improve occupational, health and safety outcomes.
- ⇒ Most OH&S laws and guidelines are controlled by the relevant government in each state and administered through relevant agencies such as the Victorian WorkCover Authority
- ⇒ In 2009 the Commonwealth government established Safe Work Australia. The aim is to improve work health and safety and workers' compensation arrangements across Australia. The agency is jointly funded by the Commonwealth, state and territory governments through an intergovernmental agreement.

People and safety

OH&S safety is about educating people more effectively.

Workplace **stakeholders** must take an active **responsibility** in the safety of themselves, their employees, their colleagues, their clients and customers and all other people in work settings.

If employees are able to identify and deal with safety issues before they happen then they will be proactively tackling the problem of accidents, injuries and deaths at work. This **proactive** and more enterprising approach includes responses such as:

- ☺ induction training
- ☺ industry-specific training
- ☺ hazard identification and risk assessment
- ☺ personal safety plans
- ☺ personal protective equipment
- ☺ workplace inspections
- ☺ redesign of work practices and many more.

Work-related injury claims Victoria: 2012/13 - 2016/17				
	Males		Females	
Age	12/13	16/17	12/13	16/17
Under 20	416	404	162	109
20-24	1322	1185	598	580
25-29	1508	1504	830	786
30-34	1664	1562	831	768
35-39	1880	1158	832	791
40-44	2196	1747	1277	1035
45-49	2261	2010	1582	1411
50-54	2522	2125	1708	1560
55-59	2230	2034	1338	1340
60-64	1671	1565	707	796
65 +	697	705	193	242
Unknown	1	1	2	1
Total	18368	16400	10060	9419

Source: WorkSafe Victoria, 2016/17 Statistical Summary

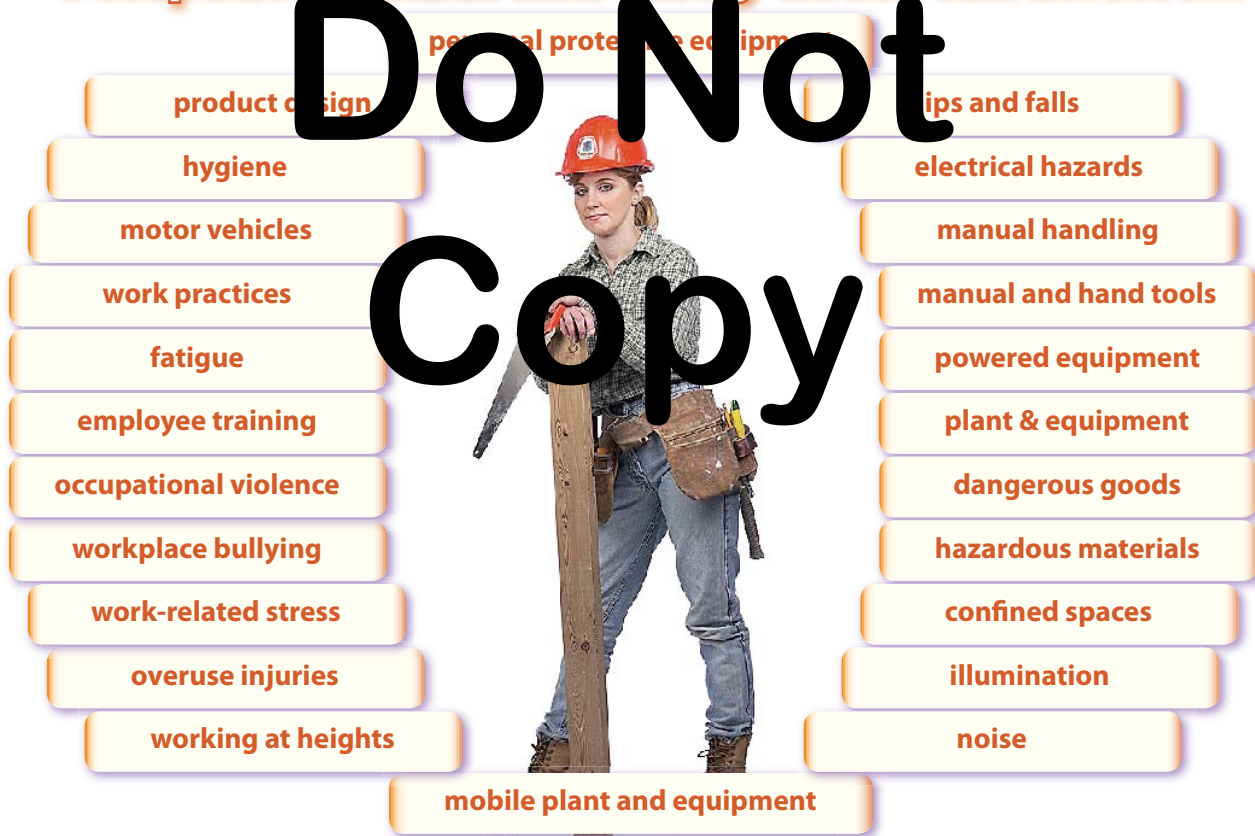
Preview Draft

Go online to find out recent stats to update these tables. But remember there will usually be about a 2-3 year time lag in some 'big-picture' stats.

