

TOWARDS AN ENTERPRISING YOU

5th edition

VCE Industry and Enterprise 1&2
Careers & Pathways Education

1&E Units 1&2



Michael Carolan
DELIVER Educational Consulting

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

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8.01 Enterprising Behaviour

Being enterprising

It goes without saying that **enterprising behaviour** is an essential component of workplace success. All workers need to demonstrate enterprising behaviours - and given the rapid speed of technological change and innovation - workers must be **flexible** and **adaptable** so as to keep on developing new enterprising **skills-sets**.

But what you might not realise is that enterprising behaviour can be used to help us succeed in all walks of life. Therefore, the idea of being enterprising should not just be confined to the business or commercial world. Individuals can develop **enterprise capabilities** in order to be more enterprising throughout their personal, social and community lives.

It used to be mistakenly believed that a person was only being enterprising if they came up with a new business or commercial idea. However, being enterprising is more than this. In basic terms, being enterprising is about coming up with better ways of doing things. This also extends to **leadership** and **innovation** as part of an enterprise culture.

An **enterprise culture** can be said to be the prevailing culture within an organisation, workplace or work setting which fosters innovation, leadership and initiative and which supports employees to be better trained, flexible problem-solvers so as to generate **quality** outcomes for all **stakeholders**.

The very nature of enterprise means that there is no set definitive list of enterprising behaviours and skills. Some skills are common to all activities. At times different enterprising behaviours and skills take precedence for varied situations and tasks. For example, skills in planning and organising an event and then communication and teamwork skills when the event is being staged. Enterprising people are able to effectively combine enterprising behaviours in order to achieve a suitable outcome.

✎ In order for you to be engaged as an enterprising individual who can contribute positively to Australia's future prosperity you need to develop your own work-related skills as part of an enterprise culture. So what does it mean to be enterprising? What are the characteristics of enterprising behaviour? Consider **work-related skills** and how you perform in each of these areas.

Work-Related Skills

Image adapted from: Sentavio/
Depositphotos.com

6 Enterprise Capabilities

acting proactively and autonomously

adaptability

connecting and working with others

learning and developing skills and knowledge

managing and leading

problem-solving

8 Employability Skills

initiative (& enterprise) skills

self-awareness

communication

teamwork

learning

technological skills

planning & organising

problem-solving



DRAFT

Transferable skills

Transferable skills are all those personal and social competencies that you have developed in your everyday personal lives, educational lives and even your social lives. You can transfer all these skills to the workplace so that you can develop, demonstrate and apply enterprising behaviours in work settings.

For example, a person who is multi-skilled might make an effective small business employee. Someone who is good setting up household technology might be a good technician. Someone who is good at babysitting and looking after kids might make suited for a career in child-care or early education.

Transferable skills are directly related to your personal and social competencies. Key **personal competencies** include how reliable and punctual you are, your level of patience and understanding, and how much responsibility you are prepared and able to handle. Key **social competencies** include how well you work in a team, whether you mix well with people from different backgrounds and cultures, and whether you are easy to get along with.

Image: photography33/Depositphotos.com



skills and competencies you have developed as part of your natural abilities and your interests can be transferred to work-related situations.

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Transferable skills A

Outline how you developed personal and social competencies as part of your studies in Unit 1. Match these to one or more relevant work-related skills.

e.g. When I undertook my work placement I got better at listening to instructions from my supervisor. This is an example of developing communication between me and other workers, and also self-awareness, because I had to be aware what I could not do and by listening and asking questions.	

8.03 Enterprising Individuals

Enterprise in community settings

As an individual goes about their day-to-day life they participate in a range of activities that require and develop enterprising behaviours. Key tasks required in personal settings include, among others:

- ⇒ developing personal relationships
- ⇒ raising/supporting a family
- ⇒ completing (unpaid) domestic tasks
- ⇒ planning and achieving personal goals
- ⇒ managing personal finances
- ⇒ learning and mastering skills and competencies
- ⇒ maintaining health and wellbeing
- ⇒ participating in hobbies and interests
- ⇒ balancing personal and professional commitments.



At times things progress from social into personal and back again.

Enterprise in community settings

Human beings are, by their very nature, a gregarious lot. People have a need to seek out others in social situations. Many social situations extend from our personal experiences. These might include:

- ⇒ cultivating and maintaining friendships
- ⇒ participating in social activities
- ⇒ maintaining family relationships
- ⇒ working with others to complete tasks
- ⇒ working towards shared or shared goals
- ⇒ participating in hobbies and interests with others
- ⇒ balancing personal and professional commitments.



Enterprise in community settings

As individuals we often have experiences within community settings that participate and contribute to everyday community life. Many of our social interactions extend into the community through sporting, family, religious, volunteer and other structured and non-structured activities. We participate in a number of varied communities including:

- ⇒ local communities
- ⇒ the broader community and society
- ⇒ learning communities
- ⇒ volunteer, welfare and support agency communities
- ⇒ communities formed around a hobby or recreational pursuit
- ⇒ social networks and communities
- ⇒ online and virtual communities.
- ⇒ work-related communities.

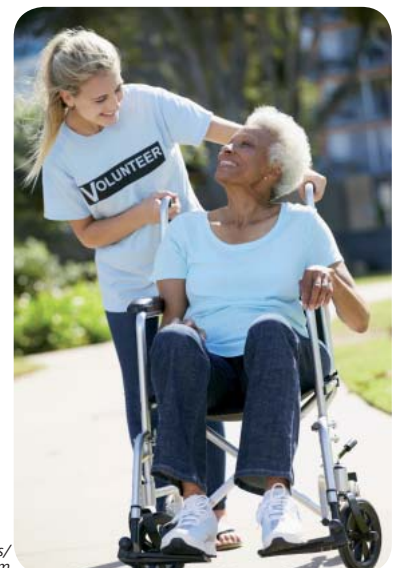


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Enterprising Individuals

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"I seek out and create new opportunities." a

"I am proactive." n

"I like to initiate ideas." m

"I am prepared to carefully manage risk." l

"I value and learn from feedback." k

"I see myself as a vital part of the community." j

"I like to test new ways of doing things." i

"It is important to plan and organise so as to achieve goals." h

"I welcome new challenges." b

"I have a responsibility to treat others with respect." c

"Life is what you make of it." d

"I take the opportunity to make decisions." e

"I grow and learn by working with others." f

"I like meeting and working with people from diverse backgrounds." g

Enterprising individuals A

- Consider each of the statements above. Give them a rating from 1-5 (1: not-at-all, 2: rarely, 3: sometimes, 4: a lot 5: all the time), based on how much they sound like you.

statement	score	statement	score	statement	score	statement	score
a		b		c		d	
e		f		g		h	
i		j		k		l	
m		n		total			

- Develop 5 more statements that would be considered to be indicative of an enterprising individual.
- How do you think enterprising individuals could go about developing their work-related skills? Use an example for each of the 3 settings discussed on p.162.
- Discuss how you could take steps to be more enterprising. Give examples of the types of tasks and activities you could do.



Enterprising students

At this stage of your life you are in a strong position to develop a suite of enterprising behaviours which you can apply to a range of different situations. Some of the enterprising tasks that you do, everyday, without really thinking about it, include the following.

- ☺ Managing your personal relationships.
- ☺ Juggling school, home and work commitments.
- ☺ Learning theoretical knowledge and new practical skills across five or six different subject areas, sometimes daily.
- ☺ Developing skills and competencies related to personal activities and interests.



Consider these situations and how they might relate to you as an enterprising individual.

Initiative (& enterprise skills)

- ⇒ Planning an enterprise activity to build your initiative and enterprise skills.
- ⇒ Students participating in enterprise, innovation, design or creative competitions.

Adaptability

- ⇒ Working varied hours and shifts and being multi-skilled.
- ⇒ Students balancing school and employment commitments.

Planning & organising

- ⇒ Scheduling social activities and relaxation to lead a balanced life.
- ⇒ Students enjoying neither too much nor too little 'funtime'.

Self-awareness

- ⇒ Honestly acknowledging your strengths, weaknesses and skills gaps.
- ⇒ Students accepting teacher feedback to improve or focus on specific areas.

Communication

- ⇒ Informing employers about your school commitments and exams.
- ⇒ Students making sure that others are aware of their responsibilities.

Problem-solving

- ⇒ Getting help to finish your work rather than avoiding the problem.
- ⇒ Students approaching teachers when they need help with work.

Managing and leading

- ⇒ Developing future goals and developing a life plan.
- ⇒ Students being proactive by actively seeking out career options.

Learning/developing skills & knowledge

- ⇒ Doing training to become familiar with new ways to tackle problems and issues.
- ⇒ Students developing new and varied industry-specific competencies through Structured Workplace Learning.

Acting proactively and autonomously

- ⇒ Taking it upon yourself to source opportunities to develop your experience.
- ⇒ Students seeking a variety of work placements to broaden their skills-sets and experiences.

Teamwork/ Connecting and working with others

- ⇒ Working with others to establish, manage and achieve a shared goal.
- ⇒ Students working within their local community to run an enterprise activity or project that supports a local issue or charity.

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Enterprising students B

Consider each of the work-related skills listed opposite. For each one explain how you developed and demonstrated these as part of your Unit 1 studies. Also explain how you might be likely to develop these as part of your Unit 2 studies.



Work-Related Skill	School situation	Work-related situation	How to develop these further?
self-awareness			
adaptability			
connecting and working with others			
learning and developing skills and knowledge			
acting proactively and autonomously			
managing and leading			
problem-solving			
communication			
teamwork			
planning and organising			
initiative and enterprise skills			

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Enterprise in all walks of life

Many individuals and communities demonstrate behaviours associated with the development of an **enterprising culture**.

People work in, or for, their communities by finding more enterprising ways to achieve their goals. They do this in order to achieve better outcomes for their communities. Often these people are not trying to achieve profit or personal gain; but rather they are trying to create some positive good for our society.

This might include individuals involved in community service, charity work, health and medicine, sports, education, scientific research, the arts and other **not-for-profit** or **non-commercial** pursuits. This might also include people working in paid and voluntary roles as part of **pressure and lobby groups**.

These enterprising **community stakeholders** are often able to achieve great outcomes with very few resources. Perhaps you could organise an enterprise activity or project to

help support one of these local community enterprises?

Local community groups

There are thousands of small community groups working to service their local stakeholders by providing services related to local community issues. These include local environmental groups, regional arts organisations, targeted welfare agencies, animal rescue and welfare service-providers, sporting and recreation clubs, youth support agencies and more.

Smaller local groups might be staffed entirely by **volunteers**. They might rely on fundraising, donations, **government** (especially local government) **grants**, as well as distributions from charitable foundations and trusts to survive.

Some local community groups try to influence change by lobbying key local influential stakeholders. They use their community knowledge to **network** key decision-makers.

A lot of change in society originates from enterprising **grass roots** action and many of the major pressure and lobby groups originate as small local community groups.

