TOWARDS AN ENTERPRISING YOU

5th edition

VCE Industry and Enterprise 1&2

Careers & Pathways Education

I&E Units 1&2

Michael Carolan

DELIVER Educational Consulting

VIC 2020

Attention: VCAL and Applied Learning, Careers, Pathways, and Work Education Co-ordinators and teachers.

New editions of VCAL Work Related Skills and Personal Development Skills titles for 2020 and beyond.

All new releases for 2020 now available, more details on the next page.

- ✓ **PDS - Foundation 2ed, PDS Intermediate 4ed, and PDS Senior 3ed.**
- ✓ **WRS - Foundation 2ed, WRS Intermediate 4ed, and WRS Senior 3ed.**
- ✓ **PDS Activity Planner - Foundation, PDS Activity & Project Planner - Intermediate, and PDS Project Planner - Senior.**

In 2019 new editions of VCAL Numeracy and Literacy titles were released.

- ✓ **Numeracy - Foundation 2ed, Numeracy Intermediate 2ed (units 1&2), Numeracy Senior 2ed (units 1&2).**
- ✓ **Literacy - Foundation 2ed, Literacy Intermediate 4ed, Literacy Senior 2ed.**

In 2019 new editions of VCE Industry and Enterprise for 2019 were released.

- ✓ **I&E Unit 1: Workplace Participation 4ed, I&E Units 1&2: Towards an Enterprising You 5ed, and I&E Units 3&4: Towards an Enterprising Australia 4ed.**

Look for more information about these new resources, and others, online or through the emails.
Note: If you receive this flyer without receiving an email then you are not on the email list.
Send a brief email to michael@delivereducation.com.au to join the email list and to add relevant staff.

For VCAL, Career Pathways, Applied Learning and Work Education/Work Studies.

All resources below are available as printed books or as master e-versions.

- ❑ **Career Pathways 2ed**
- ❑ **Work Placement Journal & Work Experience Journal**
- ❑ **Personal Development Activity Planner: Foundation; Personal Development Activity & Project Planner: Intermediate; and Personal Development Project Planner: Senior**
- ❑ **Community Services Foundation & Intermediate**
- ❑ **Retail Foundation & Retail Intermediate**

For WACE Career and Enterprise; and very useful for any Workplace Learning program:

The full suite of WACE Career and Enterprise Resources (each with choice of e-version master):

- ❑ **Career and Enterprise: Foundation 11**
- ❑ **Career and Enterprise: Foundation 12**
- ❑ **Career and Enterprise: CAE - General 11**
- ❑ **Career and Enterprise: CAE - General 12/ATAR11**
- ❑ **Career and Enterprise: ATAR 12**

Current resource list: 2020 (* = new)

VCAL and Applied Learning (Master sets also available)

- ⇨ ***Personal Development - Foundation Workbook/text 2ed** & Activities booklet ***(2020)***
- ⇨ ***Personal Development - Intermediate 4ed Workbook/text & Activities booklet *(2020)***
- ⇨ ***Personal Development- Senior 4ed Workbook/text & Activities booklet *(2020)***
- ⇨ ***Work Related Skills - Foundation Workbook/text 2ed & Activities booklet *(2020)***
- ⇨ ***Work Related Skills - Intermediate 4ed Workbook/text & Activities booklet *(2020)***
- ⇨ ***Work Related Skills - Senior 3ed Workbook/text & Activities booklet *(2020)***
- ⇨ Literacy - Foundation Workbook/text 2ed & Activities skills booklet. *Lit-Foundation also available as an e-version (2019)*
- ⇨ Literacy - Intermediate Workbook/text 4ed & Activities skills booklet. *Lit-Intermediate also available as an e-version (2019)*
- ⇨ Literacy - Senior Workbook/text 2ed & Activities skills booklet *Lit-Senior also available as an e-version (2019)*
- ⇨ Numeracy - Foundation Workbook/text 2ed & Skills Development Booklet *(2019)*
- ⇨ Numeracy - Intermediate Workbook/text 2ed (for units 1&2) & Activities booklet *(2019)*
- ⇨ Numeracy - Senior Workbook/text 2ed (for units 1&2) & Activities booklet *(2019)*

Industry and Enterprise

> I&E Unit 1: Workplace Participation 4ed (& e-version) *(2019)*
> I&E 1&2: Towards an Enterprising You 5ed *(2019)*
> I&E 3&4: Towards an Enterprising Australia 4ed *(2019)*

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

> Career Pathways 2ed
> Work Experience Journal
> Work Placement Journal
> ***Personal Development Activity Planner: Foundation *(2020)***
> ***Personal Development Activity & Project Planner: Intermediate *(2020)***
> ***Personal Development Project Planner: Senior *(2020)***

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

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

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

> Career and Enterprise General 11
> Career and Enterprise General 12/ATAR 11
> Career and Enterprise ATAR 12
> Career and Enterprise Foundation 12
> Career and Enterprise Foundation 11

View PDF samples on the website. Any questions please feel free to contact me.

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Order form: Prices for Semester 1, 2020 (Note: All prices are GST inc.)

WACE: Career and Enterprise	**Printed text**	**e-version master**	**Total**
Career and Enterprise Foundation 11 (2017)	____ @ $49.50	____ @ $595	_____
Career and Enterprise Foundation 12 (2016)	____ @ $49.50	____ @ $595	_____
Career and Enterprise General 11 (2016)	____ @ $55	____ @ $660	_____
Career and Enterprise General 12/ATAR 11 (2016)	____ @ $59.50	____ @ $660	_____
Career and Enterprise ATAR 12 (Jan 2017)	____ @ $59.50	____ @ $770	_____

Careers, Work Education & Personal Development		**Printed text**	**e-version master**	**Total**
Career Pathways 2ed.	2016	____ @ $35	____ @ $440	_____
Work Experience Journal	2015	____ @ $22	____ @ $165	_____
Work Placement Journal	2015	____ @ $29.50	____ @ $220	_____
Personal Development Activity Planner: Foundation	**2020**	____ @ $29.50	____ @ $220	_____
Personal Development Activity/Project Planner: Intermediate	**2020**	____ @ $29.50	____ @ $220	_____
Personal Development Project Planner: Senior	**2020**	____ @ $29.50	____ @ $220	_____

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

Industry and Enterprise (New editions 2019)		**Printed text**	**e-version master**	**Total**
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I&E Units 1&2: Towards an Enterprising You 5ed.	2019	____ @ $49.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 4ed.	2019	____ @ $66	na	_____

VCAL/ Applied Learning Resource Sets		**Printed text/workbook**	**Printed activities book**	**Master text/workbook**	**Master activities book**	**Combined master sets**	**or license with master e-version**
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Literacy Intermediate 4ed.	2019	___ @ $42.50	___ @ $27.50	__ @ $275	__ @ $99	or __ @ $330	or ___ @ $440
Literacy Senior 2ed.	2019	___ @ $42.50	___ @ $27.50	__ @ $275	__ @ $99	or __ @ $330	or ___ @ $440
Numeracy Foundation 2ed.	2019	___ @ $49.50	___ @ $27.50	__ @ $275	__ @ $99	or __ @ $330	na
Numeracy Intermediate 2ed.	2019	___ @ $49.50	___ @ $27.50	__ @ $275	__ @ $99	or __ @ $330	na
Numeracy Senior 2ed.	2019	___ @ $49.50	___ @ $27.50	__ @ $275	__ @ $99	or __ @ $330	na
***PDS Foundation 2ed.**	**(Updated 2020)**	**___ @ $42.50**	___ @ $27.50	**__ @ $275**	**__ @ $99**	**or __ @ $330**	na
***PDS Intermediate 4ed.**	**(Updated 2020)**	**___ @ $42.50**	**___ @ $27.50**	**__ @ $275**	**__ @ $99**	**or __ @ $330**	na
***PDS Senior 3ed.**	**(Updated 2020)**	**___ @ $42.50**	**___ @ $27.50**	**__ @ $275**	**__ @ $99**	**or __ @ $330**	na
***WRS Foundation 2ed.**	**(Updated 2020)**	**___ @ $42.50**	**___ @ $27.50**	**__ @ $275**	**__ @ $99**	**or __ @ $330**	na
***WRS Intermediate 4ed.**	**(Updated 2020)**	**___ @ $42.50**	**___ @ $27.50**	**__ @ $275**	**__ @ $99**	**or __ @ $330**	na
***WRS Senior 3ed.**	**(Updated 2020)**	**___ @ $42.50**	**___ @ $27.50**	**__ @ $275**	**__ @ $99**	**or __ @ $330**	na
	Totals	_____	_____	_____	_____	_____	_____

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Comments

4.01 Work-Related Skills

Work-related skills

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

i. six **enterprise capabilities**, and

ii. eight **employability skills**.

As part of this unit you are expected to develop and apply your own work-related skills in both classroom and work-related settings as part of your **Structured Workplace Learning**.

4

i. Enterprise capabilities

These six sets of **enterprise capabilities** include a number of interrelated enterprising skills and behaviours. You need to remember that these six lists are not exhaustive. By their very nature each of these six sets of enterprise capabilities can keep developing and evolving. Also, many of the specific enterprising skills and behaviours on these lists will naturally cross over into one or more of the other sets of enterprising capabilities.

Preview
Work-Related Skills: Enterprise Capabilities
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Adaptability

Includes but is not limited to:
- being flexible
- learning new skills
- developing industry-specific competenci
- embracing change
- accepting challenge

and working with oth

Acting proactively and autonomously

Includes but is not limited to:
- identifying opportunities
- creating ideas
- showing in tive
- ng new ol ies
- a ng que ion
- seeking feedback
- accepting responsibility

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

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

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.

Problem-solving

Includes but is not limited to:
- analysing issues
- making decisions
- dealing with change
- resolving conflict

and working with others.

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Work-Related Skills: Employability Skills

ii. 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 to contribute effectively as part of an enterprise's skilled workforce.

Employability skills

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

Preview

iii. Core Skills For Work

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

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 your core skills.

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Work-Related Skills: Core Skills For Work

Image: IgorTishenko/ depositphotos.com

Core Skills For Work
Cluster 1 - Navigate the world of work
a. Manage career and work life.
b. Work with roles, rights and protocols.

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Core Skills For Work
Cluster 2 - Interact with others
a. Communicate for work.
b. Connect and work with others.
c. Recognise and utilise diverse perspectives.

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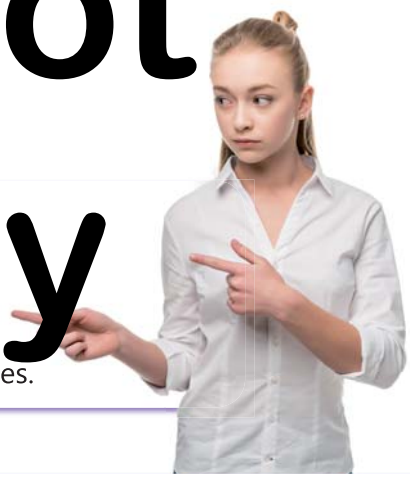

Core Skills For Work
Cluster 3 - Get the work done
a. Plan and organise.
b. Make decisions.
c. Identify and solve problems.
d. Create and innovate.
e. Work in a digital world.

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4.03 Personal and Social Competencies

What about me?

We hear a lot of talk about different **skills-sets** that young people need to develop to make them employable. So how do these relate to you and what you can offer potential employers?

You already have **personality traits**, personal behaviours and attributes that will influence your **employability**. One of the keys to mapping your future pathway and developing as an enterprising person is to recognise certain **personal competencies** and **social competencies** that you can apply to future work situations. These personal and social competencies will be strongly influenced by your values.

The idea is to build a career based on the things that you are naturally good at, while also developing skills and competencies through **lifelong learning** and on and off-the-job **training**.

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Strengths and weaknesses

The personal strengths and weaknesses you possess and how well you interact socially, can play a major role in your future pathway. They also influence your development of **work-related skills**.

Are you socially bold and outgoing? Why not try sales and customer service? Are you quiet and analytical? Try research. Like destroying things? Demolition. A technological wiz? AV technician. Care too much; try nursing. Like being the centre of attention? Well be a performer! Can't shut up, try a call-centre. Can't sit still? Door-to-door sales. You get the picture!

The choices are yours, so don't underestimate your skills; and don't be surprised if what you might have been told are personality weaknesses may actually turn out to be personality strengths.

Got a, ahem, 'big personality'? Then make sure you build a career that suits this - such as sales, entertainment or the like!

Personal competencies

Personal competencies reflect your inner self and are demonstrated through tasks that you have a natural ability for. These are your **aptitudes**, which are those activities that you naturally are good at and enjoy doing every day. *"Gregor has an aptitude for fixing computers."*

These can be developed into enterprise capabilities. You can turn your aptitudes into useful workplace abilities by developing skills, competencies and enterprise capabilities through **training**. *"Gregor is doing a VET course in IT."*

Personal competencies also reflect your personality and your **values**. Different personality strengths suit different careers. You need to plan your **career pathway** to complement your personality strengths and weaknesses.

So what are you good at, and what type of career might suit your interests?

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Social competencies

Social competencies describe your skills in dealing with people and social situations. These can also be developed into enterprise capabilities.

Your personality, your experiences and your involvement and participation in community activities and social events will develop your social competencies. Your understanding of different people and different cultures is also important.

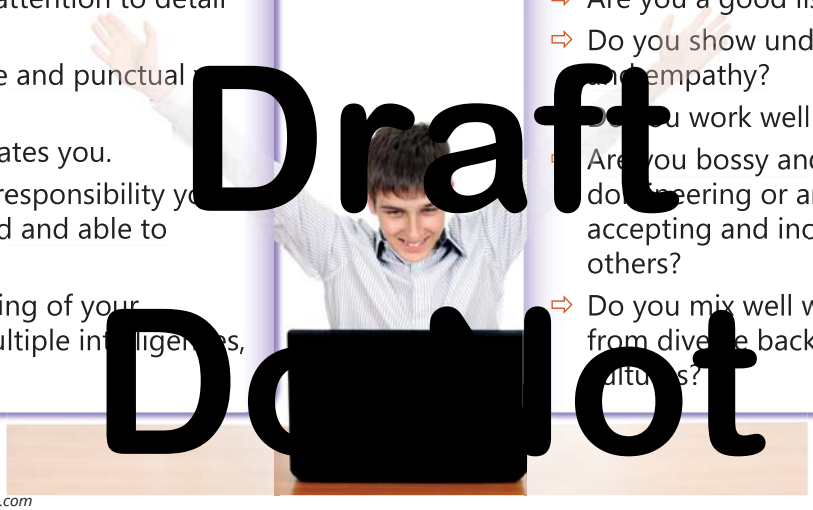
Socialisation skills are extremely important in the workplace. Positive **interpersonal relationships** are a key factor in whether you will develop a sense of **job satisfaction** and enjoy working. And happy workers are productive workers who are more likely to succeed in a **work setting**. So how are your people skills?

Key personal competencies

- How well you deal with stress.
- What your level of patience and understanding is like.
- How much attention to detail you have.
- How reliable and punctual you are.
- What motivates you.
- How much responsibility you are prepared and able to handle.
- Understanding of your different multiple intelligences, see p.138.

Key social competencies

- Are you easy to get along with?
- Do you like meeting new people?
- Are you a good listener?
- Do you show understanding and empathy?
- Do you work well in a team?
- Are you bossy and domineering or are you accepting and inclusive of others?
- Do you mix well with people from diverse backgrounds and cultures?



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Transferable skills

Transferable skills are all those personal and social competencies that you have developed in your everyday personal life, educational life, community life and even your social life. You can transfer all these skills to the workplace. This will make you more employable. For example, someone who is naturally outgoing might make a good sales rep or front-of-house employee. Someone quiet and analytical might be a good bookkeeper or a technician.

At this stage of your career you should have some information to put on your résumé or to talk about in a job interview. But it's time for you to also start recognising all those transferable skills you might have developed.

You can build your transferable skills by performing work-related tasks while still in a school setting. These can then be developed into **enterprising capabilities** and **employability skills**. You can then explain how these skills can be transferable to a workplace situation.

4.05 Personal and Social Competencies

A Personal and social competencies

Part A: Personal and social competencies

1. Identify and describe 3 personal and 3 social competencies that you have.
2. For each one explain how you could transfer (or have transferred) that competency to a work-related situation.
3. Interview someone in the class then complete a competencies table for them as well. Discuss and share the information with each other and with the class.

Competency	How can this be transferred to a work-related situation?
e.g. Personal competency - I am always on time and I usually arrive early to most events.	
Personal competency 1	
Personal competency 2	
Personal competency 3	
Social competency 1	
Social competency 2	
Social competency 3	

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Part B: Skills Audit

1. Circle high, medium or low for what you think your current skill level is for each of the skills in the Skills Audit. Later on in your course you should complete the final column to see whether your skills have developed.
2. In your workbooks list 5 other transferable skills you have already developed (or could develop). Explain how you would go about developing these transferable skills.
3. As a whole group, calculate class averages for each skill. How could your group go about improving its weak areas?