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Occupation Health and Safety issues can involve...



Occupational health & safety training

Employees need to undergo proper OH&S training in order to ensure that workplaces operate in a safe manner. Consider the inherent **dangers** to employees and other stakeholders, including customers, in industries as diverse as agriculture, forestry and fishing, mining, transport and health and community services.

Some employees receive OH&S training as part of their initial entry-level **qualification** and must demonstrate OH&S competency in all work practices before they are allowed to work. Competency-based **Australian Apprenticeships** are used to ensure that trainees master all relevant aspects of OH&S before they are qualified to operate as a particular occupation.

Other employees receive OH&S **induction, training** and upskilling when they start in a new job, in a new role or on a new work site.

As part of **lifelong learning** all employees must upgrade their OH&S knowledge over their careers to keep pace with technological change, changing work practices and evolving OH&S legislation.

Many employees must be **licensed** to operate workplace equipment or to carry out specific responsibilities. These employees often have to complete ongoing refresher courses to update their qualifications.

Work-related injury claims Victoria:

Mechanism of Injury/Disease	12/13	16/17
Falls from height	1566	1448
Falls on the same level	2492	2683
Stepping, kneeling or sitting on objects	1797	1616
Hitting objects	1057	962
Being hit by moving object	3715	4088
Sound and pressure	1575	1109
Muscular stress while lifting	4493	3282
Muscular stress while handling	4756	4026
Muscular stress with no objects being handled	738	757
Repetitive movement, low muscle loading	1654	1459
Heat, radiation and electricity	229	187
Chemicals and substances	234	240
Biological	177	78
Mental stress	2000	2818
Vehicle accident	484	795
Other/unknown	361	271
Total	28428	25819

Source: WorkSafe Victoria, 2016/17 Statistical Summary

Do Not

Examples of OH&S training

- ⇒ Specialist course on correct use of safety harnesses.
- ⇒ TAFE training about circuitry diagrams.
- ⇒ University study about microbiology and infection.
- ⇒ Contracting a chemist to instruct employees about safe use of chemicals.
- ⇒ Seminars by physiotherapists on appropriate stretching.
- ⇒ Appropriate training courses for occupational licensing.
- ⇒ Yoga classes to teach stress management and relief.
- ⇒ 'Eye of the customer' fly-throughs and simulations to illustrate potential hazards.
- ⇒ Instruction in fire-extinguisher, fire blanket and fire-hose use.
- ⇒ Seminars on planning the location of electricity outlets and wet areas.
- ⇒ Council information sessions on underground powerlines and gaslines.
- ⇒ Massage therapy training for sedentary employees.
- ⇒ Judo and Jui Jitsu classes.
- ⇒ Dietary instruction from a nutritionist.
- ⇒ Ergonomic seating and posture wallcharts.



Work-related injury claims Victoria: 2012/13- 2016/17

Nature of injury	12/13	16/17
Burns	192	163
Circulatory System	89	107
Digestive System	764	553
Fractures	2338	2711
Infections and Parasites	37	38
Injury to Nerves and Spinal Cord	7	9
Intracranial Injuries	191	312
Mental Disorders	3001	3113
Musculoskeletal System	10716	8411
Neoplasm (Cancer)	45	31
Nervous System and Sense Organs	2044	1526
Not coded	23	29
Other Diseases	57	45
Other Injuries	843	264
Respiratory System	103	115
Skin and Subcutaneous Tissue	144	100
Traumatic joint/ligament and muscle/tendon injury	4381	5041
Wounds, Lacerations and Amputations	3453	3246
Total	28428	25819

Source: WorkSafe Victoria, 2016/17 Statistical Summary

Work-related injury claims Victoria: 2012/13- 2016/17

Bodily Location	12/13	16/17
Cranium/Brain	248	384
Eye	138	
Ear	1575	1115
Mouth/Teeth	163	125
Nose	70	81
Face		163
Head-multiple locations	104	90
Neck	872	81
Back	5387	4211
Ribs		211
Chest	200	203
Abdominal Region	883	676
Trunk-multiple locations	15	10
Shoulder	3259	2001
Upper Arm	244	237
Elbow	788	667
Forearm	401	321
Wrist	1134	1204
Hand & Fingers	3094	3057
Upper Limbs-multiple locations	176	126
Hip	262	246
Upper Leg	195	208
Knee	2519	2449
Lower Leg	459	392
Ankle	937	1004
Foot & Toes	763	810
Lower Limbs-multiple locations	94	84
Circulatory System	45	34
Respiratory System	89	84
Psychological system	3002	3113
Other or unspecified	995	502
Total	28428	25819