Typical Community Stakeholders



Enterprising behaviour

It is vital that all individuals who are participating, volunteering and working in community roles and groups develop a suite of **enterprise capabilities**. People, as part of their community involvement, often need to be very enterprising because they have to use resources more efficiently, and communicate with diverse stakeholders.

You should bear in mind that you can develop your own enterprising behaviours in personal, social and community settings and then transfer these to work-related situations - and vice versa.



Community groups often have very tight budgets and very little funds.

Planning & organising

- ⇒ Community activities can unite stakeholders in enterprising endeavours, and as such must be planned and organised carefully and safely.
- ⇒ Enterprising individuals might plan and organise social and community events in order to raise funds, build social awareness or provide one-off or ongoing services such as animal welfare support.

Problem-solving

- ⇒ Community activities are often initiated in response to some type of issue or problem.
- ⇒ Enterprising individuals might initiate and operate social enterprises in order to bring about positive social change in their communities, or to tackle real problems such as litter, or lack of local facilities, or to connect with and support marginal groups such as lonely elderly people.

Communication

- ⇒ Community activities are often driven by a range of connected stakeholders from diverse backgrounds who are united in a common cause.
- ⇒ Enterprising individuals might have to devise various communication strategies to deal not only with their own 'people'; but also with external stakeholders through PR, online or local media campaigns.

Acting proactively and autonomously

- ⇒ Community activities are initiated and developed by proactive people aiming to make a difference.
- ⇒ Enterprising individuals develop social enterprises because they see the need to step in and help deal with community issues. As a result they initiate activities and services that do positive good for the community - an outcome that might not otherwise occur.

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Enterprising communities A

1. What is a community group? Why do they operate?
2. List 5 community groups you are aware of.
3. Write a clear definition of a social enterprise.
4. Explain how 3 work-related skills are vital for the day-to-day success of a community group you are familiar with.
5. Have you ever worked in an enterprising way for a community group? Why/why not?
6. Why might working for a social enterprise require people to be even more enterprising than usual? Use examples to support your answer.



Pressure and lobby groups

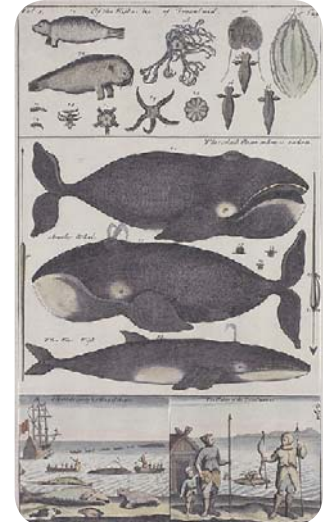
Various pressure groups and lobby groups exist in our society to try and ensure that **commercial decisions** do not cause undue harm to particular **stakeholders** in society, and also to 'stick up' for, or 'champion', a cause.

These special interest groups include unions led by the ACTU, environmental groups such as Australian Conservation Foundation, Sea Shepherd and Planet Ark, lobby groups such as the National Farmers' Federation, the Australian Medical Association and various other government, community and religious interest groups.

Pressure and **lobby groups** work to give some voice and power to people and groups that hold certain societal values. They also try to promote values and behaviours that they believe the government or other commercial and industry stakeholders are not promoting.

Some of these pressure and lobby groups are private organisations working to address a social or community issue or cause, whereas others are charities or membership groups. Some are funded to be a public voice for a group they represent. Other groups are funded for the public good by the government. There are also large global organisations (commonly known overseas as NGOs) such as Red Cross.

Although they usually operate on a not-for-profit basis, they of course are likely to have some paid employees. These employees run the organisation using sophisticated commercial models. Some groups are apolitical - whereas others are quite vocal in their support for political parties of various persuasions, and will give their support to a party that champions the issue that the group believes is important.



Times have changed and pressure and lobby group fight for what they believe

Pressure/lobby groups

- ⇒ Unions including the ACTU, TH and others.
- ⇒ Industry associations such as the National Farmers' Federation
- ⇒ Australian Conservation Foundation
- ⇒ Greenpeace
- ⇒ The Wilderness Society
- ⇒ RSPCA
- ⇒ Friends of the Earth
- ⇒ Gun Control Australia
- ⇒ Bicycle Victoria
- ⇒ Amnesty International
- ⇒ Refugee Council of Australia
- ⇒ Human Rights Council of Australia
- ⇒ Public Transport Users' Group
- ⇒ Sea Shepherd

Welfare/charitable agencies

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

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



Enterprising community member A

Use this pro-forma to summarise how a community member you are aware of is being enterprising.



Describe the enterprising person.
Summarise the activities and/or operations of this enterprising person.
Describe two examples of enterprising capabilities demonstrated by this person, group or organisation.
Describe an example of an employability skill being developed (different from the 6 enterprising capabilities).
Summarise how this community member is demonstrating leadership as part of an enterprise culture.
List any useful resources/weblinks to support further investigation of this enterprise subject.

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8.11 Enterprising Workers

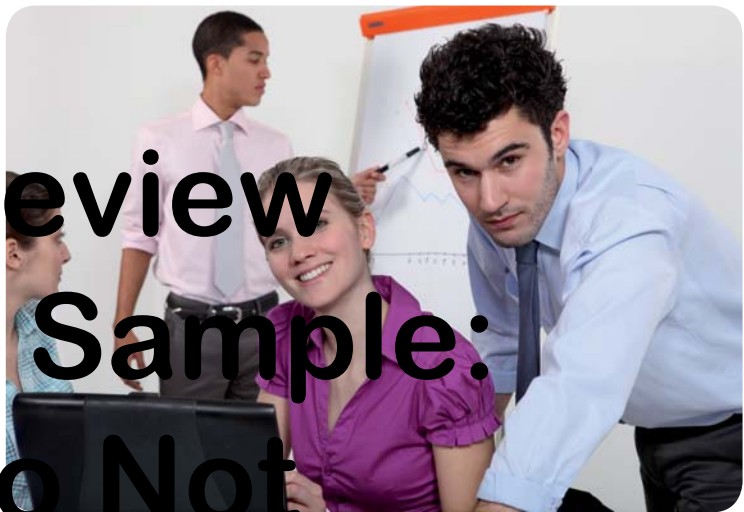
Skills of enterprising workers

So you have seen how people can develop enterprising capabilities in personal, social and community settings. The key to developing an enterprise culture is for workers to proactively transfer these enterprising behaviours into work-related skills for varied work situations.

In the contemporary commercial world employers demand that workers have a variety of different skills-sets such as **intrapersonal skills**, **interpersonal skills**, **industry-specific skills**, **technical skills**, **enterprise skills** and **leadership skills**. In practical situations these skills-sets naturally crossover with one other. Enterprising workers are expected to:

- ⇒ bring entry-level skills with them when they are new to a position
- ⇒ undertake and embrace training and lifelong learning to develop skills further
- ⇒ apply their skills to industry-specific and work-related situations
- ⇒ develop a portfolio of diverse skills as they gain experience and become more enterprising
- ⇒ enhance their people skills by communicating and working effectively with diverse stakeholders in a range of situations
- ⇒ develop into enterprising leaders.

So how would you score if you had to self-assess for the enterprising behaviours and skills listed in each of these skills-sets below.



Intrapersonal skills

Including generic capabilities such as being reliable and punctual, having the right attitude (conscientiousness), being willing to work, being literate and numerate, being organised, and many more.

Industry-specific skills

Including undertaking training, developing industry competencies, applying knowledge to industry situations, adapting to industry conditions, developing a professional vocabulary, and many more.

Interpersonal skills

Including communicating effectively, communicating with diverse stakeholders, working in teams and groups, supporting colleagues, resolving conflict, embracing diversity and demonstrating emotional intelligence.

Technical skills

Including using tools, equipment, machinery and devices appropriately, using technology safely, applying knowledge to technical issues, understanding systems and processes, developing a technical vocabulary, and many more.

Enterprise skills

Including being flexible, communicating effectively, demonstrating leadership, accepting responsibility, solving-problems, making decisions, showing initiative, being creative, developing cross-cultural skills, embracing change and many more.

Acting proactively and autonomously & Adaptability

Enterprising workers can:

- ⇒ Identify opportunities, create ideas and show initiative to develop new work processes, products or markets.
- ⇒ Show initiative by suggesting safety improvements or by taking on greater responsibility for work tasks.
- ⇒ Ask questions and seek feedback from supervisors and colleagues to improve work performance.
- ⇒ Make changes to improve performance.

Connecting and working with others & Teamwork

Enterprising workers can:

- ⇒ Develop cross-cultural skills to better understand colleagues' personal goals, values, expectations and emotions.
- ⇒ Communicate more effectively so as to deal with customers and clients from diverse cultural backgrounds.
- ⇒ Learn and apply new strategies and technologies to better communicate with a diverse range of stakeholders, including those from overseas.

Learning/developing skills & knowledge & Problem-solving

Enterprising workers can:

- ⇒ Learn and acquire new skills to embrace and use emerging digital platforms and technologies.
- ⇒ Develop and apply skills learnt both on-the-job and off-the-job to take responsibility for solving day-to-day work-related problems.
- ⇒ Use training and experience to develop and apply industry-specific skills by using relevant professional or technical vocabulary related to an industry setting.

Managing and leading & Planning and organising

Enterprising workers can:

- ⇒ Organise their time better (e.g. using digital tools) to perform work tasks more efficiently and to support other team members.
- ⇒ Undertake further training to develop higher-level skills so as to be ready to take on management roles.
- ⇒ Work in teams to plan, organise, do and review work tasks, roles and responsibilities to achieve team and group-based goals more effectively.

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Enterprising workers A

1. Form into pairs or groups. Try to work with others who are interested in different types of industries from you.
 - ⇒ Develop a list of the types of enterprising behaviours that workers would need for job roles within their industry.
 - ⇒ Consider enterprising behaviours that can be applied generically in all industries.
 - ⇒ Then consider enterprising behaviours that would need to be applied specifically for particular types of industries, and roles within these industries.
2. Interview employers or managers from these industries. Present your lists to these industry stakeholders and get their feedback and advice.
 - ⇒ Refine your list based on feedback from these people.
 - ⇒ Add new enterprising behaviours to your lists if required.
 - ⇒ Prepare a concise summary of the types of enterprising behaviours that will lead to workers becoming more enterprising, and share with the class.
 - ⇒ Look for similarities and/or difference between what your class members report.

8.13 Enterprising Workers

B Enterprising behaviours in action



Consider the examples of enterprising behaviours listed on p.170-171.

1. Describe specific examples of these enterprising behaviours in action from work settings and industries with which you are familiar. Add any other enterprising behaviours and work-related skills that might also be relevant.
2. Use evidence from your own experiences (or research) to evaluate why these enterprising behaviours are important in work setting(s). Add any other enterprising behaviours and work-related skills that might also be relevant.