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Skills Audit	What is my current skill level now...			...and at the end of my course?		
1. Using a computer.	high	medium	low	high	medium	low
2. Calculating and using percentages.	high	medium	low	high	medium	low
3. Drawing and painting.	high	medium	low	high	medium	low
4. Giving oral presentations.	high	medium	low	high	medium	low
5. Making things with my hands.	high	medium	low	high	medium	low
6. Using a telephone effectively.	high	medium	low	high	medium	low
7. Fixing machines and equipment.	high	medium	low	high	medium	low
8. Helping people with problems.	high	medium	low	high	medium	low
9. Completing tasks on time.	high	medium	low	high	medium	low
10. Following instructions.	high	medium	low	high	medium	low
11. Coming up with new ideas.	high	medium	low	high	medium	low
12. Planning and organising my time.	high	medium	low	high	medium	low
13. Calculating prices and making change.	high	medium	low	high	medium	low
14. Convincing pe o things.	high	medium	low	high	medium	low
15. Working with her p	h	medi	low	high	medium	low
16. Working out t and sters.	h	medi	low	high	medium	low
17. Communicati n English.	high	medi	low		medium	low
18. Asking appropriate questions.	high	medium	low	high	medium	low
19. Developing a résumé.	high	medium	low	high	medium	low
20. Writing a job application.	high	medium	low	high	medium	low
21. Filling out forms.	high	medi	low	high	medium	low
22. Using the internet to find jo	h	m	low	high	medium	low
23. Cold-calling about job interv ws.	h	medi	low	high	medium	low
24. Recording people's informat s.	high	medi	low	high	medium	low
25. Preparing a budget.	high	medium	low	high	medium	low
26. Planning my career pathway.	high	medium	low	high	medium	low
27. Identifying future job prospects.	high	medium	low	high	medium	low
28. Finding out about c ses ed to do.	h	dium	low	high	medium	low
29. Finding people who n give e ice.	h	dium	low	high	medium	low
30. Preparing for a job i erview.	h	dium	low	high	medium	low
31 Being punctual and appoin ts.	high	dium	low	high	medium	low
32. Using a mobile phone.	high	medium	low	high	medium	low
33. Using the internet and email.	high	medium	low	high	medium	low
34. Using tools and equipment safely.	high	medium	low	high	medium	low
35. Understanding another lan ge.	high	medium	low	high	medium	low
36. Calculating percentages.	h	m	low	high	medium	low
37. Using office equipment and chnol y.	h	m	low	high	medium	low
38. Writing memos and reports.	h	medium	ow	high	medium	low
39. Giving directions and instructions.	h	medium	low	high	medium	low
40. Filling out application forms.	high	medium	low	high	medium	low
41. Taking and recording minutes and notes.	high	medium	low	high	medium	low
42. Driving a motor vehicle.	high	medium	low	high	medium	low
43. Following first-aid procedures.	high	medium	low	high	medium	low
44. Helping people to understand new things.	high	medium	low	high	medium	low
45. Giving a presentation to students and/or adults.	high	medium	low	high	medium	low
46. Greeting customers and clients.	high	medium	low	high	medium	low
47. Training new workers.	high	medium	low	high	medium	low
48. Analysing financial information.	high	medium	low	high	medium	low
49. Meeting deadlines.	high	medium	low	high	medium	low
50. Working flexible hours and shifts.	high	medium	low	high	medium	low

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4.07 Work-Related Skills For Jobs

Work-related skills for jobs

All occupations require the development and application of work-related skills by employees. However, some jobs will need employees who are more developed in some **enterprise capabilities, core skills** and **employability skills** than in others.

The general types of work-related skills required for occupations are usually set down in an occupation's job description, whereas the specific work-related skills needed to perform an occupation's work tasks are usually outlined in job specifications.

Job descriptions and job specifications

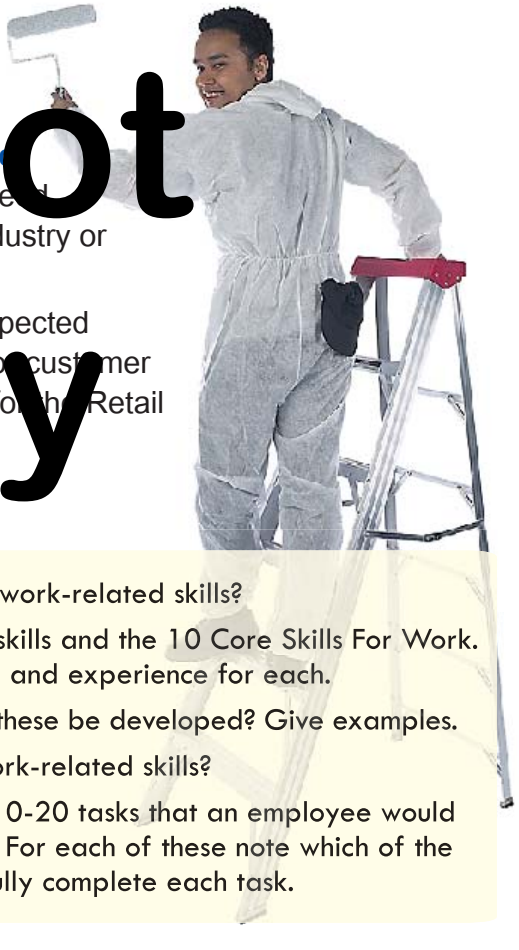
Job (position) descriptions outline the key functions and roles expected of an employee in order to carry out a particular occupation. Job descriptions relate to the position and not the person. Job descriptions are developed and used when advertising for potential employees.

Job specifications detail the nuts and bolts of a particular occupation. Job specifications outline the 'specifics' needed by an employee to successfully perform a particular designated position. These specifications involve skills, competencies, experience, qualifications and technical abilities that the employee is expected to demonstrate on a day-to-day basis. Job specifications relate closely to **industry-specific competencies**.

The enterprise capabilities and employability skills required for occupations are similar; but the industry-specific competencies required for occupations as diverse as a personal trainer or a painter and decorator will vary considerably, and will reflect job descriptions and job specifications.

Industry-specific competencies

Industry-specific competencies are developed by Industry Reference Committees and Skills Service Organisations and form the basis of **competency-based training** such as VET and TAFE courses. Employees need to show competence in tasks related to their specific industry or industry sub-sector for particular occupations.



For example, using technology is a work-related skill expected generally for all occupations whereas using EFTPOS for customer transactions might be an industry-specific competency for the Retail Trade industry.

A Work-related skills

1. For the purposes of Industry and Enterprise what are work-related skills?
2. List the 6 enterprise capabilities, the 8 employability skills and the 10 Core Skills For Work. Rank yourself from 1-10 (highest) based on your skills and experience for each.
3. What are industry-specific competencies and how can these be developed? Give examples.
4. How might young people be able to develop their work-related skills?
5. Choose an occupation your are interested in and list 10-20 tasks that an employee would be required to do as part of their day-to-day duties. For each of these note which of the work-related skills would be most needed to successfully complete each task.

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Enterprising capabilities in jobs A

1. 3 different occupational examples are given below for each of the 6 enterprise capabilities. Choose 1 of these occupations for each enterprise capability and outline how *connecting and working with others* will be used by employees in this occupation.
2. Briefly explain how another work-related skill that complements *connecting and working with others* would need to be demonstrated by an employee in this occupation. (More space? = Use workbooks!)

Skill	Occupational example	Crossover skills
connecting and working with others	- A fast food cashier is required to work with the kitchen staff to manage orders. - A hairdresser needs to understand client needs to suggest suitable styles. - A d…ht have to carefully explo… a ca…routine to a nurse.	Connecting and working with others: Fast food cashiers will work with other employees in a busy work environment as part of a service team to prepare, serve and sell food.
problem-solving	- A ti…hea…e, qu…e and orde…e appro…te ma…rials. - A m…hanic nee…to listen…gine sounds to diagnose possible faults. - A sales assistant may have to deal with an angry customer who wants a refund.	Co…ecting …d wo…ing …ith …ers:
managing and leading	- A childcare worke…needs …ma… and plan activities … pre-s…ool. - A cinema manage…needs …org…nise staff rosters 28 da… …ance. - Storepersons must ensure that trucks are always loaded by the end of the day.	Connecting …d wo…ing with others:
adaptability	- A gaming …may have to be flexible an… work …tating shift. - A teacher …aide m… h…e to …eate easier way… f exp…in… work… children. - An event manager may have to come up with new themes, menus and ideas.	C…nectin… and working wi… others:
acting proactively and autonomously	- A retail manager might need to seek feedback on thei… …sonal and communication skill… - A tailor will have… check that …ir garments meet de…ed quality l…els. - A micro entrepre…r mig…na… to take the responsibility … manage … aspects of their online business.	Connecting and working with others:
learning and developing skills and knowledge	- An electrician will have to undergo ongoing learning and OH&S training. - A bank officer will have to update their skills with training in new ICT systems. - A graphic designer might have to return to TAFE to learn new design techniques.	Connecting and working with others:

Extension (Based on workplace learning)

Draw up a similar table with skills examples from each of the 6 enterprising capabilities.

Explain how each of these would be used in 1 occupation of your choosing. You should draw on information gathered from your 35 hours of Structured Workplace Learning, or past experiences.

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4.09 Work-Related Skills For Jobs

Specialisations

As part of your pathways development you will most likely specialise within particular occupations. Occupational classifications are generally quite broad, e.g. a registered nurse; whereas a **specialisation** might relate to that occupation, e.g. a theatre nurse; or be a specific occupational classification in itself, e.g. a midwife. Specialisation requires the development of particular work-related skills.

People often specialise in occupations that reflect their aptitudes, skills and abilities, which of course match their personal and social competencies. As your career develops you are likely to turn these **personal** and **social competencies** into specific work-related skills for specific occupations. e.g. You might have natural empathy for others and be good at helping people deal with problems. This could lead to the development of occupational work-related skills related to communication and counselling as a social worker or psychologist.

GPs are generalists whereas surgeons are specialists.

Pathways development

Some people know quite clearly, and from a fairly early age, that they want to specialise in a particular field within an occupation. In these cases the person's **interests** are likely to have strongly influenced their chosen specialist field. They take steps to develop relevant work-related skills to support this specialisation. Others take some time to grow into a specialist field. Their **training**, experiences and aptitudes influence their occupational specialisation.

For example, as a person undertakes general training in recreation they may respond more favourably to certain tasks and activities such as outdoor activities. These positive experiences are likely to guide them into a specialisation that matches their skills, interests and abilities which draw on their personal and social competencies. (Just like you picking and enjoying electives and VCE subjects.)

However, many people don't know what area they wish to specialise in. By working and gaining experience in certain occupations and tasks within an occupation, people start to develop a specialisation. Of particular influence is the type of **industry** you work in, the **size of the organisation** you work for and the types of **work-related skills** at which you develop and excel.

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The specialist employee

- Imagine the different specialisations available to an animal attendant working in the racing industry compared with the retail pets industry! What about the different areas of specialisation available to a chef working in a café compared to a chef working in a fine-dining restaurant? And what about the tasks performed by an ICT technician for a small firm with 10 people as opposed to their role in a large organisation employing over 100,000 people!
- You might develop into a specialist role within an occupation, undertaking lifelong learning to really hone and develop your work-related skills. Specialists often work for large-scale organisations or as self-employed or contracted-in specialist consultants who are employed or engaged on a needs-basis...this could be you.

I only do tax!

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The generalist employee

- On the other hand, some of you will fill a more generalist role in your employment often undertaking varied roles that require a wide breadth of knowledge, skills and competencies. To do this you will need to be multi-skilled and functionally flexible.
- In many cases employment in small to medium firms requires a greater breadth of skills and a more flexible approach by employees. Owner/operators of micro enterprises need to be well-developed generalists; they have to do everything.
- As an example, consider the roles, tasks and responsibilities of students in your class who are employed in small, local firms; compared with those in large organisations, or franchises or chains.

It's my own business, I have to do everything!

Chef (cook)
- Chef de Cuisine
- Commis Chef
- Demi Chef (specialist)
- Sous Chef (2IC)
- pastry chef
- commercial cook
- industrial chef
- cuisine chef
- hotel chef
- restaurant chef
- café chef

Retail manager
- supermarket
- department store
- grocery
- [illegible]
- household goods
- hardware
- electrical products
- automotive parts
- [illegible]

Teacher
- early childhood
- primary
- secondary
- [illegible]
- adult education
- teacher librarian
- music teacher
- visual arts teacher
- dance [illegible]

Farm manager
- livestock farmer
- dairy farmer
- crop farmer
- [illegible]
- [illegible]
- viticultural
- horticulturalist
- floriculturalist
- aquaculture
- stock & station agent

ICT technician
- help & support desk
- internet support
- network support
- software support
- systems support
- hardware installation
- [illegible]
- [illegible]
- on-site technician
- off-site service[illegible]
- repair technician

[illegible] (Div 1) nurse
- [illegible]
- accident/emergency
- neo-natal
- metal health
- cardiothoracic
- [illegible]
- [illegible]
- [illegible]
- [illegible]

Accountant
- budgeting
- [illegible]
- financial manager
- financial adivsor
- investment analyst
- cost accountant
- [illegible]
- [illegible]
- [illegible]
- [illegible]

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Skills and specialisations C

1. Choose one of the sets of job specialisations above. Use **www.myfuture.edu.au** to help you find out the differences between these specialisations.
2. What is the difference between an occupational specialist and a generalist? Use examples.
3. How can the size of the organisation that an employee works for influence the opportunity to be a specialist or a generalist? Use examples.
4. How might a person's personal and social competencies influence whether they become a specialist or a generalist? Use examples related to your career pathways development.
5. How might further training or qualifications create the opportunity to be a specialist or generalist?

Extension (Based on workplace learning)

a. Complete the table on p.86 for 2 occupations using the information drawn from: **www.joboutlook.gov.au/pages/default.aspx** . Select Explore Careers, choose an occupation, select Skills and Knowledge, and then Work Environment, and other categories from the menus.

b. Copy or draw up table from p.87 and give examples of how skills related to these 6 enterprise capabilities would be relevant for 2 occupations of your choosing.

Occupation:

	Top 5: % importance	Top 5: Description
Knowledge		
Skills	Top 5: % importance	Top 5: Description
Abilities	Top 5: % importance	Top 5: Description
Activities	Top 5: % importance	Top 5: Description
Demands	Top 5: % importance	Top 5: Description
(Work) values	Top 5: % importance	Top 5: Description
Interests	Top 5: % importance	Top 5: Description

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Work-related skills in the workplace D

Fill out this table in relation to an occupation you are investigating. This should be the occupation in which you are undertaking Structured Workplace Learning. *(Tip: If needed enlarge this.)*

Enterprise capability	How was this demonstrated?	How did this cross over with an employability skill?	What role did teamwork play as part of this skill?
Problem-solving			
Managing and leading			
Learning and developing skills and knowledge			
Connecting and working with others			
Acting proactively and autonomously			
Adaptability			

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4.13 Entry-Level Requirements

Entry-level skills

Entry-level skills at certificate I, II or III can be the first step towards your pathways development within an industry.

Some of you might already be doing a VET certificate as part your VCE or VCAL program. For entry into many trade-related occupations, it is recommended that you undertake a pre-apprenticeship to gain entry-level knowledge and skills. Part-time and casual work can help people get a foothold into an occupation, especially if the work is in a related industry, or if it involves some responsibility. Some occupations such as law enforcement want you to accumulate life skills and maturity.

As your career progresses into more senior, responsible and complex positions you might indeed be faced with a new set of entry-level requirements requiring new training challenges.

As part of the **Australian Qualifications Framework** (AQF) a person can upgrade their qualification level in order to advance their career as part of **lifelong learning**.

Preview

Starting out

Everybody needs to start somewhere. It is important to know about the minimum entry standards needed for a particular occupation; and then you can build a **career pathway** within an industry or across different industries. These **entry level requirements** can be classified into three different areas:

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1. The personal qualities, attributes and abilities needed in order to be a suitable employee for that occupation.
2. The qualifications, training, skills or experience needed in order to be qualified for entry into an occupation.
3. The minimum school-related entry requirements needed in order to gain the qualifications, skills or experience for work in that occupation (such as ATAR, prerequisites for course, related experience, etc.).

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1. Personal qualities, attributes and abilities

All workers need a basic set of **generic skills** to function as a suitable employee. These are closely related to your **personal and social competencies** and form the basis of your work-related skills. These include generic skills such as literacy, numeracy, technological competence, communication, punctuality, teamwork, safety, following instructions, health and fitness and so on.

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Keep in mind that all occupations require minimum acceptable standards for literacy, numeracy, punctuality, communication and following instructions; among others. You need to develop these generic or general skills through schooling and Structured Workplace Learning.

However, some occupations may require different standards for some of these. Consider the numeracy required of a labourer, versus an electrician versus an engineer. And what about the fitness levels expected of a bank worker, compared to that of an arborist or even a police officer?

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2. Qualifications, training and experience

Entry into nearly all occupations requires workers to have undergone some type of further study or training. This might involve:

i. training for generic knowledge and skills such as school-based education and work-readiness programs, or

ii. training for industry-specific competencies and skills such as apprenticeships and traineeships, VET, TAFE and specialised training, or

iii. training for professional occupations such as higher-level TAFE, undergraduate university, post-graduate university and specialised training.

You can check out the personal requirements, qualifications, training and experience for each occupation as part of **www.myfuture.com.au**

3. Minimum school-related entry requirements

Many **professional** and **para-professional** occupations require the completion of a university or higher level TAFE course as a minimum entry. Entry into these courses can depend on the successful completion of your Year 12 certificate such as VCE; along with a minimum **ATAR** score that is determined by the demand for and supply of places in that course; as well as a minimum study score in pre-requisite subjects such as Maths Methods or Chemistry.

Other courses require you to undertake an interview, audition or to present a folio. You might also be expected to demonstrate a working knowledge of the industry and/or relevant work experience.

The best place to find out more about these entry-level requirements is through your careers teacher and your relevant state tertiary selection organisation. (i.e. **www.vtac.edu.au**)

Australian Apprenticeships

- Involve a combination of on-the-job and off-the-job competency-based training (CBT).
- Australian Apprenticeships are an ideal way to combine work and study, and complement TAFE studies as a pathways option.
- A trainee is exposed to both the practical and theoretical aspects of their occupation.
- More and more students are undertaking VET programs and part-time, school-based Australian Apprenticeships while still at school to get a head-start on their career.
- Australian Apprenticeships are now available in more than 400 occupations. For more information contact an Australian Apprenticeship Support Network Provider. Industries include:

- ✓ Agriculture, horticulture and related industries
- ✓ Automotive
- ✓ Building and Construction
- ✓ Business services
- ✓ Finance services
- ✓ Food
- ✓ Hairdressing
- ✓ Community services and health
- ✓ Information technology
- ✓ Light manufacturing
- ✓ Local government
- ✓ Metals & engineering
- ✓ Printing
- ✓ Process manufacturing
- ✓ Property services
- ✓ Public services
- ✓ Retail
- ✓ Seafood
- ✓ Sport and recreation
- ✓ Tele-communications
- ✓ Tourism
- ✓ Transport and distribution
- ✓ Utilities and energy.

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Australian Apprenticeships are not gender specific.

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Entry to Occupational Levels

Professionals/ & Managers

- Usually require completion of a university degree or even higher, post-graduate studies.
- Includes occupations such as accountants, lawyers, architects, doctors, engineers, scientists, teachers, computer programmers, registered nurses and many more.
- Might include management-level occupations across all industries which might require extensive experience and/or university or higher level TAFE qualifications.

Community and Personal Service Workers

- Normally require TAFE level qualifications such as certificate IV, or preferably diploma or advanced diploma studies.
- These include community workers, aged, child and disability carers, teacher aides, division 2 nurses, emergency and protective services workers and so on.
- Personal service workers in hospitality such as wait staff, baristas and bar staff; and in tourism, arts and recreation such as tour guides, fitness instructors and event workers might require specific vocational or TAFE qualifications or completion of a traineeship.