Source: WorkSafe Victoria, 2016/17 Statistical Summary

Work-related injury claims Victoria: 2012/13- 2016/17

Occupation group	12/13	16/17
Miscellaneous labourers & related workers	2591	2633
Road & rail transport drivers	1909	1856
Carers & aides	1248	1294
Misc. intermediate service workers	1084	986
Misc. tradespersons	1090	978
Misc. intermediate prod'n & transport workers	968	910
Process workers	994	866
Nursing professionals	880	855
School teachers	809	795
Structural construction tradespersons	893	787
Police officers	651	741
Misc. intermediate machine operators	876	692
Misc. specialist managers	761	666
Social welfare professionals	626	609
Cleaners	563	513
Misc. managing supervisors	342	429
Mining, construction & related labourers	448	416
Elementary service workers	448	409
Automotive tradespersons	453	380
Electrical & electronics tradespersons	447	372
Fabrication engineering tradespersons	471	372
Agricultural & horticultural labourers	360	367
Plumbers	361	367
Motor vehicle plant operators	457	345
Hospital & residential care workers	321	340
Misc. advanced clerical & service workers	364	328
Elementary prep & related workers	340	320
Food tradespersons	377	315
Mechanical engineering tradespersons	470	301
Misc. associate professionals	291	295
Sales assistants	382	285
Misc. professionals	364	282
Intermediate stationary plant operators	307	277
Misc. health & welfare assoc. professionals	357	268
Horticultural tradespersons	237	257
Misc. intermediate clerical workers	186	223
Product packers	297	209
Intermediate sales & related workers	252	195
Other health professionals	193	183
General clerks	264	173
Shop managers	217	149
Misc. elementary sales workers	157	146
Intermediate mining & construction workers	151	144
General managers & administrators	89	142
Misc. business/admin. associate professionals	235	141
Tradespersons	146	133
Health & social work professionals	163	125
Misc. science & information professionals	167	117
Food tradespersons	146	114
Receptionists	120	107
Building & engineering professionals	133	106
Intermediate numerical clerks	95	100
University & vocational teachers	93	91
Misc. managers	96	87
Artists & related professionals	85	86
Sales & marketing managers	129	86
Medical & science technical officers	77	83
Other education professionals	133	82
Engineering, distribution & process managers	148	81
Elementary workers	89	80
Skilled agricultural workers	96	68
Material handling & dispatch clerks	71	67
Sales & marketing professionals	66	59
Natural & physical science professionals	79	55
Farmers & farm managers	52	54
Printing tradespersons	89	53
Misc. social professionals	52	45
Secretaries & personal assistants	67	45
Accountants, auditors & corp. treasurers	33	43
Resource managers	43	40
Building & engineering assoc. professionals	91	39
Welfare associate professionals	42	29
Hairdressers	42	28
Machine operators	71	28
Medical practitioners	28	21
Textile, clothing & related tradespersons	23	19
Finance associate professionals	35	19
Advanced numerical clerks	26	14
Keyboard operators	21	4
Total	28428	25819

Source: WorkSafe Victoria, 2016/17 Statistical Summary

Safety by numbers A

1. What has happened to the total number of Victorian claims between 2012/13 and 2016/17?
2. Which industries have the highest number of claims? Why might this be the case?
3. Which industries have the highest incidence of claims per employee? (You will have to obtain employee numbers from some source.)
4. Use statistics to describe which industries have improved and which have worsened. Suggest possible reasons for these changes.
5. Describe 5 significant incidences of, or changes in work related injuries, that you see in the statistics for males and females. Suggest reasons why these might be occurring.
6. Use statistics to describe how workplace injuries tend to occur (mechanism). What can work settings do to prevent this. Find an example from a work setting you are familiar with.
7. Describing the afflictions and bodily locations most likely to feature as work-related injuries.
8. What type of afflictions and bodily locations are improving the most, and which are worsening the most? Suggest reasons for these trends.
9. Describe the patterns that you see in relation to work-related injuries to different occupations. Suggest reasons for these patterns. Give an example from a work setting you are familiar with that supports these patterns.
10. Find out the most recent statistics by searching the WorkSafe website. Note: There is usually a timelag of a few years in the statistics. Update the tables or your workbooks.

Use the statistics on these pages (and, if relevant, the updated statistics) to identify the 10 most significant issues or changes that have occurred in relation to occupational health and safety injury claims in Victoria. Present a report to your class. Source and use some images to support this report.



Go online to find the most recent stats to update these tables. But remember there will usually be about a 2 year time lag in some of the older stats.

www.worksafe.vic.gov.au

A safer workplace B

1. For each of the examples of OH&S training listed on p.69, list 2 occupations in 2 different industries that might use that type of training.

e.g. **Specialist course on correct use of safety harnesses** should be undertaken by roof plumbers in the Construction industry because they usually work at heights and also by emergency services workers in the Public Administration and Safety industry because they sometimes have to rescue and carry people using harnesses.