1. Enterprising workers	2. Evaluation of importance
Acting proactively and autonomously...	
and ...Adaptability...	
Connecting and working with others...	
and ...Teamwork	
Learning/developing skills & knowledge...	
and ...Problem-solving	

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1. Enterprising workers	2. Evaluation of importance
Managing and leading...	
and ...planning and organising	
Acting proactively and autonomously...	
and ... (your choice)	
Your choice	
and ... (your choice)	

Extension:

Interview a manager or supervisor. Ask them for the top tips that they would give to young people so as to become more effective workers. Match these tips with different examples of enterprising behaviours and skills. Look for crossover.



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Enterprise and Leadership

9.01 Leadership	176	9.13 Assessment Task 1	188
9.05 Leadership and Enterprise	180	9.13 Leadership Portfolio Planner ..	190
9.11 Leadership in Action.....	184	9.15 Leadership Portfolio Pro-forma .	192

Activities 9: Enterprise and Leadership		p. Due date/Done?		Comment
9.04A Leadership	179	<input type="checkbox"/>	<input type="checkbox"/>	
9.06A Leadership in different settings	181	<input type="checkbox"/>	<input type="checkbox"/>	
9.08B Leadership & work-related skills	183	<input type="checkbox"/>	<input type="checkbox"/>	
9.09B Leadership profile	184	<input type="checkbox"/>	<input type="checkbox"/>	
9.10C Leader schmeader	185	<input type="checkbox"/>	<input type="checkbox"/>	
9.12A Developing leadership	187	<input type="checkbox"/>	<input type="checkbox"/>	
AT1 Enterprise and Leadership	188-189	<input type="checkbox"/>	<input type="checkbox"/>	
9.13-9.14 Leadership Portfolio	190-191	<input type="checkbox"/>	<input type="checkbox"/>	
9.15 Leadership Portfolio pro-forma	192	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

9.01 Leadership

Leadership

Leadership is one of the most important aspects that contributes to enterprising behaviour within Australian industry. So what do you think are the characteristics of a good leader? Well it may not surprise you to hear that debate has raged for years over what makes a good leader.

In the past it used to be thought that leaders were “born and not made”, which meant that leaders gained their authority through their birthright. This meant that power for decision-making was passed down from generation to generation within royalty, wealthy families, or by other non-enterprising means (often conflict and conquest).

However, the 20th century saw a more egalitarian (or fairer) society develop in the Western world.

Opportunities were created for people from working and middle-class backgrounds to move into positions of authority. The rights, talents and status of women in the workplace also started to be recognised more appropriately.

Opportunities started to emerge for people from non-English-speaking backgrounds and other under-represented groups. This cultural diversity helped lead to creativity, synergy and other hallmarks of true leadership.

Into the 21st century the debate over leadership rages on. Some people still argue that there are innate qualities in people that make them good leaders. This is supported by a recent growth in the use of **emotional intelligence (EI)** tests. However, highly-developed people skills, as well as highly-developed intrapersonal understanding, seem to be the consistent traits of a good leader.

During this decade we have also experienced a significant change in the diversity profile of people becoming leaders. This means that the leadership profile within Australian private and public sector organisations is changing to become more reflective of Australian society in general.



Do you have what it takes to be a future leader?

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Leadership in C21

We need more people to demonstrate leadership.

We need more culturally diverse people as leaders.

We need people with better leadership skills.

People can be trained to be become leaders.

Leadership is a cornerstone in the development of an enterprise culture.

People can be trained to become more enterprising leaders.

Better leadership benefits not only industry, but society generally.

Leadership Characteristics

Communication

- ✓ Leaders need to have highly developed communication skills. This is often the key reason why people respect leaders.

Goal-setting

- ✓ Leaders are generally good at goal-setting and goal-achievement and can communicate those goals to other people.

Vision

- ✓ Leaders need to have vision; and the strategies that can be turned into workable plans to achieve that vision.

Feedback

- ✓ Leaders are generally willing to listen, accept feedback and make changes to implement improvements.

Loyalty

- ✓ Leaders are normally able to instil trust and loyalty in people which can influence people to trust in these leaders.

Adaptable

- ✓ Leaders are flexible and multi-skilled and are able to apply these skills when and where needed.

Innovation

- ✓ Leaders are generally innovative and are able to keep up with changes and trends in the marketplace.

Knowledgeable

- ✓ Leaders, of course, are knowledgeable but are usually very good at sharing that knowledge which instils a sense of confidence in their people.

Accountable

- ✓ Leaders are accountable and are willing to accept responsibility for their decisions.

Self-aware

- ✓ Leaders are self-aware of their strengths and weaknesses and surround themselves with people who complement their strengths and counteract their weaknesses.

Proactive

- ✓ Leaders are generally proactive and look for opportunities rather than being reactive.

Triple bottom-line

- ✓ Leaders can balance the needs of different stakeholders e.g. achieving profit, while at the same time improving the lives of employees and customers rather than exploiting them.

TEAMWORK!

- ✓ Leaders, perhaps most importantly, are able to work effectively with other people and with themselves!

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Managers vs leaders

Being a manager is one thing. Being a leader is an altogether different prospect. There is a distinct difference between management and leadership. However, many industry stakeholders, including some who hold senior positions, still wrongly believe that managers become leaders by right of their power, status and seniority.

In simple terms, **management** refers to the authority of a position whereby subordinates must follow orders. Managers tend to be promoted into a position based on experience and the demonstration of industry-specific skills.

On the other hand, **leadership** is more about creating a vision that inspires others to follow. Leadership is very heavily dependent upon well-developed people-skills, communication and emotional intelligence.

Some people say that managers 'demand respect' whereas leaders 'command respect'. An enterprising society needs to develop strategies to turn managers into leaders. Two of these strategies include **mentoring** and **coaching**.

Starting out

When you first embark on your career you will be full of skills, training, knowledge and enthusiasm. However, one thing that you are likely to lack is the wisdom that comes from experience.

You can reach your life goals more easily and faster if you have access to people who act as mentors and coaches in your lives.

These advisers can unlock the wisdom of ages. Throughout history people have been making the same mistakes, they have just been wearing different outfits while making those mistakes! Mentors provide advice and guidance and help steer you in the right direction. We can learn from the past in order to create a better future for ourselves and our families.

Mentors in school, employment, business and in life can help you set and achieve your goals. A mentor can help you avoid the mistakes that naturally occur when younger and less experienced people start developing their careers or start out in business. And mentors give you instant access to a **network** with juicy contacts.

Some argue that there are innate qualities in people that make them good leaders. Highly developed interpersonal and intrapersonal skills seem to be the consistent traits of a good leader. So how well do you know yourself? Are you ready to step up? Are you leadership material?



Mentoring

A mentor is a person of seniority who acts as an informal adviser or guide to someone younger or less experienced. Mentors use their accumulated wisdom and knowledge to offer advice and to help develop younger or inexperienced people.

New employees are often teamed up with a mentor or buddy to show them the ropes and help them adjust to, and deal with, the culture of a workplace.

Employees with management potential may be assigned a management mentor who guides their career development.

Sporting teams pair young recruits with older and experienced mentors. They also use past players to guide new recruits.

Some schools have business and community mentoring programs whereby students are teamed up with mentors in the wider world.

Many schools have senior students act as guides and role models for new students.

Coaching

A coach is usually a more formal position that encompasses training, guiding and mentoring all in one. Coaching is a more subtle way of training and aims to guide a person on the right path. A lot of coaching occurs informally, on-the-job.

Some enterprises assign managers to a work team or unit. This team leader acts as a coach and is responsible for getting the best work performance out of their team.

Successful sportspeople often thank a formative coach, one from their early years. Good coaching involves getting the best out of one's charges and helping them achieve to their potential.

The old proverb rings true "Give a man a fish and you feed him tonight, teach him to fish and you feed him forever." Goes for females too! A coach is a teacher, trainer, mentor and manager rolled into one.

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Leadership A

1. What is leadership?
2. Describe 5 key characteristics commonly associated with leadership. Give examples of leaders you are aware of demonstrating these skills.
3. What is the difference between managers and leaders? Use examples.
4. Go online and research other descriptions of the difference between managers and leaders. Share these with the class.
5. Can people be trained to be leaders? Explain?
6. What is mentoring? How can a mentoring program help develop leadership?
7. How might you benefit from both being mentored and by being a mentor? Make sure you discuss leadership as part of this answer.
8. Describe how coaching can help people develop their leadership skills.
9. Find out examples of mentoring programs you can both participate in and contribute to. Investigate whether you can do any of these.
10. Why is it vital that Australia develops more people who are better leaders as part of an enterprising culture?

Extension

Profile 2 leaders you are aware of. Include one from a commercial setting and one from a non-commercial or community setting. Prepare a 20-point presentation to the class about these enterprising leaders. Why don't you invite and arrange them to talk to the class as well?

9.05 Leadership and Enterprise

Leadership in different settings

People can develop a suite of transferable leadership characteristics in various settings. These enterprising leadership behaviours can be developed in, and applied to, various activities that naturally occur throughout personal, social, community and work settings.

Leadership in personal settings

Many people demonstrate leadership characteristics through their behaviour in personal situations. e.g.

- ⇒ personal goal setting, problem-solving and decision-making
- ⇒ responsibilities related to personal and family duties
- ⇒ development of intrapersonal skills through reflection and self-awareness
- ⇒ achieving key life goals such as school, further study, relationships, financial independence, self-growth and other personal successes.

Leadership in social settings

People demonstrate leadership through social interaction which helps to hone their interpersonal skills. e.g.

- ⇒ the development of friendship networks
- ⇒ planning and organising social events
- ⇒ participating in social interest groups and communities
- ⇒ extending family and friendship networks
- ⇒ meeting people from different cultures
- ⇒ developing empathy, tolerance and patience with others.

Leadership in community settings

Some people go on to become leaders within their communities and develop sophisticated leadership behaviours. e.g.

- ⇒ starting community groups
- ⇒ addressing a community issue or problem
- ⇒ coordinating community volunteers
- ⇒ carrying out community action
- ⇒ leading and/or moderating an online community
- ⇒ changing community attitudes.



Image: sindler1/
Depositphotos.com

Leadership in work settings

People who can demonstrate leadership in work situations are more likely to experience job satisfaction and career success. Leadership behaviours include:

- ⇒ excellent communication skills including giving and receiving feedback
- ⇒ skills in planning and organising, problem-solving and decision-making
- ⇒ well-developed emotional intelligence and empathy
- ⇒ ability to initiate, manage risks, accept responsibility and be accountable
- ⇒ commitment to quality, innovation and achievement of a vision
- ⇒ ability to deal with diverse people and to unite and motivate them.

Leadership in different settings A

Part A: Leadership and you

Outline how you could, or indeed, how you have, demonstrated enterprising capabilities that would usually be expected of an enterprising leader in each of these varied settings.

Personal settings	Social settings
Community settings	Work settings

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Part B: Leadership in community settings

Leadership can be both developed and applied in different settings (and not just in commercial situations).