Clerical and Administrative Workers/ & Sales Workers

- Sales workers and clerical and administrative workers are likely to need TAFE certificate IV qualifications or higher and/or completion of an Australian Apprenticeship (traineeship).
- Sales jobs include customer service officers, cashiers, sales assistants, checkout operators and similar roles; as well as sales reps and real estate agents (who might require specialised training and qualifications).
- Clerical, admin and similar service-based occupations, as well as sales roles; might also offer informal on-the-job training.

Technicians and Trades Workers

- Technicians such as engineering and construction associates, medical technicians, computer technicians, scientific technical officers and so on normally require TAFE level qualifications such as certificate IV, or preferably diploma or advanced diploma studies.
- Tradespersons require completion of a competency-based Australian Apprenticeship normally lasting 3 or more years combining extensive on-the-job and off-the-job training. Trades exist in many diverse areas; carpentry through to cooking, electrical through to jockeys, mechanical through to millinery.
- Trades assistants usually require an Australian Apprenticeship (traineeship) lasting approximately 12 to 18 months combining on-the-job and off-the-job training.
- Trades assistants are often specialised practical occupations that support trades. e.g. A windscreen fitter is a specialised trades assistant role but requires a lower level of training compared to a mechanic.
- Many tradespersons undertake further training for specialised skills and areas, such as a plumber undertaking training in gasfitting.

Machinery Operators and Drivers/ & Labourers

- These usually require completion of a specific industry or skills-related training course or licensing course.
- These include truck drivers, forklift drivers, couriers, machinery operators, process workers, storepersons, cleaners and other manual and practical support workers.
- However, the chances of entering many of these occupations can be enhanced by completion of related TAFE or VET studies, or pre-employment programs.

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Entry-level requirements A

1. Consider the occupations below. Classify each according to 1 of the 8 occupational levels from p.90. Find out the minimum entry-level qualifications and/or skills required for each. Also describe the requirements needed to be accepted into any required tertiary study or training for that occupation.
2. For each one suggest another occupation that a person might progress to as part of their career development; and find out the qualifications/skills needed to progress to that occupation.
3. Add and research 2 occupations of your own that you are interested in pursuing.

Entry occupation	Occupational level	Entry requirements	Tertiary/training requirements	Advanced occupation	Tertiary/training requirements
primary teacher	*profes...*	*4 Year university degree, Bachelor of Education.*	*Usually maths, English, ATAR score about 75 and possibly some work ex...e.*	*Primary school principal*	*Probably 20+ years experience, further studies in education and/or management.*
plumber					
fast food cook					
registered nurse					
vet nurse					
youth worker					

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Application

Consider 2 industries in which you might be likely to develop your pathway. For each of these research the entry-level requirements, and complete the following table in your workbooks.

Industry:	Occupation(s):
Post-school entry-level requirements:	**Entry-level requirements to achieve full qualification:**
Entry-level generic skills:	**Entry-level specific skills:**
Formal training required:	**Informal training required:**

4.17 Structured Workplace Learning

Workplace learning

As part of Outcome 2 you are required to undertake 35 hours of **Structured Workplace Learning**. This might involve a work placement, or enterprise projects or activities. This means that you will be able to investigate the world of work for real and develop and apply your **work-related skills**.

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 might also gather information that could be used for your other learning outcomes throughout the year.

Structured workplace learning settings

For the purposes of Industry and Enterprise, appropriate Structured Workplace Learning settings include these options.

- ✓ A workplace during normal school hours either on an ongoing basis or as a block-release.
- ✓ Part-time or casual work out of school hours (paid or unpaid).
- ✓ Voluntary or community work (either paid or unpaid).
- ✓ Community enterprise projects and activities.
- ✓ Short-term or ongoing student initiated or school-based enterprise projects.
- ✓ Complementary VCAL work placements.
- ✓ VET work placements including school-based apprenticeships or traineeships.

Different schools will have different rules on what is an acceptable placement depending on their learning program. Therefore, appropriate settings and timing of your placement will need to be negotiated with your teacher and any relevant co-ordinators.

Bear in mind that you will also have to complete the relevant OH&S induction program (**safe@work**) or relevant VET OH&S/WHS units.

Plan-Organise-Do-Review

There are many possible tasks that might need to be done when planning your 35 hours of Structured Workplace Learning. Different task skills are needed at different stages of this process.

- ⇨ 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**.

To effectively organise your Structured Workplace Learning you should follow the **PODR** planning process. Plan, Organise, Do, Review. There is also a 7-stage process on pp.96-97 that will help you organise what you need to do step by step.

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PODR Planning 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 big objective into 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 the 4 stages of PODR are not discrete so you should be reviewing throughout the whole process.

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My Structured Workplace Learning A

After discussing Structured Workplace Learning with your teacher outline the requirements of your Structured Workplace Learning for this unit. (Note: Enlarge this in your workbooks.)

What: Appropriate workplace learning settings, compulsory OHS/WHS programs?
When: Scheduling, times and dates?
What: Tasks I have to do, permissions I need to obtain?
Other:

4.19 Enterprise Projects

Enterprise projects

One of the most rewarding ways that you can satisfy Outcome 2 is to undertake one or more enterprise projects or activities. As part of Structured Workplace Learning you 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 some, or all, of 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 daily journal and also a record of the development of your work related skills. You also have to get an evaluation from your supervisor and/or teacher.

A range of suitable enterprise settings is possible. So you might choose to conduct a voluntary or community project, fundraise, participate in structured training programs, run a student-initiated project on a 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.

We are going to organise and stage a talent show and raise money for Oxfam.

Issues to consider

- 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).
- 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 friends does not necessarily make for a successful team.
- There might be financial risks (funding) and legal requirements (food-handling, insurance, etc.) associated with enterprise projects or activities.
- There will be OH&S issues to manage as well as a likely risk assessment and hazard control process.
- You will need to get official school approval for enterprise projects or activities. Your teacher will provide you with details of your school's rules and requirements in this respect.
- Enterprise activities are often more difficult and do carry an element of risk.
- You must undertake extensive planning and organising before doing the project.
- Teamwork has its own responsibilities and difficulties - strive for **synergy**.
- Your performance will be assessed and you must also evaluate the outcomes.

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- ☐ Appropriate VET, TAFE and short courses.
- ☐ relevant industry/workplace simulations
- ☐ Australian Business Week
- ☐ industry design competitions
- ☐ Occupation videos
- ☐ peer-support leadership
- ☐ first-aid course and training
- ☐ industry-specific training
  - ⇨ Responsible Service of Alcohol
  - ⇨ various licenses and certification
  - ⇨ fitness instruc[illegible]
  - ⇨ '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
  - ⇨ _____
  - ⇨ _____
  - ⇨ _____
- ☐ [illegible] social organisation
- ☐ [illegible] station
- ☐ fas[illegible] show
- ☐ school uniform designs
- ☐ visual arts show
- ☐ [illegible]erprise activities
- ☐ [illegible]nctio[illegible] caterin[illegible]
- ☐ [illegible]mall [illegible]siness d[illegible]
- ☐ ongoing business such as:
  - ⇨ school canteen
  - ⇨ second-hand books
  - ⇨ retail enterprise
  - ⇨ ca[illegible]ng, tea[illegible]sts
  - ⇨ [illegible]en[illegible]ronm[illegible]al [illegible]ork
  - ⇨ shop[illegible] serv[illegible]s
  - ⇨ office administ[illegible]ation
  - ⇨ teacher training (in ICT)
  - ⇨ _____
  - ⇨ _____
- ☐ recycling program
- ☐ school website design
- ☐ aged-care visits
- ☐ community gardening
- ☐ cultural days
- ☐ parent-teacher night hosts
- ☐ school guides/ambassadors
- ☐ catering for staff luncheon
- ☐ primary school mentoring
- ☐ safety audit
- ☐ school signage
- ☐ school furniture rejuvenation
- ☐ car wash
- ☐ street-art mural
- ☐ cross-class quizzes
- ☐ publications/websites such as:
  - ⇨ careers factsheets
  - ⇨ comics
  - ⇨ [illegible]h g[illegible]des
  - ⇨ [illegible]h[illegible] magazine/blog
  - ⇨ ICT [illegible]vice guides
  - ⇨ birthday cards
  - ⇨ safety factsheets
  - ⇨ apps
- ☐ school functions/expos
- ☐ open-day activities
- ☐ [illegible]chool marketing design
- ☐ sporting competitions
- ☐ Eisteddfods
- ☐ scho[illegible] environment cleanup
- ☐ sch[illegible]gardens
- ☐ [illegible]ed[illegible]/video productions
- ☐ com[illegible]ity TV and radio
- ☐ school band
- ☐ music recording
- ☐ dance performances
- ☐ [illegible]porting and fitness seminars
- ☐ martial arts displays
- ☐ drama/theatre productions
- ☐ school environmental audits
- ☐ school beautification programs
- ☐ water-saving programs
- ☐ student competitions
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

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A Workplace Learning Planner

Use this pro-forma to help you plan and organise your Structured Workplace Learning. Fill in each box with relevant contact details, dates, requirements and other information.

Structured Workplace Learning: Planning Process

1. Source placement

- ⇨ Determine appropriate settings. Consider Mini GOALscorer pp. 50-51.
- ⇨ Find a suitable and safe placement. (Have backup options ava[illegible].)
- ⇨ Use your ne[illegible] contacts to [illegible]lp find suitable pla[illegible]s.

Details

2. Negotiate timing

- ⇨ Negotiate an appropriate time for the placement.
- ⇨ Consider your school's scheduling of the [illegible]lace learning program
- ⇨ Consider travel is[illegible]ues, your school and [illegible] commitments and your usual work, sporting and family commitments.

Details

3. Negotiate tasks

- ⇨ Discuss appropriate tasks with your teacher.
- ⇨ Negotiate suitable workplace tasks and roles with potential employer.
- ⇨ Confirm suitability of these tasks with your teacher.

Details

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4. OH&S induction

- Complete the required safe@work modules or VET OH&S/WHS training courses prior to the work placement.

Details

5. Workplace induction

- Visit worksite at least [illegible] 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).

Details

6. Work placement

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

Details

7. Review performance

- Undertake self-assessment before, during and after placement.
- Maintain a daily journal of tasks.
- Report on your experience using work-related skills.
- Obtain an evaluation form from your employer.

Details

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Self-Assessment Tools

Workplace performance assessment

Workers are expected to develop and demonstrate work-related skills in order to effectively perform work tasks and fulfil work-related responsibilities. This means that their workplace performance needs to be **monitored** and **assessed**.

When measuring performance the only true way to evaluate whether something has been successful is to compare the **outcome** to the **objectives**. If the outcome equals or exceeds the objectives then it is successful. But if the outcome fails to meet the objectives, then the endeavour is unsuccessful.

The same is true for measuring worker performance. Workers are expected to meet or even exceed the standards of performance expected of them.

Key performance indicators

Key performance indicators (KPIs) can be used as an assessment tool to measure whether performance objectives are being met. KPIs include **quantitative** measures such as financial and non-financial indicators as well as **qualitative** measures.

As a personal KPI example, your teacher could use a set of criteria to measure performance on the internal assessment tasks. In the workplace your supervisor or manager might use KPIs to measure your work performance, such as how many customers you serve (i.e. in retail or hospitality), how long it takes you to perform certain work tasks (i.e. building a computer), how satisfied clients are with your service (i.e. in hairdressing), or even how little waste you produce (i.e. a prep cook).

For your structured work placement your boss might assess your performance using various evaluation proformas.

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Self-assessment

An important part of workplace performance is workplace self-assessment. It's one thing to have your performance reviewed by managers, colleagues and even customers. But it's an altogether different thing to undertake regular and honest self-assessment.

Self-assessment as part of reflection and review is an enterprising approach to improving work performance. Enterprising workers who are able to self-assess demonstrate initiative, problem-solving, adaptability; and the ability to learn and develop skills and knowledge. They show that they can accept responsibility for their own performance and that they can make decisions so as to better achieve their goals and objectives.

Image: tonodiaz/ focuspocusltd

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As part of your 35 hours of structured work placement you will be encouraged and expected to self-assess. You should self-assess based on your performance in developing and demonstrating work-related skills in these areas.

- **Generic** or **general work-related skills** such as punctuality and communication with colleagues and customers/clients.
- **Industry-specific skills** (for a particular occupation and/or industry setting) as well as work-related skills required for job tasks and responsibilities for your specific work setting.
- **Enterprising capabilities** and **skills** such as adaptability, initiative, problem-solving and developing and learning new skills.

Generic skills

These can include personal and social competencies that are transferable to work-related situations such as:

- punctuality
- following instructions
- working with others
- asking questions
- completing tasks on time
- demonstrating appropriate numeracy skills
- using appropriate literacy and communication skills
- demonstrating suitable technological skills
- working safely

and many more.

No boss will put up with a worker who is regularly late.

Image: tonodiaz/ focuspocusltd

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Self-Assessment: Generic Skills A

1. Develop a list of the most important generic work-related skills required by all workers as entry-level requirements for any job. Be sure to also include skills areas which you need to improve and develop.

   (Tip: You can use the list of Employability Skills p.77 and the Skills Audit p.81, to guide you. Also consider generic OH&S/WHS skills.)

2. Develop a pro-forma to use for self-assessment. Add other generic work-related skills that you would be expected to demonstrate during your placement.

   (Note: Acquiring these generic skills will give you general examples to use on your résumé.)

What are some categories, skills and other key information that should be included on a self-assessment pro-forma?

Industry-specific skills

These involve skills needed for a particular industry, or occupation, and/or a work setting and job tasks.

These are often set down in training packages (i.e. for VET and apprenticeships); and/or used for other work-related training, including competency-based training.

These might also be developed by specific enterprises, whereby employees are expected to follow operational practices to meet work standards.

The major categories of industry-specific skills can include:

- applying specific communication skills and techniques
- applying specific numeracy skills and techniques
- dealing with typical industry customers and clients
- solving relev[illegible] work-[illegible] problems [illegible]
- using specialised work-related tools, equipment, machinery and technologies
- using specialised work-related ICT, software and apps
- performing work according to specified work practices
- following established safety protocols including hazard control
- following internal systems, rules and guidelines
- meeting expected codes of conduct and standards of behaviour

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B Self-assessment: Specific Work-Related Skills

1. Develop a list of industry-specific skills and work tasks related to your work setting that you are likely to be required to do as part of your structured work placement. These will form the basis of self-assessment for your work placement. Many of these might also be entry-level requirements for a particular industry and/or occupation.

   (Tip: You can use VET training package competencies as well as MyFuture to assist you).

2. Develop a pro-forma to use for self-assessment. Add other work-related skills that you would be expected to demonstrate during your placement.

   (Ask yourself: What are some categories of skills and other key information that should be included on a self-assessment pro-forma?)

C Self-assessment: Enterprising Behaviours

Have a look at the types of information that are used for this *Self-assessment: Enterprising Behaviours* pro-forma on p.101.

Complete possible examples that might suit the structured workplace situation for Brodee.

Use this as a guide to develop your own pro-forma for self-assessment based on your Structured Workplace Learning. Many of these might also be generic, or even specific, entry-level requirements.

Your teacher will assist you in this; and might even give you a self-assessment pro-forma to use.

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Self-assessment: Enterprising Behaviours

Name: Brodee Fine **Dates:** April 17-22, 2019

Work Setting: Tom's Diner **My role:** Customer service

Work-Related Skill	How I will demonstrate this skill?	Specific example(s) of what I did to demonstrate this.	My performance. High Medium Low
Adaptability			
being flexible	*I will need to perform a variety of different work tasks because working in a cafe/diner requires many skills.*	*I did different work tasks such as taking orders, making coffees, clearing and cleaning and helping in the kitchen.*	*Medium I was able to do different tasks but when it got too busy I forgot some orders.*
accepting challenges			
Acting proactively and autonomously			
showing initiative			
asking questions			
...ng and working with ...			
developing effective communication skills			
understanding others			
Learn... ...eloping ... ...dge			
developing new skills			
building a professional and/or technical vocabulary			
Man...ging ...d ...adin...			
managing myself			
planning and organising			
Problem-Solving			
analysing issues			
making decisions			

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4.27 Work Placement Evaluation

Work Placement: Evaluation - Work-Related Skills

A copy of this evaluation needs to be completed by your supervisor in relation to your work placement (or enterprise activity). Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation before, during and after your placement.

Student: _____

Workplace/activity: _____

Student's role: _____

Evaluated by: _____ Position: _____

	Excellent	*Very Good*	*Good*	*Basic*	*Not shown*
☺ *Communicating effectively*					
☺ *Being adaptable*					
☺ *Showing initiative (& enterprise)*					
☺ *Solving problems*					
☺ *Managing and leading*					
☺ *Planning & organising*					
☺ *Learning new tasks*					
☺ *Using technology*					
☺ *Being self-aware*					
☺ *Working in teams*					
☺ *Working safely*					

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Briefly describe up to three of this student's most successful contributions/areas of involvement.

1. _____
2. _____
3. _____

Briefly suggest areas that this student should aim to develop further.

1. _____
2. _____

Feel free to comment further. (Add another page or a specific evaluation if necessary.)

_____

_____

Signed: _____ Date: _____

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Work settings

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5.07B	Employed versus 'work	10		
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5.08E	What value wor	111		
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Comments

5.01 Work Settings

Different work settings

A **work setting** refers both to the type of enterprise that one works for as well as the particular **work environment** and **work tasks** associated with that setting. When you investigate different work settings there are three things to keep in mind.

1. Large enterprises might have many different work settings with different work environments. For example, Woolworths is a retail work setting but within the company there are a number of varied work settings each with different work environments and specialised work tasks. These include work settings associated with grocery, retail liquor, warehousing, administration, customer service (registers) or even as a 'fresh-food' buyer. In addition Woolworths ltd. has a number of different retail store work settings such as Big W, BWS and Dan Murphy's, each with its own different work environment and specialised work tasks.
2. Different employees who work for the same enterprise, who might even be situated at the same worksite, might work in different work settings. Compare your I&E teacher with the Food teacher and your school's business manager.
3. Employees who have the same job title might work in vastly different work settings. Consider a carpenter working for Mirvac on a major office tower construction site in the CBD, with a carpenter who works on new housing estates in the outer suburbs, and a carpenter who does domestic work in a small regional town.

The difference between 'white-collar' work settings such as this open office plan and 'blue-collar' work settings such as this engineering plant.

Sectors

All enterprises, whether they be businesses or non-commercial organisations are classified as belonging to either the private sector or to the public (government) sector. The goals and objectives of enterprises in the private and public sectors is likely to vary.

The **private sector** includes all micro, small, medium and large businesses operated to make a profit. This includes owner-operator businesses such as sole traders, partnerships, as well as private and publicly listed (sharemarket) companies. It also includes private charities, clubs, associations and other non-government community not-for-profit organisations.