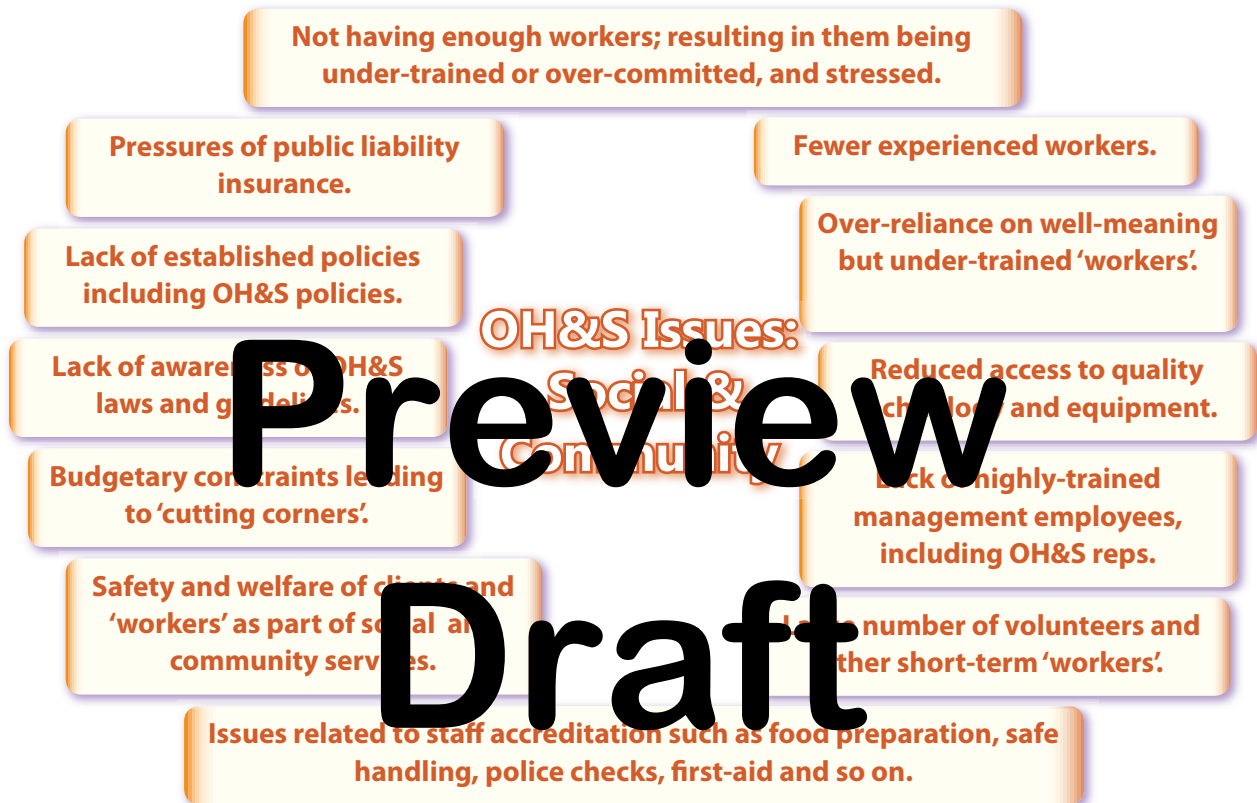
2. Choose 5 of the OH&S issues shown on page 68. Briefly explain how 5 of these issues impact on a work setting you are familiar with.



Backs are still the most common bodily location for injury.

Social enterprise

Social entrepreneurship is an important part of Australian industry, however there are particular occupational health and safety issues that can impact on **not-for-profits** and other **non-commercial** enterprises more so than on commercial enterprises.



Responses

A growing emphasis on OH&S and other safety issues in social and community work settings has led to responses in an enterprising way to manage risk.

Some have responded by forming **partnerships** with commercial organisations so as to cover the costs associated with meeting OH&S guidelines. Some have sought **donations** and/or **sponsorship** for safety equipment while others encourage industry experts to donate some time **pro-bono** to help the organisation deal with its safety responsibilities.

Others take on **volunteers** who are actual employees or stakeholders of external organisations that have community **work-release** programs that allow their staff to 'donate' some work-time to community programs they are interested in. Many others **outsource** and hire professionals such as events coordinators who can organise and manage events properly.

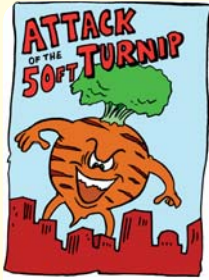
However, some social and commercial enterprises have responded by ceasing operations, citing that it is either too hard, too costly or that there is too much **red tape** involved in meeting OH&S laws and guidelines!



"We want to start a volunteer community service by driving elderly people to do their shopping but we are worried about our liability if we have an accident."

OH&S in community settings A

Read the case study and then answer the questions.



Attack of the 50ft Turnip

The regional town of Gloopmaloop is having its annual turnip raising festival. Prominent members of the community as well as locals, school children and state officials are participating.