1. Consider each of these case studies and identify the examples of leadership being demonstrated.
2. Suggest any strategies that could help the stakeholders be more enterprising leaders.
3. Discuss whether it would be a good strategy for you to undertake a community or social enterprise activity to help build your own enterprising capabilities in relation to leadership.

Jorg is a director of an animal welfare fundraising enterprise which has a skeleton staff but can swell at times to 100s of volunteers.

Jorg finds that when he addresses all the workers as a group, both paid and unpaid, he is able to communicate his vision and that people get inspired to really make a difference. As a result the funds raised increases markedly.

However, when Jorg is out in the field and the paid staff are left to manage the volunteers, fundraising drops off considerably and the office becomes more of a social meeting place.



Lily, at 17, has started an environmental action group in her regional town and gets local businesses to sponsor a section of the bushland for clean-up. The sponsorship money is then used for signage, admin costs, web and PR costs and also to provide lunch and drinks to volunteers when they carry out the work.

Lily has negotiated with a local waste service business to remove the rubbish at no charge. She is also supplied gloves, bags and other products by a local supermarket.

However, as this grows, Lily now feels that she is having trouble fitting in her VCE, work and this enterprise.

Leadership & Work-Related Skills

Initiative & enterprise

Leaders are able to proactively develop ideas and to achieve objectives by using and applying goal-setting and decision-making strategies.

Leaders are innovative, adaptable, problem-solvers. Different stakeholders look to leaders to initiate the type of responses that turn pressures into opportunities.

Planning & organising

Leaders are able to plan effectively to achieve goals and objectives and organise resources to enable these objectives to be met.

Leaders are prepared to delegate responsibility for organising to others. Leaders support people who have been delegated with appropriate mentoring and training.

Leaders also undertake reviews and performance appraisal to ensure that objectives are met.

Managing and leading

Leaders are able to manage people and resources and apply the most suitable management style to suit a particular situation.

Management extends into leadership when a leader communicates a clear vision, and encourages others to share this vision and willingly work towards achievement of the vision.

Problem-solving

A leader is able to solve problems and is charged with the responsibility for doing so. Leaders must use appropriate goal setting, decision-making and problem-solving processes, including consulting with expert specialists where needed, so as to deal with problems and help to turn pressures and opportunities.

Adaptability

Leaders are able to be both numerically and functionally flexible so as to take advantage of different opportunities that might emerge. Adaptability allows leaders to develop new skills, modify goals and embrace innovation and emerging leadership trends.

Learning

Leaders recognise that people need to undertake ongoing lifelong learning in order to keep abreast of changing community, social and industry trends, so as to embrace new innovations in both people-based and technologically focused processes.

Learning supports skills-development, both in leaders, and in people with whom the leader interacts and relies upon.

Teamwork

Leaders are able to develop a culture whereby employees are encouraged and supported to work with others in teams and in group situations.

Leaders help support this by using a process of consultation and participative decision-making. This results in a more synergised enterprise culture.

Self-awareness

Leaders recognise that they must demonstrate highly developed intrapersonal skills, which include self-awareness.

This self-awareness extends to an understanding of their own various strengths and weaknesses, as well as a willingness to work with others to develop a more synergised culture.

Technological skills

Leaders need to develop a suite of technological skills and then bring in appropriate experts and specialists to support the development of new technologies.

Leaders proactively embrace new technologies. They implement these when they have evaluated that the innovation will contribute positively to the development of an enterprise culture.

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Communication

The key leadership skill is often said to be communication.

A leader is able to communicate their vision thereby encouraging others to contribute positively towards achieving that vision.

Leaders can communicate with varied stakeholders and are prepared to take and act on advice and feedback.

Contemporary leaders are comfortable dealing with social diversity and in encouraging the development of cross-cultural communication skills.

Leadership & work-related skills B

1. Briefly describe how a leader could/should demonstrate enterprising behaviours for each of these work-related skills.
2. Use an example from workplaces with which you are familiar to describe this enterprising behaviour in action.
(More space? = Use workbooks!)

Initiative & enterprise	Planning & organising
Managing and leading	Problem-solving
Adaptability	Learning
Teamwork	Self-awareness
Technological skills	Communication

B Leader profile



Undertake research to develop a summary profile of a leader you admire.
Present your profile to the class.



Describe the enterprising leader.

Summarise the activities and/or actions of this enterprising leader.

Outline how this leader is demonstrating leadership characteristics through their actions.

Discuss how 3 work-related skills are being used by this leader as part of these leadership activities.

Summarise why this enterprising leader is a vital part of an enterprise culture

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

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Leader schmeader C

Listed below are a number of statements that you might hear uttered in different settings, including work-related settings.

For each one, consider the statement, then write a reply that changes the statement into one that is more in keeping with how an enterprising leader would respond in that setting.

Make sure that you include at least one or more work-related skill(s) in each statement.

What a less than enterprising person might say...	What an enterprising leader should instead say...
"Quality schmality. The customer doesn't see what really happens in our restaurant's kitchen so they'll never know."	<i>A restaurant must show <u>initiative</u> and implement processes to take responsibility to ensure that food standards are at the highest level. Just because customers don't know what is going on it doesn't mean that they should be put at risk.</i>
"Look mate I'm telling you that the only way that people can develop any useful skills is to get a job."	
"I don't really care what you think but what I'm saying is that if it ain't broke don't fix it."	
"You won't get my respect if my help running your little food business sausage sizzles unless you pay me."	
"My life would be a whole lot better if my teachers and my boss didn't keep trying to get me to do things a different way."	
"I'll give you the news right now. The thing that makes Australia good is that we're all the same."	
"What could I possibly get out of doing volunteer work? It's a rip-off. There's nothing in it for me, no moolah, so I'm not interested."	
"I reckon doing an enterprise activity will be a bludge, much easier than having to find and do work placement for just five bucks a day."	
"It's not my fault that my parents are stupid. I think I'll wag science class anyway it's just some stupid topic called genetics or something like that."	

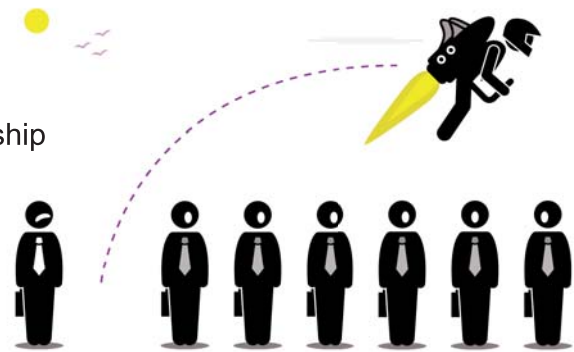
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9.11 Leadership in Action

Developing leadership

Enterprising leadership behaviour within organisations and workplaces does not just happen by itself - automatically!

A culture of leadership can only emerge if leadership is encouraged and supported. If leadership is not encouraged, then some employees - who might be demonstrating natural leadership traits - can often leave their current workplace to seek greater challenge, more recognition and better opportunities for career advancement from another employer.



Sometimes those with get up and go, get up and go!

So it is vital that organisations implement strategies to encourage and develop leadership throughout their workforces. Having these strategies in place can create an enterprising culture whereby:

- ⇒ workers are **encouraged** to develop their leadership skills
- ⇒ the emergence of leaders within the workplace leads to improved **quality** and better outcomes for **internal** and **external stakeholders**
- ⇒ workers demonstrate higher levels of **motivation** and **job satisfaction**
- ⇒ staff work together to achieve **shared goals**
- ⇒ **communication, feedback** and **support** help instil a culture of achievement.

Some of the key strategies that can help achieve this culture are listed below and your teacher will discuss these with the class. Some will suit different organisations depending on their size, the products they produce, the age and experience of employees, the management and leadership culture that currently exists, their willingness to train and develop employees, and even the amount of time (urgency) they have available to develop a leadership culture. Which of these are you familiar with from your own industry and

Enterprise learning and work-related experiences



Developing leadership A

Each of these case studies involve actions or programs that aim to build a culture of leadership by demonstrating more enterprising behaviours.

1. Outline what actions or programs are being undertaken by the organisation to build a culture of leadership. Where relevant, name the types of strategies in use.
(e.g. *The firm has introduced an Affirmative Action program because they are targeting...*)
2. Explain the examples of work-related skills these actions or programs are making use of.
(e.g. *Because workers are being given more responsibility for their own work schedules they are demonstrating the ability to act proactively and autonomously. This crosses over with...*)
3. Discuss how these actions or programs will help develop leadership skills.
(e.g. *The workers who are going on the weekend outback leadership camp will have the chance to learn from their workplace mentor who is with them, as well as developing team skills in the outback survival challenge. Workers will develop their leadership skills by...*)
4. Comment on the extent to which you think you would benefit from similar actions or programs in your own workplace.

A large mining company introduces a program to increase indigenous employment in regional areas. Not only does the company tap into an excellent pool of talent, many of the indigenous workers demonstrate a natural understanding of local community issues and partnerships that the non-indigenous employees could never have - definitely future management material!

A busy 50 year old bricklayer, with 30 years experience, is finding that his body can't keep up with the demands of his workload. He thinks it will be a good idea to hire a couple of apprentices and see if perhaps one or even both of these might go on to take over most of the day to day workload, thereby allowing him to step back and oversee the business and site management.

A digital design and multimedia firm implements a change to work practices whereby work teams are assigned to a project and the team members have responsibility for allocating team roles, responsibilities and work hours as long as they meet the project deadlines. Not only are workers now communicating more with one another, the firm also notices a significant improvement in motivation and quality, as well as a reduction in problems and delays.

Store management at a fashion retail chain have received feedback that many of its in-store casual employees (who are mostly young) are really enthusiastic and also have an excellent understanding of the industry, and also the trends impacting on younger customers driven by online engagement. As a result they target some of these workers and encourage them to consider their store management training program after they finish their studies.

Application

1. Research examples of how workplaces with which you are familiar have acted to encourage a culture a leadership skills in employees. Discuss the enterprising behaviours that were encouraged and developed as part of these actions
2. Describe examples of leadership development that you have experienced as part of your own work-related situations.
3. Use examples to evaluate why it is important to develop enterprising behaviour in a workplace.

Tip: You should interview management and workers from your workplace and also go online to investigate examples and case studies from other firms.



AT1 Enterprise and Leadership Profile

Unit 2: Being Enterprising - AOS1: Enterprising Individuals and Leadership

Outcome 1

- ☐ Identify and discuss enterprising behaviour in individuals.
- ☐ Explain the relationship between enterprising behaviour and leadership.

Required

You are required to complete a number of tasks and activities that together identify, discuss and explain the relationship between enterprising behaviour in individuals and leadership.

- ⇒ These required tasks are outlined below as Parts A, B and C.
- ⇒ You may have already done some of these as part of the activities in Sections 8&9.
- ⇒ Your teacher will give you more information about other requirements, task formats, task length, due dates and so on.