The **public sector** operates at local, state and Commonwealth levels. This sector includes government departments, government services, government regulatory bodies, government businesses and other government operated agencies.

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Are all organisations businesses?

There is a very important distinction that you should know. All businesses are organisations, but not all organisations are businesses.

Businesses exist first and foremost to make a profit. These include large organisations such as McDonald's, Supercheap Auto and BHP, as well as medium-sized and local small and micro businesses.

However, some **organisations** exist for reasons other than profit-making. These **not-for-profits** might include charities, clubs, associations and also just about all government agencies and departments.

For example, the AFL and the RACV provide member services, The Smith Family and the Salvation Army provide charity and welfare services, government departments provide **community services** and so on. Even though these are not really businesses (in the profit-making sense) that term is generally used for them because they have to be operated using business or commercial models.

"Show me the money dude, I'm not doing this for the love of my fellow man."

As an example, it is hard not to call the AFL a business given that in 2017 it recorded revenue of $[illegible] and a net operating surplus of $460 million. However, the AFL invested $[illegible] million back into clubs, the game and other footballing entities and recorded a profit (surplus) for the year of $49m. In comparison, a small animal rescue organisation might exist on a few thousands dollars of donations and fundraising, a small government grant (if lucky) and thousands of hours of **volunteer** labour.

However, for the purposes of Industry and Enterprise perhaps it might be better to call any business or organisation, whether it is operating for commercial or non-commercial reasons, an **enterprise**.

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Work settings A

1. What is a work setting? What 3 things are important to consider when investigating work settings?
2. Use examples to explain the difference between the private and the public sector.
3. If all businesses are organisations, then why are not all organisations businesses?
4. What is the difference between a 'for profit' and a 'not-for-profit' organisation? Use examples to explain your answer.
5. The RACV and AFL are both member organisations. What does this mean? How do they earn their income? How do they distribute their income? Give another example of a member organisation.
6. Most government organisations and departments offer a community service. Explain the community service offered by:
   a. the TAC
   b. the Department of Education and Training Victoria
   c. the Australian Taxation Office.

5.03 Work Settings

Characteristics of work settings

The goals and objectives of enterprises vary in different work settings and will strongly influence the prevailing **work environment**. You need to ensure that you are seeking a pathway in a work setting that will satisfy the things you value from your career. You should also consider whether the **work setting** complements your **personal and social competencies** and will allow you to develop both as an employee and as a person.

Large organisations: Corporate

Advantages:

- ☺ Opportunity for advancement and promotion.
- ☺ Access to training to improve depth of skills.
- ☺ More opportunities for social interaction.
- ☺ Global reach [illegible]er.
- ☺ Access to hig[illegible]payi[illegible]po[illegible]s a[illegible]erks.
- ☺ Access to late[illegible]technolo[illegible]es an[illegible]

Disadvantages:

- ☹ Could be one of many 1000s of employees.
- ☹ Group rules and peer pressure.
- ☹ Lack of recognition.
- ☹ Interpersonal conflict.

Small organisations

Advantages:

- ☺ High level of recognition.
- ☺ Opportunity to broaden skills.
- ☺ May be given responsibility much earlier.
- ☺ Easier communication channels.
- ☺ Develop team atmosphere.

Disadvantages:

- ☹ We[illegible]sses a[illegible]o[illegible]sily identified.
- ☹ Lack [illegible]vanc[illegible]ent opportunities.
- ☹ Generally lower levels of pay and benefits.
- ☹ May have too much responsibility.
- ☹ Cost[illegible]udget constraints.
- ☹ H[illegible] difficult people and per[illegible]s.

Not-for-profits/Non-commercial/Community

Advantages:

- ☺ A greater sense o[illegible]g.
- ☺ Employees share [illegible]unite[illegible]oa[illegible]
- ☺ Working to help t[illegible] com[illegible]un[illegible]

Disadvantages:

- ☹ G[illegible]erally lower r[illegible]muneration (pay, etc.).
- ☹ O[illegible]goi[illegible]fi[illegible]cia[illegible]onstraints.
- ☹ [illegible]e em[illegible]tio[illegible]lly draining.

Large organisations: Government

Advantages:

- ☺ Fair and equitable emplo[illegible]ent p[illegible]cies.
- ☺ Get to provide communi[illegible]service an[illegible] benefit for the people.
- ☺ Don't have profit-motive pressure.
- ☺ Greater unionisation.
- ☺ Opportunities for advancement.

Disadvantages:

- ☹ Relatively lower remuneration at upper-middle and senior levels.
- ☹ Must follow strict rules and procedures.
- ☹ Budget and funding constraints and pressures.
- ☹ Sometimes inferior quality of facilities and equipment.
- ☹ Fewer workplace perks.

Owner-operator (Micro)

Advantages:

- ☺ Your own bo[illegible]s.
- ☺ Ha[illegible] f[illegible] co[illegible]trol and responsibility.
- ☺ E[illegible]oy th[illegible]enefits and rewards of initiating, creating[illegible]nd being enterprising.
- ☺ Able to become multi-skilled.
- ☺ High level of creativity and satisfaction.

Disadvantages:

- ☹ Highly risky.
- ☹ Long hours and have to bear all costs.
- ☹ Hard to separate work and family life.
- ☹ Too much responsibility and stress.
- ☹ May take years to earn an income.
- ☹ Lack of income security.
- ☹ Exposed to failure if illness or injury occurs.

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Work settings classification B

Classify the following enterprises according to their appropriate work settings.

Organisation	Sector	Size	Objective	Ownership	What do they do?
Centrelink	*public*	*large*	*community service*	*Commonwealth Government*	*operate social security system*
Jim's Mowing				*private - franchise*	
Australia Post					
your school					
AGL					
City of Geelong					
BHP					*ning of resources*
local milk bar			*profit*		
AFL	*private*				
TAC					
ANZ Bank					
RMIT					
your employer					
your choice		*micro*			

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Work settings characteristics C

1. How might an employee's work environment differ between a large and a small enterprise?
2. How might working in a small organisation develop, and also stifle, an employee's career pathway?
3. Why might working in a micro environment be the most difficult work setting of all? Use examples.

Extension

i. In a table outline 3 positives and 3 negatives associated with working in each of the 5 work settings shown on p.106 for yourself, another class member and a current employee.

ii. You will need to conduct interviews to complete this task.

iii. You should use your Structured Workplace Learning or work experience placement (as one, or more, of the settings) from which to draw information.

iv. For the 'current employee' choose an adult or someone who is not a student at the school.

5.05 Work in Society

What is work?

In our society people undertake different productive activities. Some of these, such as paid employment, are classified as work; while others, such as unpaid domestic duties, are not classified as work.

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

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

Some estimates have people, generally women, performing up to 50 hours of **unpaid family work** per week. In addition, many hours are contributed by **volunteers** and other people in helping the community. When it comes to you planning an enterprising activity or project you do not have to undertake employment in the 'traditional sense'. You might instead perform a **community service** or unpaid voluntary activity to accumulate some of your 35 hours.

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When you were in primary school you might have related to these stereotypical [illegible] however the world of work is much more complex.

Unpaid work (not employed)

Many people perform unpaid work but are not classified as employed. However, some of these tasks do directly involve production of economic goods and services.

- Volunteers in ongoing activities e.g. CFA, SES, religious groups, community aid, etc..
- Volunteers, charity helpers, community supporters, school programs, sports coaches, social clubs, working bees, etc..
- People also perform unpaid domestic duties, child-minding, family support, housework, caring, household maintenance, transport and so on.

Paid work (employed)

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

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

Obviously people are also employed if they are self-employed and own and/or operate a business (owner-operator). Of course paid workers who work for charities are also employed. Both paid and unpaid family members working in a family business are also classified as employed.

See definitions of employment and unemployment on p.25.

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Employed versus work?

You know that you need to have worked one or more hours per week in order to be officially counted as being employed.

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

Volunteer 'work'

Some people participate as unpaid voluntary workers and they willingly give up their time and lend their expertise to help their community.

According to the *Giving Australia 2016* report, 48% (up from 37% in 2007) of the adult population volunteered, contributing 930 million labour-hours (732m in 2007). Voluntary work is common in industries and areas such as:

- education (schools) community groups
- sporting, recreation and cultural groups
- religious organisations
- charities, help and emergency relief agencies
- social services such as health and community services, welfare and support services
- community organisations, e.g. RSPCA and SES
- health and medical research

Domestic 'work'

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

According to the 2016 Australian Census, of people aged 15+:

- 69.0% did unpaid domestic work, in the previous week
- 28% provided care for children, in the previous two weeks
- 11% assisted family or others due to a disability, long term illness or for old age related problems, in the previous two weeks.

Caring

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

1. caring for elderly and frail family members
2. caring for sick or disabled family members
3. caring for grandchildren by grandparents.

Value of unpaid 'work'

ABS studies put the value of this unpaid work and voluntary work as the equivalent of between 45-58% of the entire production of the economy. So there is around $2.2 trillion of unpaid work and labour that is not officially counted in our economy.

However, one thing to be careful of is that people sometimes 'double-count' their contribution. So if they are vacuuming while child-minding, they might count both activities which overstates their contribution. Of course most unpaid domestic work is still performed by women, even if both partners are working equivalent hours!

Household services

Over the last 20 years there has been an increasing trend towards households buying in the labour of external service-providers to take over domestic duties. These include food preparation, child-care, gardening, cleaning, dog-washing; the list goes on! App-based services have seen a boom in the use of outsourced tasks through Uber Eats, Deliveroo, Airtasker and others.

If people in the households performed these tasks themselves they would not be counted as being in employment or in a productive activity. However, by using an external provider the labour is included. You cook tofu dogs for dinner; not counted. You buy take-away tofu dogs from Vegierama; counted. You work at Vegierama cooking tofu dogs; counted!

So what about you? Do you perform any unpaid work by helping out at home or in your local community?

"...many people perform 'work' ... which does not get counted as being employed."

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5.07 Work in Society

A What is work?

1. What is the Australian Bureau of Statistics' official definition of employment?
2. What is the difference between salary and wages, profit, commission and payment in kind?
3. Give examples of occupations for which each of these 4 types of payment might be used.
4. What is an owner/operator? Use an example to explain whether they are employed.
5. Why do you think that unpaid family workers working in a family business are included as being employed? Give an example.
6. Respond to this statement: *"All employment is work, but not all work is employment."*
7. If you are 'not employed' does this mean that you are 'unemployed'? Explain.
8. Recall the official ABS definition of unemployment? What does a person need to be doing to be counted officially as being unemployed? (see p.25)

B Employed ve[illegible]working?

1. What are the types of 'work' that people perform that don't get counted as employment?
2. What sort of people are more likely to preform these types of work? Why so? Why do they do these types of work?
3. Describe the types of enterprises that rely on people to do these types of work.
4. List 5 local examples of enterprises that rely on people to do these types of work.
5. Have you ever done or considered doing these types of work? Why so/why not?
6. Why is there a trend towards households buying in labour of external service-providers to take over domestic duties? List some examples. Does your household do this? Why/why not?
7. Describe how you could do volunteer/community work for your Structured Workplace Learning.

Part B: Employed or not?

Consider these statements and note whether each person (aged 15+) is either employed or not. Also decide which of these are officially unemployed (see p.25). Discuss your answers.

1. Daniel works for a Lebanese bakery making flat bread.
2. Ethel works 5 days a week voluntarily for the 'Budgie Welfare' opportunity shop.
3. Albertus works 2 days a week as an accountant assistant at Greenpeace.
4. Lily is a stay-at-home mum who performs 30 hours a week of domestic duties.
5. Heath doesn't work and is not interested in working. He plays Fortnite all day.
6. Rin has to work each day after school in her family's fish 'n 'chip shop. She isn't paid.
7. Glonsork helps his family on their eel farm every day and receives pocket money.
8. Pugsley studies at Addams College and works as a cook at McDonald's for one shift a week.
9. Clarrie is retired and helps local oldies by driving them to their doctors' appointments.
10. Ethelred has left school but does not feel that he should trouble himself by looking for a job.
11. Jo does babysitting for her neighbours and gets paid cash in hand.
12. Michael is applying for jobs and having interviews as a teacher. No-one hires him because he looks angry.

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Using my time C

1. Draw up a two-week schedule for yourself and calculate the proportion of time you spend in the following activities.

- ❑ *school education*
- ❑ *paid productive work*
- ❑ *community/service volunteering*
- ❑ *home chores, house duties*
- ❑ *assisting in family business without pay*
- ❑ *sport and recreation*
- ❑ *structured leisure e.g. cinema, organised events*
- ❑ *unstructured leisure, e.g. social media, video games, internet, TV, hanging out, etc.*
- ❑ *meals and breaks*
- ❑ *travel*
- ❑ *helping family and friends*
- ❑ *sleeping*
- ❑ *other*

2. Comment on your results. Compare these to others in your class. As a class calculate averages using a table on the board. Are there any distinct patterns based on gender?
3. Describe how these results are likely to change over the course of your life.
4. Explain how your results are likely to compare with someone about your age from 20, 50 and 100 years ago.

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What value work? D

Write a concise definition of work, taking into account the value of unpaid or domestic work.

@twick/tweet?

Who does the work around your house? And who does the work? #I&E12

1.11 PM March 17 via placard by Germaine

5.09 Job Tasks

Job tasks

These are the day-to-day activities that an employee is required to do in order to perform their role competently. **Job tasks** are usually communicated through **job specifications**, training courses, manuals, on-the-job supervision and other sources.

Although job tasks for certain occupations might appear to be similar, the actual performance of these tasks might vary across different work settings, depending on an organisation's goals, values, policy and methods.

Job tasks might vary due to differences in the size of enterprises, as well as due to diverse work settings and work environments within an enterprise. Variations in job tasks might also occur due to differences in the nature of industry settings, and also because of varied occupational specialisations such as different types of teachers, chefs and mechanics.

Job tasks and processes will change for chefs, waiters and bar staff depending on whether they work in fine dining or in a laid back cafe.

Job processes

Job processes describe the way that tasks are to be performed. Job processes usually outline how an employee interacts with and uses materials and inputs, tools, plant and equipment, systems, colleagues, customers and other stakeholders and other work-related resources.

Job processes can be influenced by the size of an enterprise, objectives and policies, specific work settings and work environments; i.e. the very nature of the organisation. For example, **franchises** and **large organisations** usually have more enforced processes dictating how work tasks are to be performed, whereas small organisations might be more flexible in their approach to work tasks and processes.

Job tasks and processes

So in essence, job processes describe how job tasks are managed and are strongly influenced by the corporate or **workplace culture** of the enterprise or work setting.

For example, a fast food cook might be required to cook hamburgers for customers as one of their main job tasks. However, the job process used to achieve this task might vary depending on whether the employee is employed in a local take-away, at Hungry Jacks, at McDonald's or in a local BBQ cafe.

Job tasks and processes will change depending on your work setting. Compare how they make burgers at your local take-away compared with Macca's.

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Occupational tasks and process

Certain occupations, by their very nature require specific job tasks of workers. If we think of the tasks required of shop assistants, teachers, engineers, accountants, gardeners and child-care workers, among others; we pretty much know the basic day-to-day tasks associated with these job roles.

However, job tasks vary depending on the specific type of work setting one might be employed within. Consider the differences between a retail pharmacy assistant and a retail auto-parts assistant. What about differences between a secondary teacher and an early childhood teacher; or between an agricultural and an electronics engineer?

Variation also exists between the different industries that the work setting operates within. Consider a nurse working in the hospital system versus a school nurse; or a truck driver in the Mining industry versus a truck driver in the Wholesale Trade industry; or even a make-up artist working in a beauty salon versus a make-up artist working for a theatre company.

Because of these variations, employees need to develop skills of general **work-related skills**, **industry-specific skills**, **occupational-specific skills** and **organisational-specific skills**.

That's why **training**, **experience** and **lifelong learning** are so important to successful career development.

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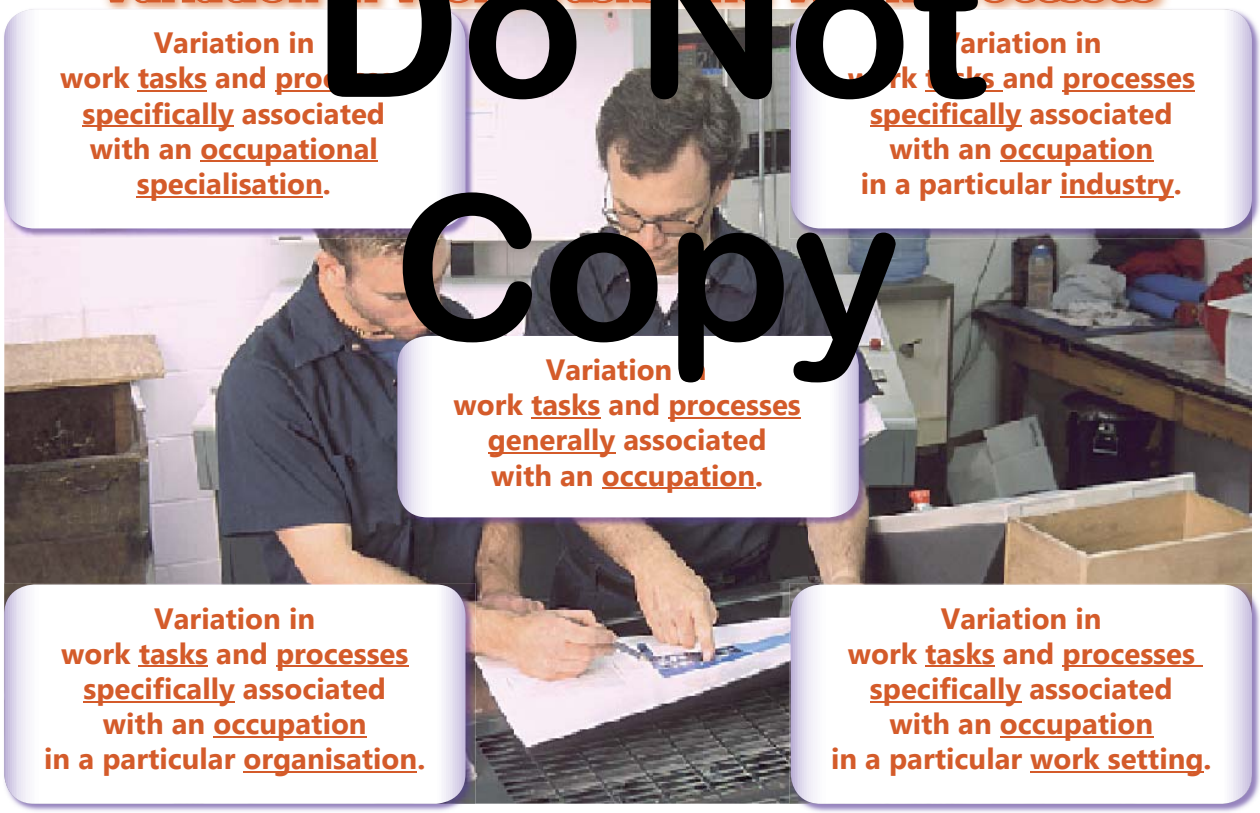
Variation in Work Tasks and Work Processes



5.11 Job Tasks

A Work placement tasks

Research the most common job tasks required of a worker for the occupation you are likely to perform as part of your Structured Workplace Learning.