Volunteers, such as the Curry Women's Association are on hand to feed the masses with the town's traditional turnip curry. There are games and competitions and a jumping castle, shaped like a turnip. The centre even has a parade of root vegetable floats, including a parade of root vegetable floats, is making its way from the outskirts of town and winding its way along Gloopmaloop's main street, which is divided by a stream.

Tommy Turnip, the town's mascot, has clambered aboard the cherry picker that forms the basis of his float. Encased in a bulbous fibreglass and dense fabric costume, Tommy is not too comfortable. It's kind of difficult to breathe in there and there are no eye holes, but that's okay because Tommy has an entourage of baby vegetables, mainly baby carrots and onions who can tell him where he is and where to go. Young Jack, who is working towards his forklift licence is very excited about being allowed to operate the cherry picker, since he has never driven one before. But he has driven a forklift once.

All the traffic lights in town have been set to a permanent green for

the event and barriers erected to keep the clamouring crowds at bay. All precautions have been taken to make this Gloopmaloop's day of days. First-aid stations have been set up for those overcome with excitement.

In all the history of this event, nothing like this has ever happened before. A mighty wind whipped up and uprooted the jumping castle, taking a couple of little tackers with it. There isn't a whole lot to cling to on a turnip-shaped jumping castle, so it wasn't long before the tackers were deposited on the hard road, crying and holding their heads, knees and other vulnerable body parts. The castle came to a stop on the road just in time for Tommy Turnip and the baby veg to intersect with it. The impact caused the castle to deflate rapidly, engulfing all aboard the float. This in turn caused a pile up of floats. The Gloopmaloop under-ten exhibition skateboarding troupe came to a stop, their number plunging into the drink as they served to avoid collision with floats and marchers. A number of floats veered into the crowd, knocking over representatives from the Gloopmaloop Elderly Citizen's Collective. Back at the curry tent, the new recipe was proving popular until one person started turning purple and swelling up like a balloon. Maybe the new secret ingredient, donated by the local macadamia farmer wasn't a good idea after all.

It cannot be denied that this year's turnip raising festival was a memorable one. In future a thorough risk assessment and management plan must be approved by council.



1. Describe all the potential OH&S issues that the festival planners had to contend with.
2. What did the Gloopmaloop festival planners do well?
3. What did the Gloopmaloop festival planners not do so well?
4. Why do you think that community enterprises have difficulty dealing with OH&S issues?
5. What enterprising strategies could community enterprises implement to help tackle OH&S issues. Find some online resources
6. Describe an example of an enterprising response to safety issues from a community work setting that you are familiar with.

Work ready

Nobody should get injured at work. When you set out for work each day you should expect to arrive home safely at the end of your workday. Indeed, **WorkSafe Victoria's** vision is "Victorian workers returning home safe every day".

Working can present many dangers and all work settings and work tasks can present physical, mental or emotional dangers. Young workers face an increased risk of being injured so before you enter the workplace you need to be work ready. A strong awareness of **occupational health and safety** issues is one important aspect of work readiness.



Are you ready?

Before you undertake work experience, work placement or structured workplace learning you need to ask yourself if you are safe and ready to be let out into the workplace.

The world of work and associated work settings is much different from your school. Different **work environments** have their own OH&S issues.

You need to have excellent OH&S awareness to operate safely and effectively in the workplace.

Everyone has a shared responsibility for safe work practices. Nobody wants you to be injured at work so your school is not going to let you out until you are safe and ready. So if you are not **safe@work**

you are staying at school. Some of you might have completed safe@work modules last year however you will have to complete modules again this year.

Your teacher and/or your coordinator will give you full information about your OH&S responsibilities.



A My OH&S responsibilities

After talking with your teacher clearly outline your OH&S induction responsibilities.

Image: Bytedust/
iStock/Thinkstock

OH&S student induction

As a student you are required by law to complete an appropriate OH&S **induction** program before you are allowed to go on work experience or structured workplace learning.

That induction program might be **safe@work** or another similar program for your state. If you are undertaking a VET/TAFE certificate you will need to complete the relevant OH&S module(s) before commencing structured workplace learning.

safe@work

You must complete the safe@work **General Module** and then a related **Industry Module** (note: not ANZSIC) prior to going out into the workplace.

After you have worked through each module you are required to undertake a multiple choice test.

You must answer at least 11 out of 16 questions correctly to receive your Award of Attainment.

If 12 months or more have passed since you completed the General Module and Industry Module then you have to complete the **Review Module** and redo the appropriate Industry Module.

If you want to undertake a placement in a different industry you need to do the Review Module and redo the Industry Module for the new industry. If you are undertaking a VET course then you must complete the relevant OH&S components related to that course.

The safe@work site also has a number of hazard fact sheets for different work settings and industries. These fact sheets assist in the planning of work related tasks for students and help support induction, training and supervision programs.