Part A: Enterprise

- ☐ Summarise the key characteristics of enterprising behaviour in individuals in different settings.
- ☐ Complete an *Enterprising Community Member profile* (p.169) for 2 enterprising individuals you are familiar with.

Details:

Part B: Leadership

- ☐ Summarise the key characteristics of leadership.
- ☐ Complete a *Leadership Profile* (p.184) for 2 leaders from different work settings you are familiar with.

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Part C: Enterprise and Leadership

- ☐ Undertake tasks as part of a *Leadership Portfolio*.
- ☐ Complete relevant tasks in your *Leadership Portfolio* to satisfy your school's requirements
- ☐ Prepare and present a *Leadership Report* that summarises how you have developed enterprising behaviours and leadership skills as a result of your enterprising actions this unit.
- ☐ Use evidence to evaluate the importance of enterprising behaviours as part of developing an enterprise culture in a work setting.

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Enterprise and Leadership Profile

Unit 2: Outcome 1- Identify and discuss enterprising behaviour and its relationship with leadership.

Name: _____ Class: _____

Teacher: _____ Final Due Date: _____

Activity/Details	Details	Due date/Done?	Comment/Initials
Part A: Enterprise			
Summarise the key characteristics of enterprising behaviour in individuals in different settings.			
Complete an <i>Enterprising Community Member</i> pro-forma for 2 enterprising individuals you are familiar with.			
Part B: Leadership			
Summarise the key characteristics of leadership.			
Complete a <i>Leadership Profile</i> of 2 leaders from different settings you are familiar with.			
Part C: Enterprise and Leadership			
Prepare and present a <i>Leadership Report</i> that summarises how you have developed work-related skills and leadership skills as a result of your enterprising actions this unit.			
Complete relevant tasks in your <i>Leadership Portfolio</i> to satisfy your school's requirements.			
Other?			

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Comments:

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Teacher signature: _____ Date: _____

9.13 Leadership Portfolio Planner

Name: _____

- ⇒ You are required to undertake a range of activities that together will form a Leadership Portfolio.
- ⇒ These activities may include various enterprise projects or an ongoing enterprise activity.
- ⇒ You may have to complete these tasks over the entire unit; so make sure you record all important dates.
- ⇒ These tasks will be negotiated in consultation with your teacher and may be subject to change.
- ⇒ Record the required tasks on this planner and add any other tasks you need to complete.
- ⇒ You must use a planning process such as PODR to help develop your leadership skills as part of this portfolio and complete a Leadership Portfolio Pro-forma when finished.

Task	Details/Timelines	Done?/Date
Planning - Leadership Portfolio		
<input type="checkbox"/> Consult with your teacher about the overall requirements of the Leadership Portfolio.		<input type="text" value="/"/>
<input type="checkbox"/> Develop a list of potentially suitable activities.		<input type="text" value="/"/>
<input type="checkbox"/> Choose some of these activities and investigate these further. Develop a shortlist.		<input type="text" value="/"/>
<input type="checkbox"/> Discuss the suitability of these activities with your teacher. Refine your shortlist.		<input type="text" value="/"/>
<input type="checkbox"/> (If required) Start planning an enterprise project/activity using a PODR planner.		<input type="text" value="/"/>
<input type="checkbox"/>		<input type="text" value="/"/>
<input type="checkbox"/>		<input type="text" value="/"/>
Organising - Leadership Portfolio		
<input type="checkbox"/> Organise meetings and appointments with any external parties; discuss these with your teacher.		<input type="text" value="/"/>
<input type="checkbox"/> Develop a timeline for completion of leadership activities.		<input type="text" value="/"/>
<input type="checkbox"/> Identify any permissions, OH&S and legal issues that need to be sorted out.		<input type="text" value="/"/>
<input type="checkbox"/> Determine resource needs and book and/or organise for these resources to be available.		<input type="text" value="/"/>
<input type="checkbox"/>		<input type="text" value="/"/>
<input type="checkbox"/>		<input type="text" value="/"/>

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Name: _____

Task	Details/Timelines	Done?/Date
Doing stage - Leadership Portfolio		
⇒ You should list tasks that are specific to the leadership activities you are undertaking.		
⇒ These are likely to contribute to your 35 hours of structured workplace learning and/or enterprise activity/projects requirement for unit 2.		
<input type="checkbox"/> Complete a school-approved program of leadership training and/or activities.		<input type="text" value="/"/>
<input type="checkbox"/> Participate in a mentoring program.		<input type="text" value="/"/>
<input type="checkbox"/> Undertake community service involvement or a community service enterprise project.		<input type="text" value="/"/>
<input type="checkbox"/> Complete an accredited skill development course or training program.		<input type="text" value="/"/>
<input type="checkbox"/> Undertake industry-specific work-related training.		<input type="text" value="/"/>
<input type="checkbox"/> Undertake an ongoing enterprise activity.		<input type="text" value="/"/>
<input type="checkbox"/>		<input type="text" value="/"/>
<input type="checkbox"/>		<input type="text" value="/"/>
<input type="checkbox"/>		<input type="text" value="/"/>
Reviewing stage - Leadership Portfolio		
<input type="checkbox"/> Prepare a draft leadership report.		<input type="text" value="/"/>
<input type="checkbox"/> Complete relevant evaluation and self-assessment pro-formas.		<input type="text" value="/"/>
<input type="checkbox"/>		<input type="text" value="/"/>
<input type="checkbox"/>		<input type="text" value="/"/>

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Leadership Portfolio Pro-forma

Name: _____ Class: _____

Teacher: _____ Completion date: _____

Activity/Details	p.	Required	Due date/Done?	Comment/Initials
⇒ Leadership training		<input checked="" type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/>
⇒ Mentor program		<input checked="" type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/>
⇒ Community service involvement / project		<input checked="" type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/>
⇒ Enterprise project(s) or ongoing activity		<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/>
⇒ Work-related training		<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/>
⇒ Skills-development course/training		<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/>
⇒ Leadership report and presentation		<input checked="" type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/> <input type="text"/>	<input type="text"/>

Student signature: _____ Date: _____

Teacher signature: _____ Date: _____

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Australian Industries

10.01 Industry	194	10.09 Industry Profile	202
10.03 ANZSIC 2006	196	10.13 Enterprising Capabilities.....	206
10.05 Industry Stakeholders	198		

Activities 10: Australian Industries	p.	Due date/Done?	Comment
10.08A Industry and stakeholders	201	<input type="text"/>	<input type="text"/>
10.08B Stakeholders in industry	201	<input type="text"/>	<input type="text"/>
10.10A Industry profile	203	<input type="text"/>	<input type="text"/>
10.13 Evaluating enterprise	206	<input type="text"/>	<input type="text"/>

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5-stage industry classification

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

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

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

5-Stage Industry Classification

1. Primary

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

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

2. Secondary

Organisations involved in the manufacture of goods and services.

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

Secondary production takes place in factories, mills, smelters, refineries and other capital-intensive workplaces.

3. Tertiary

Organisations involved in the provision of services and utilities. These service providers use intermediate goods and/or other services to provide final services.

e.g. Woolworths uses cash registers, stock, equipment and other goods, as well as transport services, admin services, financial services, etc. to provide their service of retail shopping.

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

4. Quaternary

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

This may include media, education, finance, consultancy, business services and so on.

5. Quinary

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

This may include health-care, hospitality, household services, personal services and so on.

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Other industry classifications

Sometimes when we read about the commercial world, or hear people online or in the media talking about their enterprise, organisation or industry, they might say they are in the fast-food industry, the frozen seafood industry, the sports marketing industry or even the sock industry!

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



I'm going through an identity crisis! Do I work in the fast-food, hospitality, restaurant, retail, accommodation and food services or some other industry?

By product...

1. The type of product/output they produce.

- ⇒ Fast-food: McDonald's
- ⇒ Road transport: Linfox
- ⇒ Food: SPC

By 'sub-sector'...

2. The sub-sector they operate in.

- ⇒ Food services: McDonald's
- ⇒ Freight services: Linfox
- ⇒ Canned food: SPC

3. The function of the business.

- ⇒ Fast-food restaurant: McDonald's
- ⇒ Trucking: Linfox
- ⇒ Food processing: SPC

By 'what they do'...

4. How they operate/what they do.

- ⇒ Retail: McDonald's
- ⇒ Transport: Linfox
- ⇒ Manufacturing: SPC

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ANZSIC 2006

The official way to classify industries is The Australian and New Zealand Standard Industrial Classification for the compilation and publication of statistics on an industry basis.

The **ANZSIC 2006** classification system uses 19 industry classifications from A-S. It was updated from the previous ANZSIC system, developed in 1993, which used 17 industry classifications from A-Q.

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

ANZSIC 2006

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

The tables on pp.196-7 provide classification down to the group level.

You can download the full document from the ABS:

www.abs.gov.au/ausstats/abs@.nsf/mf/1292.0



A: Agriculture, Forestry & Fishing

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

B: Mining

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

C: Manufacturing

11 Food Product Manufacturing	111	Meat and Meat Product Manufacturing
	112	Seafood Processing
	113	Dairy Product Manufacturing
	114	Fruit and Vegetable Processing
	115	Oil and Fat Manufacturing
	116	Grain Mill and Cereal Product Manufacturing
	117	Bakery Product Manufacturing
	118	Sugar & Confectionery Manufacturing
	119	Other Food Product Manufacturing
	121	Beverage Manufacturing
12 Beverage and Tobacco Product Manufacturing	122	Cigarette and Tobacco Product Manufacturing
	123	Beverage Manufacturing
13 Textile, Leather, Clothing and Footwear Manufacturing	131	Textile Manufacturing
	132	Leather Tanning, Fur Dressing Leather Product Manufacturing
14 Wood Product Manufacturing	133	Textile Product Manufacturing
	134	Knitted Product Manufacturing
	135	Clothing and Footwear Manufacturing
	141	Log Sawmilling and Timber Dressing
	149	Other Wood Product Manufacturing

C: Manufacturing

15 Pulp, Paper and Converted Paper Product Manufacturing	151	Pulp, Paper & Paper-board Manufacturing
	152	Converted Paper Product Manufacturing
16 Printing (including the Reproduction of Recorded Media)	161	Printing and Printing Support Services
	162	Reproduction of Recorded Media
17 Petroleum and Coal Product Manufacturing	170	Petroleum and Coal Product Manufacturing
18 Basic Chemical and Chemical Product		Basic Chemical
		Basic Polymer
19 Polymer Product and Rubber Product Manufacturing	191	Polymer Product
	192	Natural Rubber Product
20 Non-Metallic Mineral Product Manufacturing	201	Glass and Glass Product
	202	Ceramic Product
21 Pulp, Paper and Converted Paper Product Manufacturing	203	Cement, Lime, Plaster and Concrete Product
	209	Other Non-Metallic Mineral Product
22 Basic Non-Ferrous Metal Product Manufacturing	211	Basic Ferrous Metal Product
	212	Basic Non-Ferrous Metal Product
23 Metal Container Manufacturing	221	Basic Non-Ferrous Metal Product
	222	Sheet Metal Product (exc. Metal Structural & Container Products)
24 Machinery and Equipment Manufacturing	223	Metal Container
	224	Sheet Metal Product (exc. Metal Structural & Container Products)
25 Furniture and other manufacturing	225	Other Machinery and Equipment
	226	Other Machinery and Equipment
26 Electricity Supply	231	Motor Vehicle and Motor Vehicle Part Manufacturing
	232	Other Transport Equipment
27 Gas Supply	233	Professional and Scientific Equipment
	234	Computer and Electronic Equipment
28 Water Supply, Sewerage and Drainage Services	235	Other Electronic Equipment
	236	Domestic Appliance
29 Waste Collection, Treatment and Disposal Services	237	Pump, Compressor, Heating and Ventilation Equipment
	238	Specialised Machinery and Equipment
	239	Other Machinery and Equipment
	241	Furniture Manufacturing
	242	Other Manufacturing