For each of these work-related skills describe examples of what a worker (you!) might be required to do as part of their (your!) day-to-day tasks. (As always some work-related skills may cross over with others.)

Occupation:		
Adaptability	Acting proactively and autonomously	Connecting and working with others
Learning and developing skills and knowledge	Problem-solving	Managing and leading
Self-awareness	Initiative and enterprise	Planning and organising
Communication	Communication	Communication
Teamwork	Teamwork	Teamwork
Technological skills	Technological skills	Technological skills

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My work-related skills in action B

Find out the specific types of work tasks you will be required to do for your structured work placement. Some of these will be generic for most jobs, some will be industry-specific and some might be specific to your organisation, occupation (or specialisation) and/or work setting. Complete the table.

Organisation:	Occupation:	
Work task	**Work-Related Skill(s)**	**Training or development needed**

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5.13 Assessment Task

AT2 Developing Work-Related Skills

Unit 1: Workplace Participation - AOS2 Developing Work-Related Skills

Outcome 2

- ❑ **Explain the entry-level requirements for obtaining work in 2 selected industries.**
- ❑ **Discuss the importance of developing personal work-related skills.**
- ❑ **Conduct a self-assessment to gauge your personal work performance.**

For this assessment task you will be required to complete a number of tasks as directed by your teacher. Possible tasks are listed in the table opposite. Tick those that are required to be completed. Your teacher might add other tasks, if so, write these in your workbooks.

- ⇨ You might have to negotiate some of these tasks with your teacher depending on your learning program (such as VCE, VCAL or some other program).
- ⇨ Make a copy of the assessment task sheet opposite.
- ⇨ Fill in the due date for those that are required to be completed. Tick the tasks off as you have completed them. Get your teacher to initial or comment on these.

As part of this outcome you are required to complete at least **35 hours of Structured Workplace Learning** in an appropriate setting.

- ⇨ You are required to complete a *Workplace Learning Journal* for each day of the placement (p.118) or an appropriate *Enterprise PODR Journal* (p.144-1???) for any time spent planning, organising, doing and reviewing your enterprise project or activity.
- ⇨ In your Workplace Learning Report, the work setting (and appropriate industry) that you use for your Structured Workplace Learning (or enterprise project/activity) should be used as the context for your explanation of entry-level requirements and for your discussion of developing personal work-related skills. **But in your report you also have to explain entry-level requirements for a second industry.**

Workplace Learning Report

This report is based on your completion of 35 hours of Structured Workplace Learning in appropriate settings. You are required to prepare a report that includes the following.

- ❑ Describe your work placement and the work setting(s) for the placement.
- ❑ Summarise the **entry-level requirements** needed to obtain work for this occupation (or relevant occupation) within this **industry**.
- ❑ Summarise the **entry-level requirements** needed to obtain work for a **second industry**.
- ❑ Outline the **job tasks and processes** that you performed during your placement.
- ❑ Discuss the **importance** of developing personal **work-related skills** for these job tasks and processes.
- ❑ Use evaluation tools and pro-formas to **self-assess** your work performance.
- ❑ **Discuss** and **evaluate** the extent to which **you developed work-related skills** as part of your work placement. Suggest strategies for improvement.

You will need to draw on information gathered from your placement, from your *Workplace Learning Journal*, from interviews conducted with workplace stakeholders and from other sources, including activities completed during class (see opposite).

Your teacher will inform you of the report format, word and task length, due dates and other requirements. Record these in your workbooks and diaries.

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Unit 1 Outcome 2: Developing Work-Related Skills

Explain the entry-level requirements for obtaining work in 2 industries, discuss the importance of developing personal work-related skills and assess your personal work performance.

Name: _____ Class: _____

Teacher: _____ Final Due Date: _____

Activity/Details		p.	Required	Due date/Done?	Comment/Initials
4.05A	A: Personal and social competencies	80			
4.05A	B: Skills Audit	80-81	✓		
4.07A	Work-related skills	82	✓		
4.08B	Enterprising capabilities in jobs: Extension ac[illegible]y	83			
4.10C	Skills and sp[illegible]ialis[illegible]or & the extens[illegible]activity	85	✓		
4.12D	Work-related[illegible]kills in th workplace	86-87	✓		
4.16A	Entry-level requirements	91			
4.16A	Entry-level requirements: Application	91	✓		
4.18A	Structured workplace lea[illegible]ng	93			
4.24A	Self-assessment: Generic Skills	99	✓		
4.24B	Self-assessment: Specific Work-Rela[illegible]lls	100	✓		
4.24C	Self-assessment: Enterprising Beha[illegible]urs	101	✓		
5.04C	Work settings cha[illegible]teri[illegible]s: Extension activity	[illegible]			
5.11A	Work placement tasks	114	✓		
5.12B	Work-related skills in acti[illegible]	115	✓		
4.21A	Workplace Learning Pla[illegible]er	96-97	✓		
	Complete 35 hours of Structured Workplace Learning.		✓		
	Complete a *Workplace Learning Journal* for each day.	118	✓		
	Obtain a workplace evaluation from your supervisor.		✓		
	Complete self-assessment using Work-Related Skills pro-formas.		✓		
	Complete *Workplace Learning Report*.	116	✓		

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Student signature: _____ *Date:* _____

Teacher signature: _____ *Date:* _____

5.13 Workplace Learning Journal

Workplace Learning Journal

You must complete one of these record pages for each day of your work placement/work experience.

Name:		**Day:**		**Date:**	
Workplace:		**Supervisor:**		**Page:**	

Times	Description of main work tasks and duties performed.
6.30-7.30	
7.31-8.30	
8.31-9.30	
9.31-10.30	
10.31-11.30	
11.31-12.30	
12.31-1.30	
1.31-2.30	
2.31-3.30	
3.31-4.30	
4.31-5.30	
5.31-6.30	

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Work-Related Skill	(Consider er… …pab…ies …nployab…y ski… …sp…fic …ls …er your teacher's instructions.)

Describe an OH&S practice you followed or observed in action today.	
Outline any special arrangements or requirements for tomorrow.	

Student signature:		**Date:**	
Supervisor's signature:		**Date:**	

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Workplace issues

6.01 Rights and Responsibilities 120
6.03 OH&S Rights/Responsibilities.122
6.09 Equal Opportunity 128
6.13 The Role of Unions 132
6.17 Workplace Safety Audit.....136

Activities: 6. Workplace issues		p.	Due date/Done?	Comment
6.02A	Rights and responsibilities	121		
6.03A	Young wo[illegible]rs a[illegible] safety	122		
6.04B	OHS/WHS [illegible]akeholde	12[illegible]		
6.05C	OH&S/WHS rights & responsibilities	124		
6.06D	Safe work practices	125		
6.07E	Safety signs	126		
6.08F	Hazard control	127		
6.11A	Equal opportun[illegible]	130		
6.11B	Discrimination: [illegible]s not [illegible]	130		
6.12C	Equal opportunity in action	131		
6.14A	Australian unions	133		
6.16B	Unions in the workpl[illegible]	135		
6.16C	What is a union?	135		
6.16D	Industrial dispute	135		
6.17	Workplace Safety Audit	136		

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Comments:

6.01 Rights and Responsibilities

Rights and responsibilities

A key to your future success is your ability to deal with workplace issues so as to become an effective member of the workplace. For this unit you are required to **investigate OH&S** and **one other workplace issue** for a specific workplace.

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

You have the right to receive fair pay for work done, a right to be treated with respect, and a right to a safe workplace. An employer has the right to expect productive work from employees, a right to expect that employees treat each other with respect, and a right to expect that employees maintain a safe workplace.

In order to ensure that these rights are being adhered to, employees and employers have certain responsibilities that they have to fulfil. These responsibilities usually require a joint effort on the part of both employees and employers to create a positive **workplace culture** with minimal conflict. A **win-win** situation!

These responsibilities can also extend to **external stakeholders** of the enterprise such as customers, clients, suppliers and others.

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Basic employee rights

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

- ✓ Fair and proper pay.
- ✓ Minimum working conditions such as personal leave and other basic entitlements.
- ✓ A safe and healthy workplace environment.
- ✓ Safe work practices that minimise harm.
- ✓ Access to appropriate training and career development.
- ✓ Freedom from discrimination.
- ✓ Freedom form verbal or physical harassment and bullying.
- ✓ Freedom of association to join or not to join a union.
- ✓ Protection against unlawful termination and unfair dismissal (only where valid).
- ✓ To be treated with respect and dignity.

Basic employee responsibilities

However as an employee you are expected to fulfil certain responsibilities.

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

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This is want you want...

Working isn't always fun. Sometimes it's easy to forget that as well as your employer owing you things, such as a fair wage, decent conditions and a safe and civil work environment, you also owe your employer in return.

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

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

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

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

In addition, if an employer provides you with a safe work environment then it is your responsibility not to risk that safety by failing to act, or by not reporting information about yourself or another worker, or even a situation, that jeopardizes the safety of various stakeholders. e.g. A drug affected chef working with knives and fire; or a blocked fire exit; or missing safety equipment.

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

Work involves a legal contract between the employee and the employer. Basic workplace rights are laid down in law. Any employee responsibilities are developed to follow legal guidelines.

As at 2019, all employees working in Australia are protected by a set of minimum conditions. This safety net includes 10 'National Employment Standards' that set down basic entitlements that apply to all employees.

Many workers are employed according to awards. These usually apply to occupations within an industry. The award sets down minimum conditions for employees across Australia who work in that same industry or occupation.

Other employees are covered by registered agreements (formerly called EBAs). They have their conditions bargained collectively, usually by their unions. These agreements must also satisfy those 10 'National Employment Standards'.

Australian Apprenticeships are governed under their own special contract of training which outlines employee and employer rights and responsibilities.

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

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Rights and responsibilities A

1. List what you believe to be the 5 most essential employee rights.
2. Briefly describe how each of these rights might relate to your work experience/work placement, or for an occupation you are interested in.
3. For each of these rights explain why they are such an important right for employees.
4. For each of these rights, explain what an employee could do if these rights are not met. *(You might be best to set up your answers in a table.)*

6.03 OH&S Rights and Responsibilities

OH&S rights and responsibilities

One of the most important workplace rights that you (and everybody else) has, is the right to a safe workplace. Occupational health & safety or OH&S is the general term used in Victoria to describe all the rights, responsibilities, training, regulations, guidelines, laws and other issues that relate to ensuring that workplaces provide a safe work environment. In many other states this is known as Work Health and Safety (WHS).

Earlier in the unit you completed your **safe@work** and investigated entry-level OH&S responsibilities. It is vital that you are aware of OH&S issues before you enter a workplace. As potential employees you trust that an employer has taken all possible steps to design work practices safely and to maintain safety standards for all involved. However, you should always be on the lookout for potential dangers and should report them to someone with a position of responsibility.

Young workers

Young workers face a greater risk of injury in the workplace than any other group of workers. According to WorkSafe statistics when young workers are injured they are more likely to be hospitalised as a result of their injuries.

Males working in rural and regional areas are particularly at risk.[1] However, young workers tend to under-report their work-related injuries and illnesses, with estimates that only 50% are likely to make a claim.[2] The most dangerous work environments for young people include:

- retail (especially fish shops and takeaway food)
- cafes and restaurants
- manufacturing (especially meat products, metal fabrication and wood and joinery sectors) and
- construction (especially plumbing, electrical and carpentry work).[1]

(Sources: [1] Worksafe Victoria, 2018 and ABS, Work-Related Injuries, Australia 2005-06, [2] WorkSafe Victoria, 2011).

Image: photobac/ Depositphotos.com

A Young workers and safety

Why do you think younger workers are more at risk in the workplace? Find some evidence (e.g. from WorkSafe Victoria) to support this.

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OH&S/WHS Stakeholders

Employees

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

Employers

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

Government(s)

- State governments manage their state's workplace safety system through agencies such as WorkSafe Victoria and other state-bas agencies.
- SafeWork Austr is oper ed b the Commonwealth overnm t (wi support from th states) t develop national policy relating to WHS and workers' compensation.
- SWA does not operate to r and enforce state OH&S/WHS.

WorkSafe Victoria

- The manager of Victoria's workplace safety system.
- WorkSafe Victoria is responsible for overseeing Victoria's OH&S system and e fo ng at OH S l ws.
- W rkSafe Victo s i sion reads; "Victorian workers returning home safe every day."

WorkSafe Inspect

- Ensure that workplaces comply with health and safety legislation.
- They are legally emp d to enter a worksite (and som public plac) at any time if require or re ed, to assess OH&S; and an i e improvement notices and enforcement notices.

Unions

- ay a pro tive and leading role in t e d velo ment of OH&S policies, g ide nes laws throughout Australian industry.
- Unions work with government, em loyers and em ployees to ensure tha workers hav ccess to a safe wo pl e.

OH&S rep/officer/H R

- Many workplaces have an fficial OH& officer who has the respon ility monitor and maintain safety conditions.
- They will usually act as a go-between for employees and management.

OH&S professional/auditor

- Usually external specialists contracted to assess an organisation or work setting for OH&S risks.
- The he e mployers design and im me work environments and work pra ces that minimise harm.
- Can also be involved in training employees and management in OH&S.

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OHS/WHS stakeholders B

In your workbooks explain the role of each of the OHS/WHS stakeholders in workplace safety. Use examples related to a workplace(s) to support your answer.

Interview a safety officer/HSR to find out more information about the roles different stakeholders play in workplace safety. Summarise this information as a series of dot points about workplace safety.

OH&S/WHS rights & responsibilities

According to WorkSafe Victoria all employers are responsible by law for...

- Providing and maintaining safe plant machinery and equipment and safe systems of work.
- Implementing arrangements for the safe use, handling, storage and transport of machinery and equipment and dangerous substances.
- Maintaining the safe condition of the workplace including fire exits and emergency equipment.
- Providing workers and contractors with adequate facilities including clean toilets, cool and clean drinking water, hygienic eating areas.
- Ensuring workers have adequate information, instruction, training and supervision so that they can work in a safe and healthy manner.

Employers must also...

- Adequately monitor workers' health and conditions in the workplace.
- Keep information and records relevant to their workers' health and safety and provide safety information in relevant languages.
- Where required, engage people with the necessary skills and expertise to advise on health & safety issues.
- Ensure that external stakeholders such as customers, visitors and the general public are not endangered by the conduct of their business.

Specific requirements mean that employers must...

- Take out a WorkCover insurance policy if their annual payroll exceeds $7,500.
- Display an 'if you are injured' poster prominently in every workplace.
- Take out a Workcover policy if employing trainees or apprentices.
- Record all injuries in a workplace 'record of injuries'.
- If required, allow an injured worker to visit a doctor.
- Appoint a return-to-work coordinator if their annual payroll exceeds $1m.
- Meet certain licensing requirements and specific extra safety requirements relating to particular (hazardous) industries.
- Nominate an OH&S officer (or themselves) to deal with the employees' OH&S rep.

Employees s[illegible]...

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

"...employees should work with their employer to make the workplace safer."

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C OH&S/WHS rights & responsibilities

According to WorkSafe Victoria (or your relevant state authority) outline 5 key responsibilities in relation to OH&S/WHS of:

- employers
- employees.

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Safe work practices

A work practise refers to the ways that a task is carried out in the workplace. The following four conditions need to be met in order to ensure that work practises are carried out safely.

1. Training

An employee should be given supervised training to ensure that they know how to do the task safely and correctly.

e.g. A fast food cook in a food truck must receive training to learn how to use cooking equipment, tools and utensils safely.

2. Personal protective equipment (PPE)

An employee should be given access to the appropriate personal protective equipment to reduce workplace hazards.

e.g. The cook may need to wear hair nets, suitable footwear, mittens and other personal protective equipment.

3. Support and supervision

An employee should be given ongoing support and supervision so that the task can be carried out safely at all times.

e.g. The cook should be supervised until they demonstrate competence in the use of relevant equipment.

4. Hazard reporting

An employee should be given the opportunity to communicate and report any hazards; and without threat and intimidation.

e.g. The cook needs to know how to fill out an incident report and must be encouraged to report on the condition of equipment whenever necessary.

Image: tonodiaz/ Depositphotos.com

How is this food truck going on OH&S? Why not head out and assess OH&S/WHS in their workplaces yourself.

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Safe work practices D

Complete the table for an occupation of your own choice. This is likely to be based on the workplace in which you undertook your Structured Workplace Learning. Collect or create suitable graphics.

Workplace:

Occupation:

1. Training	2. PPE	3. Supervision	4. Report

Signs and symbols

You probably have already been exposed to some safety signs as part of your everyday environment in your school or in a workplace. If safety signs are to be effective they have to be universal. The viewer must be able to understand the picture or phrase immediately. So signs need to use recognisable pictures and simple text. Signs can also use colour to convey their message. **Red: danger**, **yellow: caution**, **green: exits** and so on.

Workplace safety, warning and danger signs play an important role in helping to promote a safer work environment. Among other things, these signs:

- ⇨ warn of potential **hazards** and **dangers**
- ⇨ instruct on the correct **personal protective equipment** to wear and use
- ⇨ display mand… **…ygiene** practices
- ⇨ advise on **firs… aid** qu…ment and pro…edures, and
- ⇨ reinforce OH…S/WHS **…les** a…d **laws** t… mus… be followed.

Image: Bytedust/iStock
Thinkstockphotos.com

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E Safety signs

Complete this table based o… the w…k …g f… …u… …d Workplace Learning.