General Module

1. Health & safety responsibilities
2. Hazard identification, risk assessment & risk control
3. Manual handling
4. Hazardous substances & dangerous goods
5. Noise
6. Electricity
7. Mechanical equipment
8. Falls from height
9. Personal safety
10. Personal protective equipment (PPE)
11. Dealing with an emergency
12. Health & safety laws
13. Duties of employers
14. Duties of employees
15. Health & safety representatives & committees
16. The role of Worksafe inspectors
17. Resolving health & safety issues

Industry Modules

- ⇒ Automotive
- ⇒ Building and construction
- ⇒ Electrical work module
- ⇒ Gardening
- ⇒ Health & community services
- ⇒ Horticulture
- ⇒ Hospitality & tourism
- ⇒ Manufacturing
- ⇒ Metals and engineering
- ⇒ Office and business services
- ⇒ Painting
- ⇒ Plumbing
- ⇒ Primary industry
- ⇒ Retail
- ⇒ Veterinary

www.education.vic.gov.au/safe@work/index.asp

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Enterprising Responses: Work-Related Skills

Adaptability

Adaptability can help reduce overuse and repetitive strain injuries that occur when workers have to continually perform the same physical actions as part of their day-to-day work practices.

Workers can become multi-skilled so that they take on a variety of work tasks and roles. This can reduce the physical stress on workers by them not having to perform the same tasks all the time.

This response of job rotation can be applied to manufacturing industry workers and labourers and will not only reduce workplace injuries but could also boost motivation and job satisfaction.

Acting proactively and autonomously

Employees have a shared responsibility to proactively inform their employers of potential safety hazards. Employers need to build a culture that encourages workers to have autonomy in their own workplace safety.

Regular workplace safety team meetings will enable workers to feedback directly on management of potential safety issues. This response of self-managed work teams can be applied to wholesale trade industry workers who often deal with ongoing hazards from machines and equipment and machinery.

Connecting and working with others

Team work can reduce many workplace safety hazards and risks. Workplaces need to support a teams-based approach to on-the-job safety.

Workers must be allowed to seek out other team members to assist them with manual handling of heavy or dangerous items, as well as providing guidance and support for new workers.

This response that involves teams-based, safe-lifting policies can be applied to health and community service industry workers when they have to move patients.

Learning and developing skills and knowledge

Enterprises usually conduct safety induction for new employees. However, workplace safety is an ongoing commitment for all workers every moment that they are engaged at work. Workplace safety requirements evolve due to changes in work practices, new rules, guidelines and legislation, the introduction of new technologies, digital innovation, and many other influences. All workers need to be aware and informed of their changing OH&S rights and responsibilities.

The response of ongoing and continual formal and informal OH&S training for all workers is a necessity in every industry.

Managing and leading

Workplace safety is a shared responsibility between employers, employees, governments, safety agencies, unions and various other stakeholders.

So naturally relevant stakeholder groups need to learn and develop more proactive OH&S policy, law and guidelines; not just as managing their day-to-day responsibilities to oversee and monitor ongoing adherence to safe work practices.

Proactive safety responses by Worksafe Victoria include leading the development of new safety initiatives as well as managing targeted inspection and education programs for workplace across all industries.

Problem-solving

Enterprising responses to safety A

1. Briefly describe 6 examples of enterprising responses to safety that you are aware of in work settings you have investigated. You must include at least 1 community work setting.
2. Choose 2 of these responses and explain how each of the work-related skills listed below helps contribute to this being an enterprising response. (?More space = Use workbooks!)

1	2	3
4	5	6

Example 1

Example 2

Managing and leading

Example 1

Example 2

Example 1

Example 2

Problem-solving

Example 1

Example 2

Safety = ITEACM

Australian industry is at the forefront of enterprising responses to safety for workplace stakeholders. However, innovative safety initiatives do not just happen by themselves.

There are many step-by-step strategies that can be followed to help workplace stakeholders deal proactively with safety problems. One method is the ITEACM safety process. This process aims to unite stakeholders in developing and implementing responses as part of a shared responsibility for workplace safety.

ITEACM uses six-steps that each stage is not necessarily discrete and the steps may not happen at the same time. For example, training and equipping might naturally occur at the same time.

At times work settings need to develop innovative processes and work practices to control hazards, minimise harm and deal with consequences.

As a result, industry stakeholders can work cooperatively to develop new devices to help them deal with existing work-related issues.

Sit or stand

Ergonomics generally refers to the process (or field of enquiry) related to researching, designing, developing and implementing work-related equipment and work practices so as to minimise harm and injuries for workplace users.

As an enterprising safety initiative ergonomics is concerned with...

One recent safety initiative that has really taken off in recent times is the use of 'sit/stand' desks.

One of the key Australian manufacturers of sit/stand desks is *activDesk*. You might also have heard of one of the best known brands, *Varidesk*, which is manufactured in the US. You can even see how the names of these products describe their function.

1. IDENTIFY

The hazard, risk or potential for harm.

2. TRAIN

Employees manage the hazard safely.

3. EQUIP

Workers with the correct safety equipment.