D: Electricity, Gas, Water & Waste Services

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

E: Construction

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

F: Wholesale Trade

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

G: Retail Trade

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

H: Accommodation & Food Services

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

I: Transport, Postal & Warehousing

46	Road Transport	461	Road Freight Transport
		462	Road Passenger Transport
47	Rail Transport	471	Rail Freight Transport
		472	Rail Passenger Transport
48	Water Transport	481	Water Freight Transport
		482	Water Passenger Transport
49	Air & Space Transport	490	Air and Space Transport
50	Other Transport	501	Scenic and Sightseeing Transport
		502	Pipeline & Other Transport
51	Postal & Courier Pick-up and Delivery Services	510	Postal and Courier Pick-up and Delivery Services
52	Transport Support Services	521	Water Transport Support Services
		522	Airport Operations and Other Air Transport Support Services
		529	Other Transport Support Services
53	Warehousing & Storage Services	530	Warehousing and Storage Services

J: Information, Media & Telecommunications

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

K: Financial and Insurance Services

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

L: Rental, Hiring & Real Estate Services

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

M: Professional, Scientific & Technical Services

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

N: Administrative & Support Services

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

O: Public Administration & Safety

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

P: Education and Training

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

Q: Health Care & Social Assistance

84	Hospitals	840	Hospitals
85	Medical and Other Health Care Services	851	Medical Services
		852	Pathology & Diagnostic Imaging Services
		853	Allied Health Services
		859	Other Health Care Services
86	Residential Care Services	860	Residential Care Services
87	Social Assistance Services	870	Child Care Services
			Other Social Assistance Services

R: Arts and Recreation Service

89	Heritage Activities	891	Museum Operation
		892	Parks & Gardens Operations
90	Creative & Performing Arts Activities	900	Creative and Performing Arts Activities
91	Sports & Recreation Activities	911	Sports and Physical Recreation Activities
		912	Horse and Dog Racing Activities
		913	Amusement and Other Recreation Activities
92	Gambling Activities	920	Gambling Activities

S: Other Services

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



Source:
ABS, Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006, pp.40-50 Available through:
www.abs.gov.au/ausstats/abs@.nsf/mf/1292.0

10.05 Industry Stakeholders

What is a stakeholder?

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

All commercial decisions impact both directly or indirectly on people and groups in society. Therefore those people or groups that are impacted upon are **stakeholders** in the decision. So when making decisions it is important to carefully consider potential benefits and costs of these decisions for different stakeholders.

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



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



Industry stakeholders

Major categories of industry stakeholders include employees, clients & customers, competitors, managers, employers, suppliers and others involved directly in the production of goods and services. However, there are literally thousands of different stakeholder groups, organisations and agencies that can also be classified as industry stakeholders.

These other **industry stakeholders** influence industry decision-making such as government departments and agencies, trade unions, industry associations, and pressure and lobby groups.

For example, commercial decision-making in an industry such as the Manufacturing industry is influenced by all the usual general stakeholder groups and also by:

- ⇒ policy decisions from the Commonwealth **Government's** Department of Innovation Industry Science and Research
- ⇒ actions by **unions** such as Australian Manufacturing Workers Union and industry associations such as the Australian Industry Council
- ⇒ services and programs offered by **government agencies** such as Austrade, and
- ⇒ pressure from **lobby groups** such as the Australian Conservation Foundation.

Conflict between stakeholders

Commercial decisions result in both intended and unintended outcomes. Some of these outcomes are not always positive for all stakeholders. It is important to balance the needs of different stakeholders and to generate a result that doesn't exploit weaker groups or harm our natural environment.

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

For example, a decision by a regional town to allow the development of a hotel on parkland near a river will attract much needed investment dollars, can create employment for local tradies and other workers, and will bring tourists, and their spending, to a local area. However, existing motel and hospitality operators could be forced out of business due to the competition. The town's infrastructure, such as public transport, roads and sewerage, might struggle to cope. And the town's natural environmental assets could be exploited or damaged.



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Image: Krisdog/
Depositphotos.com

Different impacts

One of the best ways to learn about stakeholder is to consider the impact of decisions on different stakeholders. Consider these commercial decisions:

- ☹ Continuing to stage the Formula One Grand Prix event in Melbourne.
- ☹ Imposing water restrictions on household and commercial consumers.
- ☹ Banning single-use plastic shopping bags.
- ☹ Introducing a container deposit-levy scheme.
- ☹ Having a minimum shift duration for casual employees.
- ☹ Cutting/increasing funding for TAFEs.
- ☹ Banning take-away food ads during childrens' television programs.
- ☹ Replacing check-out cashiers with self-serve computerised systems.
- ☹ Legalising app-based, flexible, ride-sharing schemes such as Uber.

Each of these commercial decisions has both positive and negative impacts on the different stakeholders involved. A stakeholder will hold a different **societal value** on an issue depending on their point-of-view.

Commercial decisions are not always made for the good of society, but instead are often made to benefit powerful commercial and corporate interests. Therefore, it is important that some stakeholders, who have little or no say in decisions, are not exploited or taken advantage of.

Sometimes the government, unions, pressure groups or other lobby groups act on behalf of weaker or disenfranchised stakeholders. Do you think that this is important?



Roles of Key Industry Stakeholders

Employees

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

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

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

Customers/clients

Customers and clients buy goods and services via their expenditure (money).

They expect highest possible quality, fair prices, safe products and high levels of customer service. They may reward good service with customer loyalty. They also expect professionalism and privacy to be maintained.

Customers/clients might be business-to-business (B2B) clients, or retail, commercial, industrial, government or even overseas consumers or clients.

Managers

Managers are employees who have responsibility for effectively planning, organising, leading and controlling the resources of an enterprise so as to achieve the goals of the enterprise. Therefore, managers are responsible for making decisions.

Managers who are leaders help develop an enterprise culture.

Owners/shareholders

Owners (and shareholders) own and operate businesses. They expect to generate profits from their business enterprises (or dividends as shareholders).

Small businesses are usually run by an owner/operator who works in the business; however, some owners appoint managers to run their businesses.

Large organisations and corporations usually appoint CEOs and general managers to run the organisation on behalf of thousands, or even millions, of shareholders.

Government

The government operates at three levels and sets laws and implements policy to try and improve the general wellbeing of society.

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

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

Pressure/lobby groups

Pressure or lobby groups exist to influence industry decision-making and to give a voice to those who have little commercial power.

They also try to promote societal values and behaviours that they believe government, commercial or other stakeholders are not fully promoting.

They aim to close the gap that exists between profit and people by ensuring that harm and externalities are minimised.

Unions

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

The Australian Council for Trade Unions (ACTU) is the peak body of all unions.

Industry and stakeholders A

1. What is an industry?
2. Use examples to explain the difference between each of the stages in the 5-stage industry classification.
3. What is ANZSIC 2006? Classify enterprises you have worked with according to ANZSIC 2006.
4. Classify 10 different enterprises you are familiar with according to ANZSIC 2006.
5. What is a stakeholder? Give 3 examples related to an industry you are familiar with.
6. Why does conflict occur between various stakeholders? Give an example.
7. Who stands up for stakeholders with little or no power? How so? Use an example you are familiar with to explain.
8. Describe 3 different roles that you play as a stakeholder. Use clear examples as part of your answer.
9. How might your role change over time? Explain using examples.

Preview

Stakeholders in industry B

You are required to use appropriate examples to summarise the roles of each of the stakeholder groups (p.200) in relation to an ANZSIC industry you are familiar with.

- ⇒ You can start to plan your report using the table below, but you must create a much larger table in your workbooks or in a presentation.
- ⇒ You should also try to collect relevant graphics and/or multimedia to help illustrate the roles of these stakeholders.
- ⇒ Your teacher might instruct you to work in pairs and each pair might be allocated a different ANZSIC industry.
- ⇒ You might then be instructed to present an oral report to the class.

Industry:			
Stakeholder	Summarise their role in this industry generally	Explain a specific industry example i.	Explain a specific industry example ii.