Type of sign	Function	Ex…mple	Description
Danger signs	Use text and colour to inform about an activity or potential incident.		
Instructional signs	Descri… a pr…ss or task …t shou… or must b… follow…		
Equipment signs	Show w… t… …and where to go in an incident, evacuation or accident.		
Line and area markings	Establish traffic, pedestrian, restri… and no-go za…s.		
Facilities signs	Indicate wh… amenities and …t-aid equipment a… located.		
Labels and tags	Indicate contents, weight, actions, and status of goods and equipment.		
Prohibition signs	Visually demonstrate what workers or others are not permitted to do.		
Caution signs	Inform about an incident that might happen and hazards that exist.		
Dangerous goods signs	Indicate chemical and other hazards including HAZCHEM signs.		

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Risk assessment and hazard control

It is vital that you are able to assess risks and control hazards in a workplace environment. This is an important part of understanding OH&S/WHS requirements in workplaces. A hazard control process uses a procedure that has consistent steps which can be followed for all workplace tasks, jobs and even industries.

Hazard control F

Using ITEACM, list 2-3 points for each of the 6 steps for 2 occupations at a workplace with which you are familiar. You can do this after your Safety Audit (p.136). Collect images. (More space? = use workbooks!)

1. IDENTIFY The hazard, risk or potential for harm.	⇨ ⇨
2. TRAIN Employees to 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.	⇨ ⇨ ⇨

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6.09 Equal Employment Opportunity

Equal opportunity

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

Equal opportunity legislation makes it illegal to discriminate against people. In 1997, the *Equal Opportunity Act 1977 (Vic)* created the Equal Opportunity Board and the Office of Equal Opportunity Commissioner. The Act outlawed sexual harassment and discrimination because of marital status and gender in employment, education, accommodation and provision of goods and services. Over the years the Act has been amended and extended to cover many other forms of discrimination. The *Victorian Equal Opportunity and Human Rights Commission* is the state government agency responsible for dealings and actions related to the *Equal Opportunity Act 2010* and the *Racial and Religious Tolerance Act 2001*.

Preview

Diversity and fairness in the workplace

Australia is one of the most culturally diverse nations in the world. So it follows that an **enterprise culture** is built upon having a diverse workforce. Indeed many of the **work-related skills** depend having a culturally diverse workforce.

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

Draft

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

Do Not Copy

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

Affirmative action

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

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

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Discrimination complaints

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

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

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

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

Lawful discrimination

You must keep in mind that there may be exceptions and exemptions where it is lawful to discriminate against people in some limited work-related situations. Some of these are as follows.

- ⇨ Offers of employment in small family businesses (i.e. by not employing non-family members).
- ⇨ The distribution of charitable benefits and the provision of aged welfare services by relevant organisations.
- ⇨ Compliance with legislation such as not employing someone under 18 for a position that requires a drivers' licence or other legislative requirement.
- ⇨ Payment of youth and trainee wages.
- ⇨ Occupational requirements including the presentation of a deity; or dramatic or artistic performance, including modelling.
- ⇨ Temporary exemptions (for a set period of time) such as those granted for women's fitness centres.

Although it is against the law to discriminate against an employee because of their dress or appearance *"...an employer can create and maintain an image for their organisation that best suits their industry and their clients' needs by setting reasonable standards of dress, appearance and behaviour."* Source: ***www.humanrightscommission.vic.gov.au***

Equal opportunity & discrimination

It is unlawful to discriminate against a person based on their:

- × gender
- × race
- × age
- × religious beliefs
- × disability or illness
- × marital status
- × industrial activity
- × political beliefs
- × sexuality
- × parental status
- × employment activity

as well as some others.

I am not defined by my wheels.

The Victorian Equal Opportunity and Human Rights Commission is an independent body set up to promote unlawful discrimination and promote equal opportunity by:

"providing a fair, impartial, confidential and free complaint resolution service."

"Informing and educating Victorians about their rights and responsibilities under equal opportunity laws."

Source: ***www.humanrightscommission.vic.gov.au***

@twick/tweet?

You wouldn't want discrimination, harassment and vilification to happen to someone you care about. So make sure you don't do those either. #I&E1&2

6:56 PM Apr 29 via drawl from Atticus

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6.11 Equal Employment Opportunity

A Equal opportunity

1. What is discrimination? Why is discrimination unfair?
2. What is equal opportunity? How does equal opportunity make things fairer?
3. List 10 of the main bases or attributes on which it is unlawful to discriminate against people.
4. Find 4 others to add to the list.
5. What are the main roles of the Victorian Equal Opportunity and Human Rights Commission?
6. What is affirmative action?
7. How is affirmative action different from equal opportunity?
8. Give 3 examples of affirmative action policies.
9. Describe 3 examples of lawful discrimination.
10. Justify 3 of the examples of lawful discrimination you agree with. Discuss any you disagree with.

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B Discrimination: It's not on!

Part A:

1. Visit the commission's website at www.humanrightscommission.vic.gov.au
   Find the current annual report which will have statistics for discrimination complaints handled by the commission for that year.
2. Rank the top 10 'attributes' that were the cause for a complaint.
3. Are complaints rising or falling? Use evidence to explain.
4. Identify how many of these complaints were related to the 'area' of employment.
5. Find out more information about some of the cases that were settled in during that year. What settlements and monetary amounts were involved? Do you think that these were reasonable? Why/why not? Discuss these as a class.

Part B:

Design a poster, multimedia presentation or website that illustrates an area of equal opportunity/anti-discrimination that you believe is important. Be sure to show the audience:

- ⇨ why the discrimination is not on
- ⇨ who they can contact or go to for help
- ⇨ the name and details of outside agencies that they can get help from. Consider, Victorian Equal Opportunity and Human Rights Commission, Job Watch, ACTU, THC, diveristy@work and other agencies.

Check out their websites for ideas and get designing! You might be better off doing this activity in pairs or groups.

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Equal opportunity in action C

1. Consider each of these scenarios and outline if they are discriminatory. If so, identify the grounds and the areas of discrimination. If not, explain why not.

i. Leo responds to an ad for an international student to work as a waiter in China Town. The owner says they are looking for a Chinese international student, not one from Ecuador.	ii. Kai Lin talks to her boss about a possible inter-departmental transfer to further her skills. Her boss says that Kai Lin wouldn't like it there because it's a blokey environment and that her colleague Biff would be more suited to the transfer.
iii. Deaf lobbyists complain that there are no Auslan interpreters at the Visi[illegible]ia, Carols by Candlelight event.	iv. Pieter and Tash have opened a joint bank account. The [illegible]uts Pieter as the main si[illegible]y explaining what that means[illegible]ash [illegible]scov[illegible]rs that she needs Pieter's s[illegible]natu[illegible] fo[illegible]with[illegible]awals over a certain sum, b[illegible]ce [illegible]ersa.

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2. Have you ever experience[illegible] or witnes[illegible]d di[illegible]ti[illegible]o[illegible]ar[illegible]ssment in work-related situations? What would yo[illegible]o if [illegible]u [illegible]nk [illegible]u [illegible] b[illegible]g a[illegible]minated against or harassed in a work-related situation? If you don't know - [illegible]en find out

6.13 The Role of Unions

Unions in the workplace

One decision you will need to make when you enter the workforce is whether or not to join a **union**. Some of you might already be a member of a union through your part-time or casual employment.

Unions exist across all industries and all occupations. According to Australian laws you cannot be forced to join a union nor can you be prevented from joining a union. This right to choose is called '**freedom of association**'.

Many workers are happy to join and become a member of a union so that they can enjoy the benefits of belonging to a group with power and experience in workplace negotiation. Unions will help support you and stand up for your rights, protecting you from unfair work practices: "In union there is strength."

Many workers refuse to join unions as they don't wish to pay union fees and/or they don't feel that unions provide any positive benefit for them.

Some occupations and industries are highly unionised, such as manufacturing, trades, transport, nursing and education. Other industries have low rates of unionisation such as agriculture and hospitality.

Recent years have seen an overall decline in union membership from 50% of workers in the 1980s to under 15%. This is due to factors such as increased casualisation and use of contract workers, a shift towards professional and white-collar occupations, increased female workplace participation, and changing industrial laws and systems from the previous decade, such as WorkChoices.

The role of unions

Australian Council of Trade Unions (ACTU) is the peak union body representing all unions in Australia. **Trades Hall Council** (THC) is the peak union body representing unions in Victoria. Both these organisations have key roles negotiating with governments and employer groups and in trying to bring about positive change in society to promote equity and fairness. The whole point of unions is to protect workers' rights and conditions. These conditions may include:

- rates of pay
- sick leave and other leave entitlements
- working hours
- penalty rates
- overtime and other entitlements.

Unions also play a large role in **occupational health and safety** development and monitoring, and also in developing and implementing training arrangements including Australian Apprenticeships.

Many large firms, especially in transport, construction and manufacturing industries work side-by-side with unions and the ACTU in order to provide a positive **workplace culture**.

Image: AndreyPopov/ Depositphotos.com

Unions play a big role in workplace safety.

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Union Membership in Australia

As at Aug 2016, 14.5% of all workers were union members, (1.7m) vs 18.9% in 2007 and 15.1% in 2014

Note: All measures refer to workers in their main job.

13.3% of male workers
15.9% of female workers

The biggest union is the SDA with 230,000+ as at 2018

4% of 15-19yo workers (L)
21% of 55-59yo workers (H)

38.5% public sector workers
10.4% private sector workers

(L) Rental, hiring and real estate services, 1.3%; Agriculture, forestry and fishing, 1.[illegible]%

(H) Education and Training, 31.2%; Public administration and safety, 30.6%

Source: ABS, 6310.0, Employee[illegible]rnings, Benef[illegible] and Trade Union Membership, A[illegible]2016 (Statis[illegible] as at Aug, 2016 unless noted.) a[illegible]www.sda.org.au

Preview

Australian unions A

1. Find out the full names of each of the unions listed below. Also list their website addresses.

ETU	
TWU	
AMWU	
CEPU	
CFMEU	
MUA	
TCFUA	
FSU	
HSUA	
CPSU	
NTEU	
TWU	
UFU	
FAAA	
UV	
APFA	
AEU	
SDA	

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2. Add 3 other unions not on this list.
3. Identify the main industry that each is likely to represent.
4. Identify occupations that members of these unions might normally be employed in.

What is a union?

Unions are for workers

Yeap, it is as simple as that. Unions are organisations run by workers to help employees get a fair go at work.

Unions are based on the simple idea that much more can be achieved by working together. Unions give employees a stronger voice at work and in the community. Over the years, unions have helped get better pay, shorter working hours and safer work.

Figures from the Australian Bureau of Statistics show that union members earn on average 15% more than non-members. Today about 1.7 million Australians are union members. They belong to 46 major unions in Australia representing every industry.

Unions @ work

Unions provide their members with information, advice and support to get organised at the workplace. People who are not union members may need to pay thousands of dollars to lawyers to get similar advice or support.

But the best thing about unions is that your actions can help improve the situation of other workers. For example, if you ask the union to help you to make the workplace safer for you – it becomes safer for everyone. Improvements won by unions, like shorter hours and superannuation, are now enjoyed by all employees.

Originally unions were called 'trade unions', with dozens of different unions each representing a trade. But now the biggest unions represent people from a industry or part of the workforce.

For example, the Finance Sector Union represents people who work in banks and insurance companies. Shop Distributive and Allied Employees Association represents people in shops and warehouses.

That means the union understands the industry and has lots of experience in dealing with employers. If you have a problem at work, it is probably a problem that a union has dealt with before.

A union for everyone

Whether you hammer in nails, put through sales or dance the ballet, there is a union for everyone (except the military). Australian workers generally belong to one of 20 industry unions. However, there are also more than 20 other smaller unions who represent workers from a specialised area of work. Unions are not just for people who work full-time. Casuals, part-timers, apprentices and trainees can all join their industry union.

Industrial action

A strike occurs when a group of employees decide to stop work to put pressure on an employer about an issue in the workplace.

Disputes about wages and conditions cause most strikes; other common reasons include disagreements about occupational health and safety, unfair dismissals and environmental issues.

'Protected industrial action' is the term used for a legal strike in Australia. It occurs when workers and employers who are in the process of bargaining cannot agree. Protected industrial action is legal under Federal law so long as:

- ⇨ you don't already have an enterprise agreement in place
- ⇨ it takes place during a bargaining period
- ⇨ you don't injure another person, or damage or destroy property.

Picketing occurs when striking workers gather outside their place of work. Striking like this often receives a lot of media attention, which is why it is a well known form of industrial action.

Action can take other forms, and often depends on the particular needs of the workers' industry. For example, nurses may close down beds in private surgery when they take industrial action. They never close all beds, or interrupt emergency services.

In 1856, striking building workers in Melbourne won the right to work an eight hour day - an achievement we celebrate every year on Labour Day.

Source: ACTU Worksite for Schools Fact sheets: What is a union? & What is Industrial action?

www.worksite.actu.org.au

Some workers are exploited and could benefit from the support of a union.

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Unions in the workplace B

1. What is a union?
2. What does 'freedom of association' mean?
3. Outline 3 benefits of being a member of a union.
4. Outline 2 industries that might be highly unionised. Why might this be?
5. Outline 2 industries that have low rates of unionisation. Why might this be?
6. List 3 reasons for declining union membership.
7. Choose one of these reasons and explain the types of occupations that might be involved.
8. What is the relationship between casualisation, contracts and union membership?
9. Why do you think there are higher unionisation rates among older, rather than younger, workers?
10. What might be reasons for higher unionisation rates in the public sector? Give examples.
11. What might be reasons for lower unionisation rates in the private sector? Give examples.
12. Are you a member, or are you likely to become a member of a union? Justify your decision.

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What is a union? C

1. Read the article 'What is a union'? List, explain 10 main pieces of information about unions.
2. Visit **worksite.actu.org.au** and navigate to the page on *Unpaid Trial Work*. Summarise 5 main points. Do this as well for *Cash in Hand*. *(Hey do you recognise the actress in this video?)*
3. What is your opinion about unions? Why so? List reasons for and against joining a union. Have a discussion, or a class debate.

Industrial dispute D

Research and collect articles on a current or recent industrial issue involving a union. You are required to prepare a report to the class that includes the following.

a. Outline the stakeholders involved in this dispute and their roles.
b. Outline the nature of the dispute.
c. Describe the actions that were taken as part of the dispute.
d. Explain the reasons that were given for taking the actions.
e. Outline the outcomes of the dispute.
f. Illustrate how this dispute demonstrates both effective and ineffective use of different work-related skills.

@twick/tweet?

In onion there is strength, as too in unions #I&E1&2

7.12 AM May 1st via tea leaves from Karl.

6.17 Workplace Safety Audit

Work Setting: _____ **Worksite:** _____

Inspected by: _____ **Date:** _____ **Time:** _____

➔ Floors...
- ❑ *Coverings free from holes.*
- ❑ *No spills, waste or rubbish.*
- ❑ *No stock, boxes or materials on floor.*
- ❑ _____

➔ Aisles...
- ❑ *Free from clutter and spillages.*
- ❑ *Proper line-marking and/or traffic signs.*
- ❑ *Adequate vision and illumination.*
- ❑ _____

➔ Illumination...
- ❑ *Proper lighting for area.*
- ❑ *Light fittings in good repair.*
- ❑ *Adequate natural light if required.*
- ❑ _____

➔ Noise...
- ❑ *Are normal level conversations possible.*
- ❑ *Noise levels monitored.*
- ❑ *Appropriate PPE provided.*
- ❑ _____

➔ Workspace...
- ❑ *Free from clutter.*
- ❑ *Benches, desks, chairs correct height.*
- ❑ *Adequate lighting for work tasks.*
- ❑ _____

➔ Safety equipment...
- ❑ *Proper personal protective equipment available.*
- ❑ *Equipment in good repair.*
- ❑ *All employees using equipment.*
- ❑ _____

➔ Machinery...
- ❑ *Safety cutoffs accessible and working.*
- ❑ *Proper guards in operation.*
- ❑ *Adequate lighting for work tasks.*
- ❑ _____

➔ First-aid...
- ❑ *Trained first-aid officer available and known.*
- ❑ *Equipment clean, maintained and locatable.*
- ❑ *Emergency procedures known and displayed.*
- ❑ _____

➔ Electricals...
- ❑ *Appliances tagged.*
- ❑ *No frayed leads.*
- ❑ *Appropriate storage of items.*
- ❑ _____

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

➔ Other relevant OH&S/WHS issues...
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

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Interpersonal effectiveness

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7.05 Team Dynamics 142
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Activity	p.	Due date/Done?	Comment
7.02A Occupation[illegible]telligences	139		
7.04B Multiple in[illegible]ligences	141		
7.06A Team dynamics	143		
7.08A Team effectiveness	[illegible]		
7.08B Who would you pick?	145		
7.10A Effective commu[illegible]ation	147		
7.12B Get the messag[illegible]	149		
7.12C Communication in the workplace	149		
7.16A Dealing with workpla[illegible]ssues	[illegible]		
AT3 Dealing with Workplace [illegible]	[illegible]155		
7.21 Self-Assessment	158		

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Comments

7.01 Interpersonal Skills

Interpersonal effectiveness

Your job will provide some of the most significant relationships that impact on your life. You need to ensure that these relationships are positive. You don't want stressful work relationships intruding into your life, reducing your job satisfaction and ruining your quality of life. A happy, motivated worker is a more effective worker, which will lead to a more enjoyable career.

Interpersonal and intrapersonal skills

More and more emphasis these days is being placed on employees having well developed interpersonal skills, i.e. **connecting and working with others**. **Interpersonal skills** relate to one's ability to work effectively with other people. These types of skills can be more essential to an employee than traditional measures of intelligence such as IQ, or even technical skills. The way we act and relate to other people forms the basis of our interpersonal ski

Intrapersonal sk er a pe on ity b se aw re A t e a areness of an individual's stren hs and eakn ses can an t ffective t ms n be built to combine skills and overcome weaknesses.

It is important that you are able to recognise both your interpersonal and intrapersonal strengths and weaknesses. Combined, these can be said to form your **emotio l int ligence**. Some res rch rs also say that a person's pers ality nd vera mo in ue s their emotional intelligence alo with ne per nal nd oci competencies.