4. ASSESS

That employees can effectively control the hazard.

5. CONTROL

Ongoing work practices associated with the hazard.

6. MONITOR

Check that hazards are being controlled consistently.

Safety in action - ITEACM A

Read the article then answer the following questions.

1. What is the ITEACM strategy?
2. If workplace safety is a 'shared responsibility', then how so?
3. What is a 'sit/stand' desk?
4. Why is this ergonomic device important for workplace stakeholders?
5. How is this device installed and used?
6. In which industries is this device likely to be most useful? Why so?
7. How well do you rate this device as a response to workplace safety issues? Explain using research.
8. How does a 'sit/stand' desk reflect the stages of the ITEACM process?
9. Identify how 3 work-related skills can be applied by workplace stakeholders as part of the implementation of these sit/stand desks in their work environments

Extension

- a. Work in pairs to research another enterprising approach to safety. You could start with WorkSafe's annual awards. Prepare a 20-point presentation to the class, along with a graphic to describe this initiative.
- b. Apply the ITEACM process to a work setting you are familiar with. Present your findings to key workplace stakeholders. You may have to conduct an OH&S audit.

Enterprising OH&S responses

- | | | | |
|--------------------------------------|-------------------------------------|-----------------------------|-------------------------------------|
| ⇒ WorkSafe inspections | ⇒ anti-bullying/harassment policies | ⇒ confined spaces codes | ⇒ safe-lifting policies |
| ⇒ personal protective equipment PPE | ⇒ drug & alcohol testing | ⇒ OH&S audits | ⇒ mobile equipment/transport safety |
| ⇒ accreditation and licensing | ⇒ safe work zones | ⇒ OH&S inspections | ⇒ hazard reduction |
| ⇒ employee training programs | ⇒ information posters | ⇒ return to work programs | ⇒ appropriate shift-length |
| ⇒ employee health & fitness programs | ⇒ advising campaigns | ⇒ chemical safety | ⇒ electrical safety |
| ⇒ first-aid training | ⇒ stress reduction | ⇒ emergency procedures | ⇒ testing & tagging |
| ⇒ safety signs | ⇒ employer training | ⇒ mental wellbeing programs | ⇒ stress reduction |
| ⇒ apprentice training | ⇒ consultative committees | ⇒ workplace flexibility | ⇒ fire prevention safety |
| ⇒ process/systems design | ⇒ appropriate supervision | ⇒ safety signs | ⇒ machinery safety |
| ⇒ product design | ⇒ online OH&S resources | ⇒ first aid induction | ⇒ incident reporting |
| | ⇒ compliance tools | ⇒ safe manual handling | ⇒ hazard symbols |
- and many more!!!!**

Enterprising OH&S responses B

1. Choose 3 of the enterprising OH&S responses listed above that related to work settings within an industry with which you are familiar. (You could add others.)
2. For each enterprising OH&S response, explain how this is applied for day-to-day work practices.
3. Use examples and evidence to describe how different work-related skills are demonstrated by workplace stakeholders as part of applying this enterprising OH&S response.
4. Choose 1 of these enterprising OH&S responses and research WorkSafe to find out more about suggested (or even mandated) approaches, rules, regulations or laws related to this.

www.worksafe.vic.gov.au

Digital safety

The contemporary commercial world is in the midst of the digital revolution. This is changing the way that work is being done in all industries, as well as the associated roles and responsibilities of work-related stakeholders.

But the ongoing evolution in digital technologies has brought with it a whole raft of workplace safety issues and concerns. And as you have grown up naturally with these new technologies - many of which blur the line between a public and a private profile - you might not be fully aware of the impact that digital innovation has on the physical, mental and emotional safety and wellbeing of workers and other stakeholders.

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Safety in action - Digital safety C

Read the article *Digital safety* then answer the following questions.

Preview Draft



@twick/tweet?

It's when you stop thinking about it #OH&S that it starts to become a problem!
#I&E34 2:45 PM Mar 17 via conga drive by Saba

Do Not

Copy

So what do you know? (4) D

1. What is occupational health and safety?
2. Outline 3 statistics that describe the scope of OH&S safety problems in Australia.
3. Summarise the roles of each of the 6 six industry stakeholders in relation to workplace safety.
4. List 3 reasons why workplace stakeholders need to come up with enterprising OH&S responses.
5. Describe 5 key workplace safety issues for a work setting you are familiar with.
6. Explain the importance of training in regards to workplace safety.
7. Describe 3 OH&S issues that non-commercial work settings commonly face.
8. What can these organisations do to tackle workplace safety issues.
9. Draw up a table that summarises key digital technologies and their associated workplace safety risks and hazards
10. Describe how 3 work-related skills can be used to deal with workplace safety issues. Use examples from a work setting to support your explanation.



AT1 Enterprise culture in a community or work setting**Task description: Report - Enterprise Culture in a Community or Work Setting (LO1)**

⇒ Outcome 1

Describe and discuss enterprise culture in a community and/or work setting, and explain how the development of work-related skills by individuals contributes to an enterprise culture.