Industry	Industry value added (production) 16/17 \$m	Sales and service income 16/17 \$m	Wages and salaries 16/17 \$m	Total expenses 16/17 \$m	Operating profit before tax 16/17 \$m	Net capital expenditure 16/17 \$m	Profit margin 16/17 %	Wages and salaries per person 16/17	Industry value added per person 16/17	Total Employees Nov 2017	% of total emp. Nov 17	% growth 2013-17	% Employees part-time Nov 2017	% Employees female Nov 2017	% Employees age 15-24 Nov 2017	% Employees aged 55+ Nov 2017	% regional Nov 2017	% projected growth 2018-22
Accommodation and Food Services	41,114	100,145	25,897	94,950	6,883	5,314	6.9%	\$25,691	\$40,788	896,100	7.2	13.8	60	55	43	10	35	11.2
Administrative and Support Services	56,853	85,578	42,304	83,128	6,610	2,309	7.7%	\$48,018	\$64,532	401,200	3.2	1.9	44	51	11	21	28	8.4
Agriculture, Forestry and Fishing	35,496	95,871	8,305	82,164	19,075	6,370	19.9	\$17,124	\$73,188	324,500	2.6	7.2	27	30	10	37	82	-0.8
Arts and Recreation Services	12,651	32,440	6,951	30,778	4,149		2%	\$33743	\$61413	248,300	2.0	17.3	50	49	25	16	27	9.9
Construction	116,683	378,306	61,350	341,101	36,853	8,103	9.7%	\$57,552	\$109,459	1,167,20	9.4	19.3	15	12	15	16	32	10.9
Education and Training (private sector only)	28,434 ¹	26,386 ¹	20,999 ¹	39,432 ¹	3,862 ¹	3,098 ¹	14.6 ¹	\$50,237 ¹	\$68,024 ¹	1,024,300	8.3	14.1	40	71	9	23	31	12.0
Electricity, Gas, Water and Waste Services	48,604	126,254	11,256	116,726	15,274	15,343	13.4%	\$146,346	\$467,346	136,700	1.1	-3.4	8	24	6	19	35	-7.0
Financial and Insurance Services	na	na	na	na	na	na	na	na	na	700	3.4	1.0	17	49	7	14	16	5.6
Health Care and Social Assistance (private sector only)	83,945 ¹	92,924 ¹	51,143 ¹	106,827 ¹	23,484 ¹	8,310 ¹	28.1 ¹	\$74,618	\$74,618	1,613,900	13.4	22.1	44	78	9	23	33	16.1
Information Media & Telecommunications	37,113	79,575	14,724	74,419	7,293		9.2%	\$217,035	\$217,035	215,000	1.7	-5.6	21	41	12	14	16	3.3
Manufacturing	99,508	363,969	54,744	345,103	24,671	9,599	6%	\$65,119,889	\$119,889	885,500	7.2	-6.2	15	27	11	20	30	-4.2
Mining	125,034	214,984	23,166	178,944	33,771	46,912	15.1%	\$147,574	\$796,365	236,500	1.7	-19.6	5	15	5	14	56	2.4
Other Services	30,668	58,666	19,555	61,162	8,059	3,285	26%	\$10,403	\$63,364	524,500	4.2	17.6	32	44	16	19	31	2.5
Professional, Scientific and Technical Services	115,740	210,779	73,274	194,309	45,059	7,755	21.6%	\$71,071	\$112,260	1,033,000	8.3	12.5	23	43	8	17	18	12.5
Public Administration and Safety (private sector only)	5,612	9,817	4,044	9,405	677	183	6.9%	\$51,846	\$71,949	740,500	6.0	6.5	20	49	6	20	31	9.3
Rental, Hiring and Real Estate Services	81,562	130,513	16,051	91,744	71,747	19,879	55.1%	\$39,534	\$200,892	218,700	1.8	10.6	24	51	11	22	26	8.5
Retail Trade	75,681	417,587	43,773	401,808	19,051	6,817	4.6%	\$33,672	\$58,216	1,286,900	10.4	6.8	50	56	30	15	32	3.7
Transport, Postal and Warehousing	74,019	160,648	34,871	150,535	14,707	19,445	9.2%	\$59,507	\$126,312	646,800	5.2	11.0	21	22	7	25	28	6.5
Wholesale Trade	66,014	502,434	38,428	493,398	16,949	5,846	3.4%	\$70,252	\$120,684	376,700	3.0	-11.9	17	33	9	20	24	0.5
												8.5	32	47	14	19	31	7.8

Source: ABS, Australian Industry, 8155.0, 2016/17. ¹ Data is for private sector enterprises only. Totals would be much higher if public sector was included.

Source: Australian Jobs 2018, Department of Jobs and Small Business, p.11

In 2016/17 the mining industry produced \$125b of goods and services. ¹

In 2016/17 business in the mining industry spent \$46.9b investing in capital expenditure. ¹

In 2016/17 each mining industry employee earned an average of \$147,554 of wages and salaries. ¹

The productive efforts of each mining industry employee resulted in an average contribution of \$796,395 of industry value-added production, a multiple of 5.4. ¹

As at the end of 2016/17 the mining industry had 157,000 workers, which accounted for 1.4% of employees Australia-wide.

In 2016/17 the mining industry earned \$215b in revenue from sales and service income, paid \$23.2b of wages and salaries and earned \$33.8b of operating profit before tax. ¹

In 2016/17 businesses in the mining industry recorded an average profit margin of 15.7%. This means that \$15.70 out of every \$100 of income ended up as profit. ¹

Employment in the mining industry declined by 19.6% over the five years to November 2017; and is expected to grow by 2.4% over the 5 years to 2022. ²

Industry Profile:

As at November 2017 of all Mining industry employees:

- ⇒ 56% were employed in regional areas
- ⇒ 3% were employed on a part-time basis
- ⇒ 5% were aged 15-24
- ⇒ 14% were aged 55 and over. ²

Sources:

¹ ABS, Australian Industry, 8155.0, 2016/17.

² Australian Jobs 2018 p.11, Department of Jobs and Small Business.

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Industry profile A

- For 2 different industries, correctly classify 5 different enterprises, from within the same industry, according to ANZSIC 2006 (lowest group level).

1.	2.			5.
1.	2.	3.	4.	5.

- Write an industry profile for your industry just like the one above.
- Rank your industry in the different categories as compared to all industries. You might be best to draw up a table for this. Your teacher will advise you on the most important categories to base your rankings on.
- Write a report based on questions 2&3 that summarises the size and performance (Q2) and relative size and performance (Q3) of your industry. Summarise your key findings. Present this report to the class. Remember too many statistics in an oral report will make it hard to follow! So how about graphics to communicate more effectively?

10.11 Enterprising Capabilities

Industry generalists and specialists

In Unit 1 you investigated the difference between a generalist employee and a specialist employee. **Generalist** capabilities are applied in all occupations across all industries, whereas **specialist** capabilities vary depending on particular occupations, work settings and industries. Particular work settings within an industry require employees to develop their **industry-specific competencies** through industry-specific training.

You need to discuss how **work-related skills** such as the 6 enterprise capabilities and the 8 employability skills apply generally in any workplace across all industries, as well as how different capabilities are required by industry specialists.

Job descriptions, job specifications and job tasks and processes will vary for different occupations depending on the industry in which the employee is working. For example, consider how work-related skills (those 6 **enterprise capabilities** or 8 **employability skills**) would be applied by a nurse in an aged-care facility compared to a nurse in a maternity ward; or by a clerk in a shipping company versus a clerk in a legal firm; or even by a sales assistant in a supermarket versus a sales assistant in a retail pharmacy. Quite differently at times!

For each of these occupations general enterprise capabilities will remain the same, i.e. communication. However, the means by which that communication is applied in different work settings is likely to vary markedly. All six of the workers listed above need to be discreet communicators as part of their job. However, they are all dealing with different types of coworkers, clients and customers. Each of those stakeholders might expect varied communication styles because they:

- ⇒ have different and specialised needs
- ⇒ are from varied backgrounds
- ⇒ have particular communication barriers and styles
- ⇒ are experiencing different emotional states and
- ⇒ have differing service expectations.

Evaluating enterprise capabilities

It is vital that you clearly investigate how different **enterprise capabilities** are applied in different **work settings** throughout **industry**. You need to consider the relationship between enterprise capabilities, the type of industry, the particular industry sub-sector, the profit motive of the enterprise, the size of the enterprise, its geographical location, its customer profile, and other relevant factors associated with the work setting.

In order to successfully evaluate the extent to which enterprise capabilities are being applied in work settings you need to be able to measure just whether or not a particular work setting is actually being enterprising. This means investigating, measuring and judging whether or not the work setting is encouraging and facilitating key **stakeholders**, such as **employees**, to actually demonstrate these enterprise capabilities. To do this you would use **key performance indicators** and other criteria that illustrate the extent to which these enterprise capabilities are happening. For example, if they don't use any teamwork = not very enterprising at all!

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There's nothing worse than an indiscreet retail assistant doing a price check!

Enterprising Capabilities: Industry Application

Adaptability

- ⇒ Work settings in the Information Media and Telecommunications industry face constant change. As enterprises within the industry continue to innovate, employees have to adapt to significant technological and process change, including the ongoing creation of 'new' job types such as app developer and viral marketer.
- ⇒ Work settings have to accept and deal with the challenges associated with new models of doing business. This is particularly evident in the Retail Trade industry which is dealing with an ongoing shift in purchasing preferences to digital shopping. Industry stakeholders must facilitate new ways of shopping.

Acting proactively and autonomously

- ⇒ The need to lead the market and innovate is particularly acute in the Professional, Scientific and Technical Services industry. Work settings need to create world's best practice in advice and service delivery so as to properly service their clients. A move towards autonomous, highly-skilled project work teams can assist this industry.
- ⇒ Seeking feedback is a key quality process that assists work settings in the Financial and Insurance Services to proactively improve their customer service processes. Types of feedback can of course extend to employee feedback and appraisal programs targeted to different work settings and work roles.

Managing and leading

- ⇒ Managing risk is vital for work settings in the Construction industry. Risks include those associated with work practices, project engineering risks and financial risks, among others. Many construction work settings are proactive industry leaders in risk minimisation and OH&S.
- ⇒ Self-management is an essential enterprise behaviour and is particularly vital for stakeholders in work settings within the Education and Training industry. Stakeholders are given significant responsibility and must perform their duties in line with accepted rules and regulations.

Connecting and working with others

- ⇒ Work settings in the Agriculture, Forestry and Fishing industry are facing ongoing pressure to use modern ICT communication methods so as to utilise real-time communication and supply-chain information. Doing so boosts their ability to be part of just-in-time global trade networks.
- ⇒ The Accommodation and Food Services industry is one in which stakeholders have to continually develop and apply cross-cultural communication skills; especially as Australia's inbound tourism profile continues to evolve.

Problem-solving

- ⇒ Work settings in the Public Administration and Safety industry face ongoing pressure to solve problems. Many of these enterprises provide social services or deal with evolving social issues which require stakeholders to analyse issues and make decisions.
- ⇒ Change can lead to conflict which can impact on work settings within the Manufacturing industry. The ongoing shift from labour-intensive to capital-intensive production methods can cause resistance among workers, leading to change and conflict.

10.13 Enterprising Capabilities

A Evaluating enterprise

You are required to select 2 different work settings within the same industry and evaluate the extent to which enterprising capabilities are applied in these work settings. Note: The best way to evaluate the extent to which enterprising capabilities are being applied is to use KPIs, criteria and evidence that measure the sort of behaviours you would expect to see as part of an enterprise culture.

Industry:		
Enterprise capabilities	How was this demonstrated?	Evaluate the extent to which this enterprise capability is being applied
e.g. Adaptability- Numerical flexibility through after-hours work.	At Hehir Bawl the stylists are expected to be flexible and work 2 evening and one weekend shift each week. This enterprising behaviour improves access for clients by...	All stylists at Hehir Bawl are very adaptable because workers are prepared to be flexible and work after hours. The owners support this by offering overtime, time-off-in-lieu or...
Acting proactively and autonomously	Work Setting 1:	
	Work Setting 2:	
Adaptability	Work Setting 1:	
	Work Setting 2:	
Connecting and working with others	Work Setting 1:	
	Work Setting 2:	
Managing and leading	Work Setting 1:	
	Work Setting 2:	
Learning and developing skills and knowledge	Work Setting 1:	
	Work Setting 2:	
Problem-solving	Work Setting 1:	
	Work Setting 2:	

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Industry Innovation

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11.09 People-Based Innovation	216	11.23 Innovation Makeover	230
11.13 Innovation in Action	220		

Activites 11: Industry Innovation		p. Due date/Done?		Comment
11.02A Innovation	209	<input type="checkbox"/>	<input type="checkbox"/>	
11.06A Technology-focused innovation	213	<input type="checkbox"/>	<input type="checkbox"/>	
11.08B Technologies & innovation	215	<input type="checkbox"/>	<input type="checkbox"/>	
11.08C Work-related skills, technology and innovation	217	<input type="checkbox"/>	<input type="checkbox"/>	
11.12A People-based innovation	219	<input type="checkbox"/>	<input type="checkbox"/>	
11.14A Digital innovation and me	221	<input type="checkbox"/>	<input type="checkbox"/>	
11.16B Digital innovation and work	223	<input type="checkbox"/>	<input type="checkbox"/>	
11.18A Innovation in action	225	<input type="checkbox"/>	<input type="checkbox"/>	
11.19A Innovation Audit	226-227	<input type="checkbox"/>	<input type="checkbox"/>	
AT2 Industry and Innovation Profile	228-229	<input type="checkbox"/>	<input type="checkbox"/>	
11.23 Innovation Makeover	230	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

11.01 Innovation

Innovation

Innovation is essential to Australia developing an **enterprising culture**. Innovation demonstrates a culture of leadership and an ability to be proactive and to embrace opportunities where they exist.