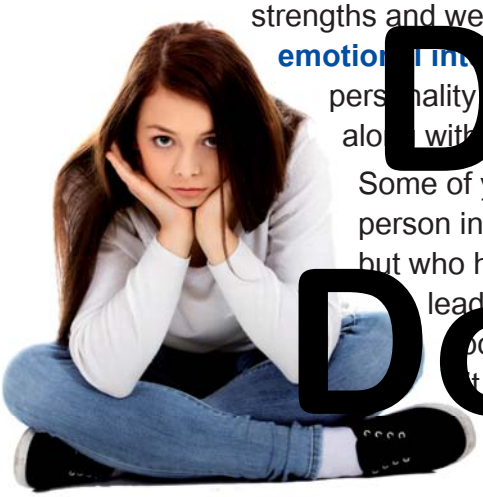


Image: piotr_marcinski/Depositphotos.com

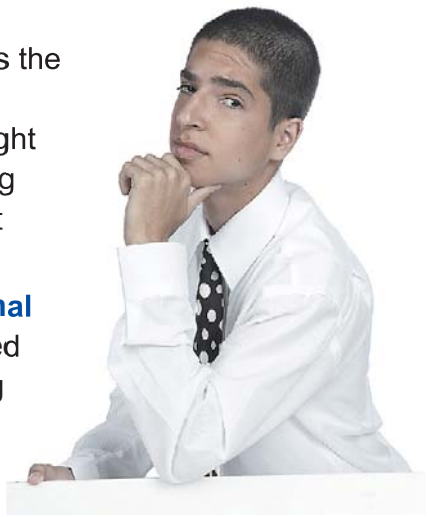
Some of you may have already experienced a boss or some other person in a position of authority who is well-skilled in their position but who has poor interpersonal or people skills. These ineffective leaders can be said to lack emotional intelligence. Or what about skilled ar ts or erfo me who never quite makes it because t ey d n h ve a oo enough understanding of their own intrapersonal skills?

In order for you to develop as a well-rounded individual you need to develop the people-skills, and the self-awareness, to match and support your technical skills a qua fic tion

Multiple intelligences

Harvard University professor Howard Gardner is recognised as the developer of a set of eight **multiple intelligences**. We are all likely to have different levels of intelligence in each of these eight categories. Therefore, you shouldn't see yourself as just having one of these intelligences, but rather a combination of different co-related intelligences.

These multiple intelligences also influence a person's **emotional intelligence**. Having a greater understanding of peoples' varied scales of 'emotional intelligence' can improve learning, training and interpersonal relations, and make for a more enterprising workplace culture.



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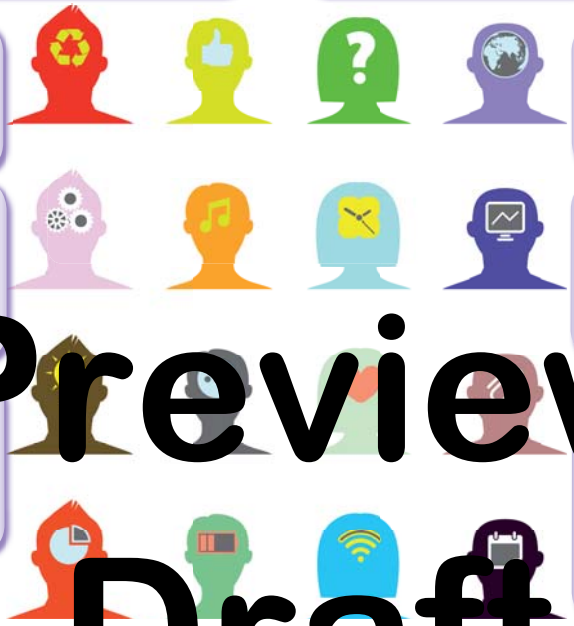
Multiple Intelligences

Interpersonal
Are you good dealing with other people?

Intrapersonal
Are you good at managing yourself?

Verbal-Linguistic
Are you good using words and languages?



Musical-Rhythmic
Are you good with music and sounds?

Visual-Spatial
Are you good with shapes, patterns and drawing?

Naturalistic
Are you good in outdoor environments in the natural world?

Bodily-Kinesthe
Are you good a physically using your body and hands?

Logical-athematical
Are you good at problem-solving, maths and using logic?

Image: Adapted from: tovovan/ iStock/Thinkstock

Peopl varied intel .

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Occupations and intelligences A

1. For each of the following types of intelligences discuss how a person performing the tasks required of these occ ns might have to us r dev lop each intelligence. (Create a table in your workbooks.)

Multiple Intelligence	Occu ic 1 /H w?	cc n How	Occupation 3/How?
Bodily-kinesthetic	ports	c tak	nurse
Interpersonal	psychologist	doctor	CEO
Intrapersonal	firefighter	electrician	baker
Logical-mathematical	IC cian	musician	plumber
Musical-rhythmic	therapist	ro ec nic	concierge
Naturalistic	rk ra er	erior ec r	pilot
Verbal-linguistic	teacher	tour guid	ship's officer
Visual-spatial	truck driver	furniture removalist	retail manager

2. Rank your top 3 intelligences, with a justifying statement and some evidence. Have someone else rank you. Construct averages and overall results for the class as a whole. (Create tables in your workbooks or use a device.) Comment on any patterns.

MI	Justification	Example/evidence	Someone else rank

7.03 Interpersonal Skills

Emotional intelligence

Emotional intelligence is said to be a type of social intelligence that involves the ability to monitor the feelings and emotions of yourself and other people.

Modern research is showing that employees must be more than just technically skilled, they must also have well-developed emotional intelligence. People with well-developed **emotional intelligence** are able to interact positively with fellow workmates and with customers and clients.

You can't just work in your own bubble, you need to be able to connect and work with others.

Many jobs call on different emotional abilities. The varied nature of **work tasks** and different **work environments** mean that different emotional intelligences are needed. Occupations such as nursing and counselling require a high level of empathy, while sales and marketing might need active listening, engineering might call on self-discipline, and teaching requires patience.

A person's emotional intelligences will strongly influence the type of tasks, work settings, work environments and **career pathways** that they choose and are likely to enjoy. Interestingly, studies have also found that men and women score differently on emotional intelligences with women scoring higher in social responsibility and men in self-confidence.

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Emotional intelligence

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

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

EI tests online

Go online and find out the latest on emotional intelligence (EI). New sites are being added every day! See if you can find an online test that you can take that measures your EI. Find out about an enterprise that uses EI testing and training with its employees.

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Multiple Intelligences B

Read each example based on an occupation (in an industry) and then match the most appropriate multiple intelligence and description.

Description

- *Ease and skill in performing physical tasks and activities.*
- *Ability to understand and to deal effectively with others.*
- *Ability to use reasoning, to apply logic and to use maths techniques.*
- *Ability to understand oneself, be self-aware and self-managing.*
- *Ability to 'see' images, patterns and shapes mentally and process these physically.*
- *Understanding music, tonal, rhythmic and aural patterns and pitches.*
- *Understanding and adapting to situations related to one's immediate and greater environment.*
- *Understanding through literary methods of reading, writing, speaking, and listening.*

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Multiple Intelligence	Description	Example
		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 to give instructions.
		A mechanic in the Other Services Industry might need to listen to clients describing engine noises over the phone.
		A bar manager in the Accommodation and Food Services Industry might have to move about in a physically demanding role supervising and doing work tasks.
		A IT programmer in the Professional, Scientific and Technical Services Industry might have to balance several demanding projects for different clients.
		A 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.
		A psychologist working in the Health Care and Social Assistance Industry might teach relaxation techniques to stressed patients.
		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.
		A logistics manager in the Transport, Postal and Warehousing Industry might need to develop complex programs to plan international freight schedules.

Extension

What is emotional intelligence? Why is it important for workers to demonstrate emotional intelligence? Research online and see what you can find out.

7.05 Team Dynamics

Team dynamics

One of the most important work-related skills is connecting and working with others. A key strategy to create effective workplaces that encourage an enterprising culture is to employ staff who can work cooperatively and get along with each other. High staff retention is closely related to positive **interpersonal relationships**. Staff who are happy are more likely to stay, those unhappy are more likely to leave.

An understanding of **team dynamics** and effective **workplace relations** is essential for creating a productive workforce. Managers and employees should share common goals and communicate effectively. Some organisations invest millions of dollars into team-building exercises to improve team dynamics, build effective workplace relations and to minimise **interpersonal conflict**.

In many enterprises **unions** play a key role in effective workplace relations, often called **industrial relations**. However, from time-to-time industrial disputes do arise.

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Synergy

Have you heard the saying, "The sum of the whole is greater than the sum of the parts?" That's synergy. **Synergy** is when you get a better outcome from people working together in teams than you would have by people working individually and alone.

If a team is synergised it will have a mix of skills, personalities and intelligences. You don't need everyone in the team to be loud, or quiet, or bossy, or easygoing. A synergised team should balance people's varied work-related skills and **multiple intelligences**.

Successful teams are built around a mix of **work-related skills** and abilities, and not friendships. Often, a team of friends has little synergy and won't get much work done at all! In fact, many friendships have ended due to poor synergy in work or business situations.

Remember, in workplace team situations you don't need to be best friends with everyone. But just because someone isn't your friend it doesn't make them your enemy. In order to minimise interpersonal conflict you need to be tolerant and cooperative, and professional rather than personal.

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8 Tips for Effective Teams

1. Communicate clearly
2. Set clear objectives
3. Build synergy
4. Assign roles/ responsibilities
5. Follow team rules
6. Take minutes
7. Make group decisions
8. Listen and be fair

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...m dynamics A

Discuss and consider each of these case studies and identify what seems to be the team-related problem(s). Suggest some possible solutions. Present your findings to the class. (Work in pairs/teams.)

7

Geek Speak 2.0[5+]

Mohammed leads a work grou of 5 talented software engineers. T firm has recently secured a new contract for an innovate new app interface for a retail client. He gives the team 3 months to complete the project.

Mohammed makes a p gress ch 6 weeks in and finds th the t m as developed at least 5 g ativ ideas. However, there has been no real progress made towards choosing one idea, nor on making the design of the interface in any way user-friend suitable for the client's needs.

...With ...omies like these...

Efre ha just en made acting manager ...ts fir ...nd is given responsibility to put together a team to plan and organise the annual youth street arts festival. All of his colleagues that are his friends manipulate m in choosing the as the team saying ...y g at it ...d b work together.

As ...ro...t nea ...mpletion Efrem finds that t... ...d s...dule, absenteeism is high, his team members are regularly late for work, they are spending too much time on social media, and that he is working late and on weekends to finish the work his 'f...nds' sh...ld b...doing.

Scrags to riches

Madge, Pearl and Doris have been administrative assistants in the same legal firm for years. Recently, Delta 20, has joined their team. She is tech-savvy and does things very differently from the others and is resented. This has caused tension between Delta and the older women and stress for all of them.

Delta is thinking of resigning even though her employer is pleased with her work.

...kin... yak... ...n't talk back

Skye is an offi... manager ...d editor for a local newspaper. She currently has a trainee administrative assistant working in the office. The trainee is 18 and has just finished school. She is not used to the work environment and is beginning to annoy Skye by chatting and laughing loudly, even when she is at reception, and frequently making personal phone calls.

Skye decides that this behaviour cannot be allowed to continue and begins to bluntly tell the trainee off whenever she does something that Skye feels is unprofessional.

Team dynamics

Balance in the workplace is needed to achieve a spread of employability skills, competencies, and intelligences. Balance can create a sense of synergy whereby the whole is greater than the sum of its parts. Team strength.

One key aspect of team effectiveness relates to having an understanding of the different roles that people's personality types dictate they play in a team. Or in simpler words, team-roles.

Imagine being in a class with 24 other students just like you - all good at the same things, all interested in the same things, all approaching work tasks in the same way and all wanting to do the same activ

Not only would th be b in it lim what gets done, o ow it g s do there would be li e opportu y for ew id as and breakthroughs; no challenges and little leadership. No cultural diversity!

It is essential to have a spread of work styles, abilities and personalities in a workplace s as to ensure that the full rang of work tasks is managed effectively. This promotes adaptability, creativity, teamwork and an enterprise culture. If you don't have all the skills and competencies nee perhaps your fellow team member h

"If you don't have a be skills and co pe nc n de then rha you fellow team member has?"

Determining the functio l, tec c and ecific work-related skills nee mp ee o perform a role is usually a straightforward task. But the more 'human' aspects of how an employee operates may be more difficult to determine. Therefore, an unders g of multiple intelligences and em nal i lligen as well as communication tec ques, are essential for effective workpl e rela ns nd team-building

When people work in teams they cannot help but perform certain roles. Some common examples of types you might find in a team include:

Dirk Blocker: Wants to scrutinise everything, doesn't easily accept new ideas, "...it won't work."

Norman Fuzzy: Can't bear conflict, wants to keep everyone friendly and agreeing, "...now come on guys."

Ivan Tornewidea: Comes up with new ideas, new ways of thinking, lateral thought, "...have you thought about this one?"

Stickla Inzumud: Everything must be by the book, follows processes and procedures to the letter, "...we must address agenda item 2.74-27b before we can continue."

Lain Backly: The cruisey dude or dudette, happy to go with the flow, "...whatever you say, just tell me what I need to know."

Les Talkitover: The communicator or facilitator, helps put thoughts into words, "...so what you are suggesting is..."

Mi-Way Orde Hi-Way: Often promotes their he ide o g stio unw lling to be flexible, "...b t d y) way."

Ty is s g: H les ngs along, keeps people on track, "...come on, we have to get this finished."

Ian Fluenza: Gets around and tries to get othe o ange their mind, for good or bad, "...b out..."

Re Cor : Notes everything down, keeps no s an ecords, "...well according to the minutes..."

Li Dus: Steps up and initiates the process, keeps things moving along, "...now what we need o do next is..."

Jap Ma y: the funny side, is the a tin ente in "...look at me, I've got a pe up y no ."

Effent Aintbroke: Doesn't want to change things for fear of creating more work, "I don't see why we have to..."

Undy Mineya: Wants to make someone (usually the l ade or in iator) look stupid or ineffective, "...we y d say that."

It is i ort o note that people may exhibit one or more haracteristics; and similar people often sit work together. Also, it is important to have a mix of personality types on a team; both proactive and reactive types of people. All 'new ideas and no criticism' is just as bad as 'no new ideas and all criticism'. What might seem like negative traits can sometimes be quite helpful for a positive group dynamic.

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Team effectiveness A

1. For each of the personality types given in the article suggest a positive and a negative associated with their behaviour.
2. Suggest 2 more team characters.
3. Come up with new names for all the characters.
4. Create a graphic that shows where they might sit in a meeting; consider a round table and/or your school's staff room.
5. Create a poster, multimedia presentation or other visual aid with a graphic and explanation of each character.
6. Explain how a mix of types can create an effective team. (Consider synergy.)
7. Pick 3 trios who would work well together and describe a situation for each when they would work well together.
8. Ivan Tornewide has come with a new proposal for a way of marketing the company's products.
   a. Which of his colleagues are likely to support and encourage his initiative? Why?
   b. Who is likely to have reservations? Why?
   c. Who is likely to go along without question? Why?
   d. Who is likely to insist on a list of conditions before agreeing? Why?
   e. Who is likely to guide the team to their final decision? Why?

Extension

Form teams of 3-5. Develop a new lunch treat for your canteen. Name it, price it and consider its market appeal. Appoint an independent observer to watch and note down who is performing in the 'roles' above. Report to the class as a group and comment whether you agree with your observer.

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Who would you pick? B

You are required to suggest teams for each of the activities outlined below. Use the information you have collated from the Skills Audit for your class as well as other information you know about the skills, competencies and experiences of your fellow class members. Explain why you chose each team member and discuss this with the class. (?More space = Use workbooks!)

Organising and running a lunchtime sporting contest for year 7s.	Organising a range of school fundraising events to benefit Oxfam.	An activity to show people basic car maintenance.

7.09 Effective Communication

Communication

Effective communication is a key to creating a positive workplace environment. So it is important that you develop your communication skills to the fullest.

The very concept of communication involves 3 stages:

One of the most significant changes that is sweeping modern workplaces is the change in communication methods. Improvements in communications technology have meant that messages can now be sent much faster, much more cheaply and to more **recipients**, more often. This should mean that people are able to communicate more effectively. But it has lead to **over-communication** and ineffective communication.

As young people growing up in a world where email, texting, mobiles, apps, Twitter, SnapChat, Facetime, WhatsApp, Facebook, Instagram and other digital messaging processes dominate, you are naturally attuned to these methods of communication and you use modern digital technologies extensively.

But many people forget that technology is only the means of communicating the message. The key to good communication is having the message read, understood and acted upon.

Effective communication is the key to creating a positive workplace environment. So it is vital that you develop your skills of communication in order to become more employable.

A manager giving a report or communicating clear instructions without opportunity for discussion is usually an example of one-way communication.

Image: TarasMalyarevich/ Depositphotos.com

Communication process

In the past, workplace communication was often a **one-way** process. For example, managers would communicate 'down the line' to workers. This was often called a 'top-down process'.

Effective communication usually makes use of a **two-way** process. This allows for the sharing of ideas and **feedback**. Workers often operate in teams which allows for greater involvement and improved communication.

Employees who work together and who also discuss issues with managers are using two-way communication.

However, **one-way communication** can still be effective when clear instructions need to be given, when timelines are short, or when the message is simple and easy to communicate.

And at times, **two-way communication** may be ineffective as it might lead to time-wasting, arguments and confusion.

So which method do you favour?

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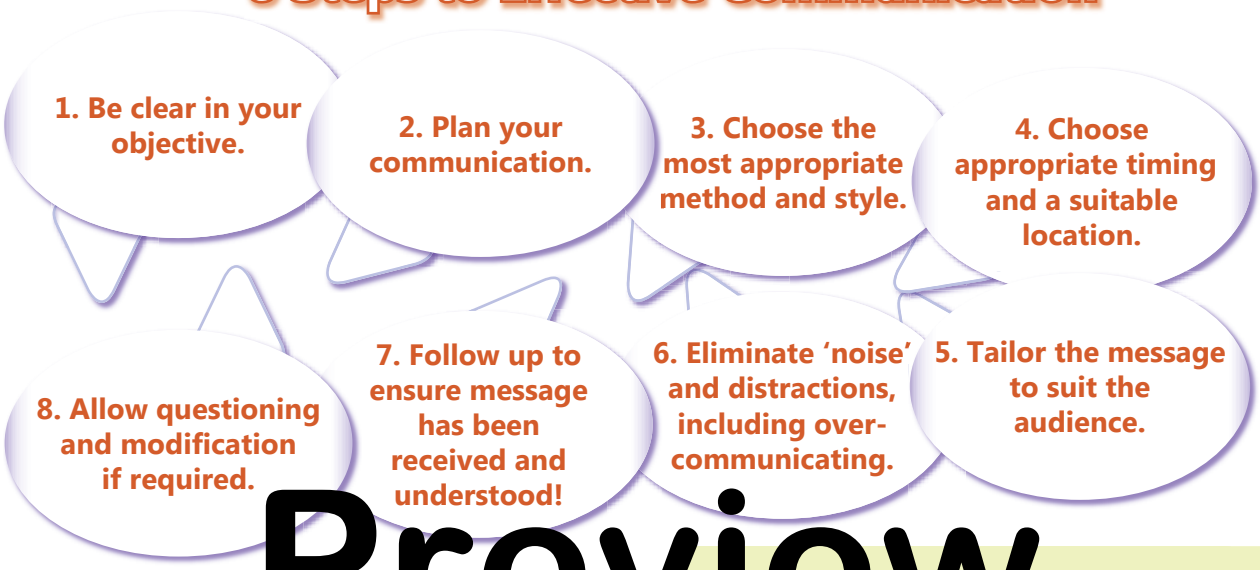
8 Steps to Effective Communication



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Effective Communication A

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1. Explain the 3 stages in good communication. Use workplace examples.
2. What is the difference between one-way and two-way workplace communication? Use examples.
3. Identify and explain how 3 work-related skills are important for effective workplace communication. Use examples from the same workplace to describe these.
4. Remember txtn on your Nokia back in the old days before smart phones were so good at predictive text? Well use those skills to trnsl8 these tips. Each one matches one of the 8 steps for effective communication.