⇒ Marks

This assessment task will contribute 40 marks (out of 60) for Outcome 1.

⇒ Format

You are required to prepare a written report that addresses the following areas:

- Describe and explain enterprise culture in a community and/or work setting.
- Discuss the role of leadership and teamwork as part of the development of an enterprise culture in a community and/or work setting.
- Explain enterprise behaviours of stakeholders in a community and/or work setting.
- Examine enterprising approaches to safety in a community and/or work setting.
- Evaluate the extent to which enterprise culture has been developed in a community or work setting based on experience in that community or work setting, or in one or more enterprise projects or activities.
- Explain how the development of work-related skills in individuals in a community or work setting has contributed to an enterprise culture based on experience in that community or work setting, or in one or more enterprise projects or activities.

⇒ Word/task length:

You should be allowed approximately 90-100 minutes to complete the task. Your teacher will inform you of the approximate number of words you would be expected to write in order to prepare a full and comprehensive response.

⇒ Other information due dates:

Your teacher will give you more information in relation to how the task will be conducted for your class. Record this here.

Advice to students:

- ✓ The very concept of a report requires you to plan, organise and communicate effectively. When you are completing a report a tip is to organise your information according to a series of headings and subheadings and then present answers according to these. The headings should match how you will be assessed.
- ✓ Before attempting this task you must be able to describe the key characteristics that contribute towards the development of an enterprise culture.
- ✓ You need to gather information from your structured workplace learning through observation, interviews and by using your workplace journal.
- ✓ This information from your work setting should assist you to explain the relationship between the development of work-related skills in individuals and the development of an enterprise culture.
- ✓ You should match the number of distinct points of information needed to the number of marks for each section.

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Unit 3 Outcome 1: School-assessed Coursework
Report - Enterprise Culture in a Community or Work Setting

Name: _____ Date: _____

1 Describe the meaning of enterprise culture in a community and/or work setting.

Required tasks:

- ☐ Identify and describe a work and or community setting and the major tasks it undertakes.
- ☐ Fully define and explain the meaning of enterprise culture.
- ☐ Describe the role of both leadership and teamwork in developing an enterprise culture in the community or work setting.

/8

2 Discuss examples of enterprising behaviours by stakeholders as demonstrated in the work or community setting.

Required tasks:

- ☐ Discuss at least 4 examples of enterprising behaviours by stakeholders in the work or community setting (at least 2 of these enterprising examples must relate to safety).
- ☐ Explain the role played by the development of work-related skills in at least 2 different stakeholders.

/8

3 Evaluate the extent to which enterprise culture has been developed in the work or community setting.

Required tasks:

- ☐ Use 2 examples to evaluate how successfully this work or community setting is using teamwork to try and develop an enterprise culture. You must use evidence from that work or community setting as part of this evaluation.
- ☐ Use at 2 examples to evaluate how successfully this work or community setting is using leadership to try and develop an enterprise culture. You must use evidence from that work or community setting as part of this evaluation.
- ☐ Use 2 other examples to evaluate how successfully the work or community setting is using other strategies to try and develop an enterprise culture. You must use evidence from that work or community setting as part of this evaluation.

/12

4 Explain how the development of work-related skills in individuals in the work or community setting contributes to an enterprise culture.

Required tasks:

- ☐ Explain how the development of work-related skills in individuals in your work or community setting contribute to an enterprise culture. Use at least 3 specific examples from your setting to illustrate your response.
- ☐ Outline 2 additional work-related skills that the work setting should develop further in its employees (or workplace stakeholders). Explain how the work or community setting should develop these work-related skills in its employees (or workplace stakeholders).
- ☐ Explain how the development of these 2 additional work-related skills can contribute to the development of an enterprise culture for that work or community setting.

/12

Information/comments

/40

A life-safing exercise

The best way to deal with work-related safety problems is to prevent the problem from occurring in the first place. One way to do this is through effective training. As part of this activity you are required to work in groups to achieve the following outcomes.

1. Complete a life-size Injury and hazard hotspot diagram for an occupation you are familiar with. Use the WorkSafe website to help you. Your life-size model might be made of paper, card or some other materials (bubble-wrap?) or may even be a real-life model.
2. Prepare a presentation to train a junior class in preventative and enterprising OH&S strategies. Use the model to help enact effective OH&S strategies.
3. Evaluate how well your team performed at this task. Consider and discuss team roles and dynamics. Make sure you document or film the process as well as your presentation and share this with the rest of the class.
4. If you are feeling really game, do the same thing but for different types of teachers in your school. (i.e Trade, foods, science, art, PE, outdoor education and others who have some specific OH&S issues, while all teachers are at risk of some general OH&S issues.)
5. Present your models and strategies to a panel of judges.



My team and task information

Occupation/common injuries

Resources we need/timeline/responsibilities

Strategies to minimise hazards