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- ⇨ Mak sUr dey cn
- ⇨ T8k q's, sEk fEdb n B
- ⇨ chgs f nssry
- ⇨ D' seTn mst suit
- ⇨ aLow ppl 2 cnSntr8
- ⇨ TIm f day, lNgth f Mzg
- ⇨ frm nfrml, Tlkfst, P, mEtn ? Mak
- ⇨ W try 2 s
- ⇨ DoN
- ⇨ DoN tlk ⇩ or ⇧ 2 d audnS, nsUr u ptch d Mzg js

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Step	Tip

Get d'message?

No matter how skilled you are in your job or how good your technical ability, unless you also communicate well, you will likely be quite unsuccessful in your occupation. And demonstrating poor communication skills in job interviews will also prevent you from being employed in the first place.

Imagine for a moment a sales assistant, an excellent worker, with a good eye for stock control who rarely makes an error when using the e-terminal or cash. Well on paper this person sounds like the ideal employee, right? So why is it that [illegible] regular customers like dealing with [illegible]? And why [illegible] with other staff members? He may be competent and efficient but he might also have poor communication skills!

Good communication is an underrated attribute and yet can determine an employee's progress through a company's hierarchy. Poor communication skills can also cost people their jobs. If staff cuts are to be made, it will usually be those who fail to get along well with clients and workmates who go first. This may sound like discrimination but in reality, what workplace needs an employee who alienates others or fails to get their message across well?

"Poor communication skills can also cost people their jobs."

It is not only in frontline positions that good communication is necessary. Everyone needs to communicate with others in the course of their daily work; and those who communicate effectively will most likely be seen as more competent.

A word of warning to those who think that being verbally articulate is enough! It has been estimated that between 60-90% of all communication is non-verbal. This means that attention must be paid to gestures, facial expressions, eye contact and other aspects of body language when considering one's communicative competence. Too much eye contact could be interpreted as staring, while too little could be seen as rude or indifferent or even shifty.

Now things get really confusing when you include cross-cultural considerations into the equation. Different cultures have widely varied conventions governing such things as personal space and touch. By standing half a metre from someone when in conversation, you may run the risk of appearing offensively close or perhaps even standoffishly distant.

And what about our great friend and saviour, technology? How does it conspire to complicate effective communication? Well you know that you sent that tweet, text, DM or blip, but did the person you sent it to receive, read or action it?

A message is nothing - it's not a message, nor anything of note, it's not even worth worrying about unless it has been received, understood and acted upon by the intended audience.

One of the most common failings of modern workplace communication is still the old,

"...why haven't you done what I asked, I sent you an email, an SMS and a DM!"

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

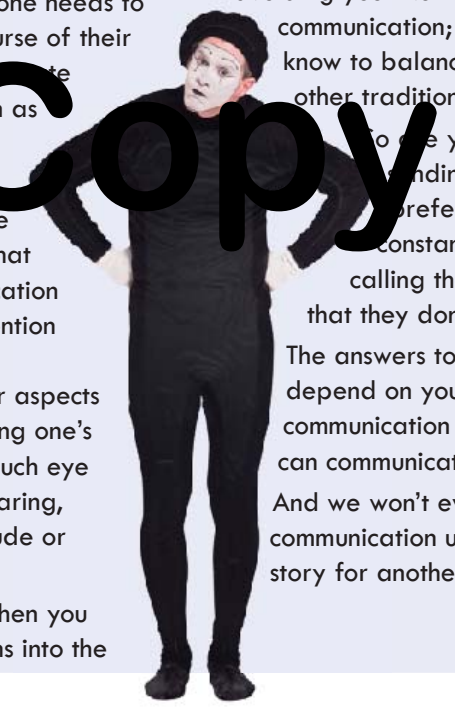
But it seems that nowadays, even with people having so many more ways of being contactable, we are less able to communicate effectively with someone. People are still not getting the message!

Nowadays, people just have more ways of avoiding you. Nothing replaces face-to-face communication; and enterprising workers know to balance digital messaging with other traditional communication methods.

Do you annoying someone by sending emails and texts, when they prefer personal contact? Are you constantly bothering someone by calling them on their mobile for things that they don't consider important?

The answers to all of these questions depend on you being sensitive to the varied communication styles of others so that you can communicate in the most effective way.

And we won't even go into inappropriate communication using social media! That's a story for another time!



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Let's communicate!

- verbal
- non-verbal
- meetings
- briefings
- seminars
- webinar
- teleconferences
- instructions
- manuals
- diagrams
- reports
- landlines
- mobiles
- pagers
- 2-way radio
- email
- SMS
- apps
- fax
- broadcast
- podcast
- memo
- bulletin boards
- print media
- websites
- advertising
- PR
- sticky notes
- signs
- mime
- semiphore
- blogs
- Skype
- Facetime
- Twitter
- YouTube
- Facebook
- Instagram
- SnapChat
- Facetime
- WhatsApp
- Tmblr
- Fitbit

Get the message B

Part A

1. For each of the methods of communication above give an outline and a brief example of when it would be a useful method of communicating for a work-related situation.
2. Add another 5 communication methods to the list.
3. Using examples explain 3 outcomes that might occur if people communicate poorly in the workplace.
4. Using examples, explain 3 outcomes that might occur if people communicate well in the workplace.

Part B: Read the article, 'Get d' Message' and answer the following questions.

1. Why is good communication vital in the workplace?
2. Why do you think that people with poor communication skills are often the first to get the 'chop'?
3. Explain the importance of non-verbal communication in work-related situations. Give 3 examples.
4. How does cross-cultural communication increase the difficulty of communicating effectively?
5. Describe 3 examples where technology actually interfere with effective communication.
6. Summarise, what you think are the 5 most important points to consider so as to create effective work-related communication.
7. Describe methods that you could use to improve the effectiveness of your own workplace communication. Use examples from your 35 hours of workplace learning to support your answer.

Communication in the workplace C

1. Describe 3 methods of communication that you are well-skilled in. Give examples.
2. Describe 3 methods of communication that you need to work on. Explain why and how.
3. Outline 3 key methods of communication used in a work setting you are familiar with. Evaluate the effectiveness of each.
4. Which methods of communication would you prefer your teacher and/or school used? Explain why.

Extension

Assume you have to instruct a group on how to safely use fire exits, and if appropriate, fire-fighting equipment. Devise a communication strategy using the *8 Steps to Effective Communication* for one of these groups: prep kids, aged-care residents, new migrants, Year 8s, staff at a printing factory or OH&S reps.

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7.13 Dealing with Workplace Issues

Dealing with issues

Throughout this entire unit of study you have seen how workplace issues can impact on workplace participants. One of the hallmarks of enterprising workplaces is their ability to effectively develop **work-related skills** in their employees, and then to support those employees to use work-related skills to deal with work-related issues.

Work-related skills are not developed in isolation from one another and nor do they exist as separate from one another. Employees naturally use a range of work-related skills at the same time. These complementary work-related skills enable workplace issues to be dealt with more effectively through the application of **enterprise capabilities**.

For example, communication naturally complements **managing and leading**, and **adaptability** complements **learning and developing skills and knowledge**.

So consider these common work-related issues below and think about how stakeholders in workplaces you are familiar with might develop and use work-related skills to deal with each of these.

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Strategies to Deal with Work-Related Issues

Connecting and working with others & Acting proactively and autonomously

- Workplaces that acknowledge equal opportunity issues are proactively addressing the need to become more enterprising.

  For example, healthcare workers might find that they are increasingly servicing patients from diverse cultural backgrounds. One way to help deal with this issue might be to actively try to recruit staff from different backgrounds so as to better cater for a diverse client base.

  At the same time, management can introduce training programs that enable existing staff to become familiar with cultural sensitivities and to learn basic communication phrases in key community languages.

Adaptability & Learning and Developing Skills

- It is vital to encourage workplace stakeholders to learn new skills, to become more flexible and to embrace change.

  For example, office admin workers might be unsure just whose responsibility it is to keep up with any technological innovation associated with their jobs.

  A response strategy might be that managers support employees by offering appropriate on-the-job and off-the-job training (e.g. e-learning) through professional development and/or formal training in relevant software packages.

  This will assist employees to improve their skills which will help make them more competent and confident, and thereby more effective.

Problem-solving & Acting proactively and autonomously

- If employees are given responsibility and are encouraged to make decisions then they become proactive and valuable workers. Many workplace issues lead to problems.

  For example, an OH&S issue such as unsafe lifting procedures involving pickers and packers when unloading palettes could reduce efficiency and might also result in manual handling injuries.

  An appropriate strategy is to develop problem-solving skills in employees. They could be given responsibility for identifying safety issues so that they feel more confident in reporting them immediately. Employees could also have input into the development of safer processes so as to prevent injuries from happening in the future.

  Essentially employees are given more autonomy in developing their own work practices.

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Managing and Leading & Problem-solving, Adaptability and more!

- Good staff can be hard to find; and even harder to keep! The employees of today should be encouraged to be the enterprising leaders of tomorrow. Many talented young people work as casuals, however, they often quit their jobs to find more permanent and rewarding work.

  For example, workplaces can develop leadership programs to support employee development and help mentor young workers. This will enable owners and managers to identify and retain good young staff. This will save them money and time recruiting and training replacement workers.

  Young employees can be given responsibility and be trained to solve problems and make decisions. This will help develop employees that are brimming with initiative.

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Interpersonal conflict

Interpersonal conflict occurs in the workplace as a result of poor interaction between people, or due to problems that arise when completing work tasks.

Interpersonal conflict can lead to high levels of stress, illness, absenteeism, labour turnover and lost productivity as well as strained relations between employees and managers, colleagues, customers and other stakeholders.

However, various work-related skills can be developed and used to help deal with workplace conflict.

Interpersonal conflict

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

Customer conflict

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

7.15 Dealing with Workplace Issues

Management/subordinate conflict

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

Personal/working life conflict

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

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Conflict Resolution Process

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1. Aim to cooperate

Change conflict to cooperation by working together.

- Aim to satisfy the underlying needs of the parties rather than focusing on possible solutions.
- Attack the problem, not the people involved.

2. Gain an understanding

Be empathetic so as to gain an understanding of the other party's needs.

- Listen and don't interrupt the phone.
- Ask questions about their point-of-view.
- Remain calm and don't accuse or judge the other person.

3. Intrapersonal

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

- Use words that emphasise feelings.
- Show how the consequences of actions, or a failure to act, impacted on your feelings.

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4. Use a mediator

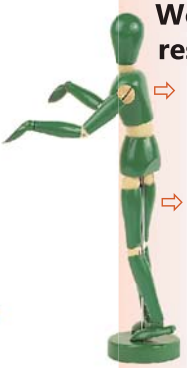
Use a mediator to solve the problem.

- In industrial disputes an independent third party may be brought in to help the parties negotiate and reach an agreement.
- In neighbourhood disputes, trained mediators may be used to reduce personal confrontation.

5. Conflict resolution policies

Workplaces should have conflict resolution policies.

- Follow established policies and guidelines. Document the situation in writing.
- If unsure, intimidated or you feel that the conflict isn't being resolved then seek help from a supervisor, senior work colleague, your union rep or an outside agency.



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Dealing with workplace issues A

Stuck in the middle

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

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

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

On the other hand, Sparkle likes to make sure that she is getting her money's worth out of Bianca and checks constantly that

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

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

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

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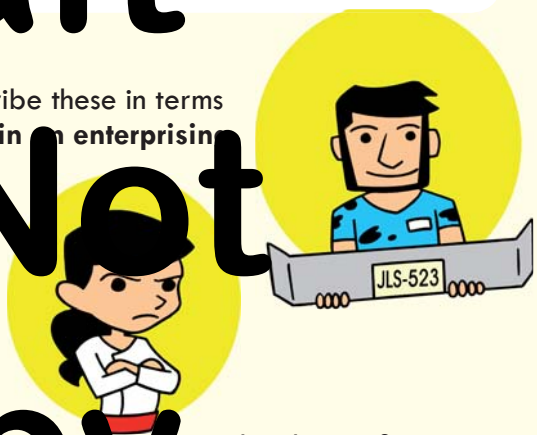
1. Describe the conflict that seems to be occurring.
2. Outline the reasons for the conflict. Be sure to describe these in terms of **work-related skills** that are **not being applied in an enterprising way**.
3. Who is the conflict between? Explain.
4. Describe how you would feel if you were:
   - ⇨ Bianca
   - ⇨ Rusty
   - ⇨ Sparkle.
5. Use the steps in a conflict resolution process to suggest strategies to solve this conflict. Describe examples of how **work-related skills** could be applied in a **more enterprising way**. Start to draft your ideas below.



7.17 Assessment Task

AT3 Dealing with Workplace Issues

Unit 1: Workplace Participation - AOS3: Workplace Effectiveness

Outcome 3

- ❑ **Explain OH&S requirements (as an issue) for a selected occupation in a specific workplace.**
- ❑ **Explain one other work-related issue for that selected occupation in that specific workplace.**
- ❑ **Discuss ways that work-related skills may be used to deal with these 2 issues.**

The 2 workplace issues you will be required to investigate are:

i. OH&S requirements for an occupation in a specific workplace.

ii. _____

The selected workplace is:

_____

The specific occupation is:

_____

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- ⇨ In order to complete this workplace investigation you will be required to undertake a number of tasks as directed by your teacher. These are outlined in the tables on pp.156-157.
- ⇨ Use these tables to guide your research, collation and drafting of your investigation.
- ⇨ Complete an OH&S audit (refer p.136) of a workplace you are familiar with.
- ⇨ You should conduct interview(s) (or interview) with a relevant workplace stakeholder(s).
- ⇨ You should complete work-related skills audits to investigate the application of each of the issues. (See sample pro-forma below.)
- ⇨ You might be able to present your investigation in multimedia format using images and video as illustrative support material – your teacher will guide you on this.
- ⇨ You might have to negotiate some of these tasks with your teacher depending on your learning program.
- ⇨ Your teacher will inform you of task format, task length, due dates and so on.

Work-Related Skill Audit	How was this work-related skill used (or how could it be used) to deal with the issue?	How successfully was this work-related skill used (or how successfully could it be used) to deal with the issue?	What role did teamwork play (or what role could it play) as part of this work-related skill?
Connecting and working with others			
Adaptability			
Learning and developing skills and knowledge			
Problem-solving			
Acting proactively and autonomously			
Managing and leading			

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Stakeholder Interview

1. **Conduct an interview of a workplace stakeholder (such as a supervisor, manager, etc.) in relation to one (or more) work-related issue(s). Formulate questions below and summarise their responses.**
2. **Use this information to assist you to complete your assessment task.**

Interviewee: _____ **Position/role:** _____	
Workplace: _____ **Date/time:** _____	
Issue:	
Q	A
Q	A
Q	A
Q	A
Q	A
Q	A
Q	A
Q	A
Q	A
Q	A

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7.19 Assessment Task: Issue 1 - OH&S/WHS

Issue 1: OH&S/WHS requirements for an occupation in a specific workplace.

Name(s): _____ Dates: _____

Workplace: _____ Occupation: _____

	Workplace investigation: Tasks	Record any task details here
1	Identify and outline the selected occupation and the specific workplace. (This might be the one in which you undertook Structured Workplace Learning.)	
2	Clearly explain the workplace safety issue(s). (You must conduct an OH&S/ WHS ... p.136).	
3	Discuss the ro... of key st...ehold... including em...yers and ...ployee... in relation to this workplace safety issue(s).	
4	Summarise the rights ... responsibilities of employ...s and employees in relation to this ...orkpl... safety issue(s).	
5	Outline 3 strategies that this specific workplace could use to deal more effectively with this workplace safety issue...	
6	Explain how at leas... diffe...nt ...rk-related skills coul...e used ...n ...or are being used, to ... wit... ...is workplace safety issue(s). (Must include teamwork.)	
7	Use evidence to evaluate the effectiveness of these work... skills in dealing with this ...kplac... safety issue(s). (Must get ... least one opinion from the work...ace.)	
8	Discuss any strategies for impr...ment. Focus on the development of work-related skills that could be used by this specific workplace to deal with this workplace safety issue(s).	
9	Other information as required.	
10	Resources needed/used.	

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Issue 2:

Name(s): _____ Dates: _____

Workplace: _____ Occupation: _____

	Workplace investigation: Tasks	Record any task details here
1	Identify and outline the selected occupation and the specific workplace. (This might be the one in which you undertook Structured Workplace Learning.)	
2	Clearly explain the workplace issue.	
3	Discuss the roles of key stakeholders, including employers and employees, in relation to this issue.	
4	Summarise the rights and responsibilities of employers and employees in relation to this issue.	
5	Outline 3 strategies that this specific workplace could use to deal more effectively with this issue.	
6	Explain how at least 3 different work-related skills could be used, and/or are being used, to help deal with this workplace issue. (Must include teamwork.)	
7	Use evidence to evaluate the effectiveness of these work-related skills in dealing with this issue. (Must get at least one opinion from the workplace.)	
8	Discuss any strategies for improvement. Focus on the development of work-related skills that could be used by this specific workplace to deal with this issue.	
9	Other information as required.	
10	Resources needed/used.	

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Self-Assessment Pro-forma

Which work-related skills did I most develop during this unit/how?

→ _____

→ _____

→ _____

→ _____

→ _____

At which tasks did I perform best during this semester?

→ _____

→ _____

→ _____

Which tasks did I most enjoy doing and why?

→ _____

→ _____

→ _____

Which tasks (if any) did I learn from doing and why?

→ _____

→ _____

Which work-related skills do I need to improve for next semester?

→ _____

→ _____

Signed: _____ *Date:* _____

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