Some people wrongly believe that innovation only refers to something that is new or some type of new technology. This isn't necessarily true. New isn't always better. In order to be innovative, something must be better; usually significantly better. Sometimes innovation relates to using some existing technology in a new or better way.

The key to innovation is ensuring that Australian organisations adapt to new technological change, that they improve operational or work practices on a continuous basis, and that they also develop ways to use their people more effectively.

Technological invention is a key part of innovation; but so too is managerial improvement. Australia as an enterprising nation needs to be more innovative and invest in **research and development** so as to strive for a better future.

Definition

According to the Australian Bureau of Statistics innovation is:

"The process of introducing new or significantly improved goods or services and/or implementing new or significantly improved processes." Source: ABS, *Innovation in Australian Business*, (8158.0)

New goods or services or new processes may involve the development of new technology (e.g. 'Smart' watches), an adaptation of existing technology to a new use (e.g. smart phone apps), or may be non-technological in nature (e.g. a change in work practices or managerial change), as well as some changes in marketing).

Innovation can be classified into three categories.

1. A new good or service.
2. A new operational process (work practice).
3. A new organisational or managerial process.

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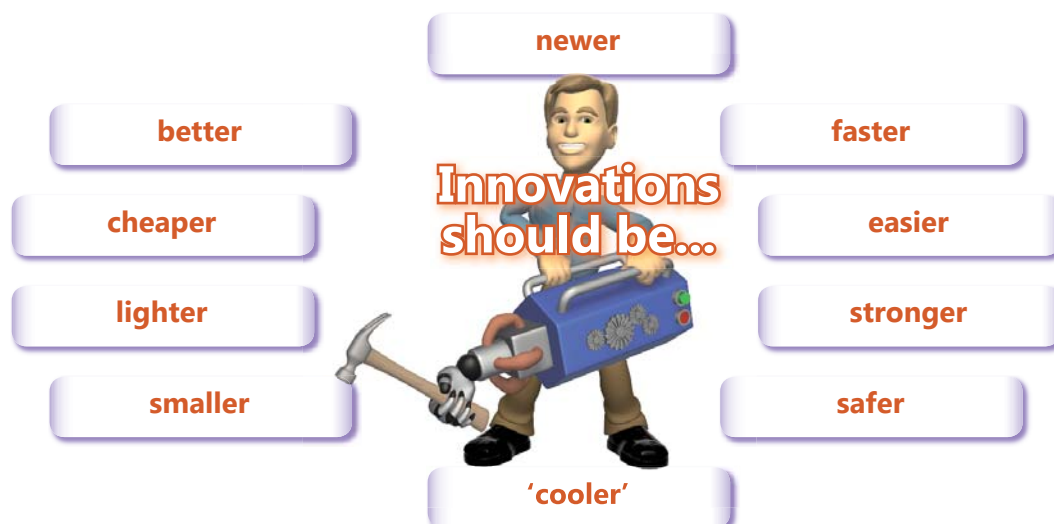




Image: VectorStory/
Depositphotos.com

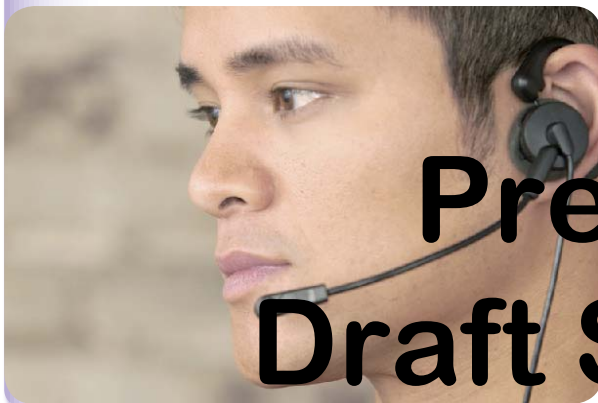
1. Innovative goods and services

Innovation in goods and services refers to when new goods and services are introduced to an enterprise, or where new uses are found for existing goods or services.

If a good or service is to be considered innovative its characteristics or intended uses must be significantly different than before.

e.g. The next generation of mobile devices including Apple and Galaxy watches.

2. Innovative operational processes



Innovation in operational processes refers to when enterprises implement significant change in their methods of production of goods and/or services. Operational innovation refers to improving work practices by the use of new or different technologies, or new and different systems.

e.g. A global computer firm might outsource its customer help centre to a multi-lingual and multi-cultural specialist contractor in an overseas country.

3. Innovative managerial processes

Innovation in managerial processes (sometimes called organisational processes) refers to enterprises implementing significant changes to their strategies and structures that alter the way they go about doing business, with a view to improve performance.

e.g. A manufacturer might introduce self-managed work teams that have responsibility for work-related decision-making, which can result in a more innovative way of managing the enterprise as workers are able to act more autonomously.



A

1. What is innovation?
2. Why is innovation an essential part of developing an enterprise culture?
3. What are the 3 categories of innovation?
4. Explain these 3 innovation categories by using examples from work settings you are familiar with.
5. Explain the types of innovations that you have discovered for the first time as part of your Industry and Enterprise studies this year. What makes them innovative?

11.03 Technology-Focused Innovation

Workplace technologies

Technology is a tool used by humans to achieve a desired aim. In work settings throughout all industries workplace technology is used as a **capital** input in which an enterprise invests in order to increase **efficiency**.

An appropriate use of workplace technology can make businesses and people more enterprising. Consider the simplest example of a pencil, screwdriver, or axe, right through to advanced robotics, digital platforms and sophisticated information technology systems and infrastructure projects such as the National Broadband Network.

One way to classify workplace technologies is by whether they are used predominantly as part of manufacturing technologies or as service technologies.

1. **Manufacturing technologies:** These are used directly to produce and manufacture goods. They include tools, equipment and machinery as well as all other items used by employees to effectively undertake production. Manufacturing technologies also extend to sophisticated infrastructure and ICT production systems; as well as to technologies used in agriculture, mining and other types of primary production.
2. **Service technologies:** These are used to support enterprises that produce services; as either their **direct service technology** (e.g. self-checkouts for retailers or trucks for a transport firm), or as **indirect support service technology** (e.g. ICT systems for retailers and for transport firms). Service technology is also used by manufacturers to support production of goods; such as their office communication systems, maintenance services and so on.

Productivity

Probably the most significant questions asked by enterprises when they are considering updating their workplace technology are, “How much will it cost,” and “How much will it save?” Or to put it another way, enterprises need to weigh up the productivity savings that will occur versus the cost of investing in these new workplace technologies.

Productivity is a measure of the ratio of **inputs** required to generate a given amount of **outputs**. If more products are being made with fewer employee-hours and/or less dollars, then productivity is likely to be rising. Productivity growth can be measured as a percentage change.

As the cost of any workplace technology falls, labour costs become relatively more expensive. This makes an investment in **capital-intensive** production, with greater use of workplace technologies, more attractive. Conversely, a reliance on methods of **labour-intensive** production become less productive. Productivity is also supported by **economies of scale**; i.e. the cost savings that occur by producing in bulk which can be achieved by increased use of workplace technologies.



Productivity: hammer vs nailgun?



Categories of Workplace Technology

Tools & equipment

- ⇒ In its simplest form a tool is any object used by humans to achieve an outcome; from a screwdriver through to a scalpel, to a paintbrush.
- ⇒ However, the term usually refers to hand and power tools, and other items, that are used to improve a person's efficiency and extend manual dexterity.
- ⇒ Equipment can be a general term that goes beyond simple tools to include all the kit, rig and other gear that is used to complete a task.
- ⇒ Equipment includes fixtures, fittings and furniture, personal protective equipment, specialised uniforms and outfits and may extend to portable machinery, mobile devices and more.

Devices

- ⇒ Devices are usually considered to be electrical or electro-technological items and represent the hardware capabilities of an item of technology.
- ⇒ This includes computers, mobile and communication devices, measurement and detection devices, AV devices, automation devices and others. Innovative devices can be used to drive machinery and/or equipment.

Programs & applications

- ⇒ This includes programs, software, apps and other processes that utilise electrical, electro-technology and/or ICT devices.
- ⇒ Software allows users to utilise the potential of hardware components. Applications are constantly evolving, and by being tailored to particular uses they enable stakeholders to make best use of their devices.

Networks

- ⇒ A network refers to the systematised linkage of technological processes and capabilities so as to enable stakeholders to effectively utilise these technologies. Network language often uses terms such as systems, terminals, links and nodes.
- ⇒ A network might involve ICT systems, communications technologies, cabling, equipment and software, manufacturing and production processes, linking of staff across geographical locations, transportation linkages and many more.

Plant & machinery

- ⇒ Machinery usually refers to powered industrial equipment used to produce goods and services, whereas plant is accepted to represent the physical buildings and other fixed asset infrastructure that houses the machinery.
- ⇒ As industry has developed, so too has the sophistication of purpose-built plant and machinery. Innovative machinery might include hydraulics, robotics and automated-guided vehicles that allow for remote operation in marine, mining and engineering projects.

Infrastructure

- ⇒ Infrastructure refers to the large networks and systems that exist to assist all industries, and society generally.
- ⇒ Infrastructure includes transport such as road, rail and freight networks, electricity, gas and water distribution networks, telecommunications networks, the financial system, essential and emergency services, trade support systems and more.

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11.05 Technology-Focused Innovation

Technology-focused innovation

Workplace technology is a fundamental part of modern industry and technology-focused innovation is often a product of invention, discovery and **research and development**.

Many **innovations** that focus on the development of new workplace technologies usually improve one or more of the factors of safety, productivity, accuracy, precision, speed, force, capacity and so on.

Although workplace technologies are originally developed for work-related applications, many of these then find their way into our personal, social and professional lives. For example, mobile phones were invented as a workplace communication tool. From the fluro '80s well into the mid 1990 those old 'bricks' were seen as the key status symbol of yuppies. But can you imagine your personal and social life today without this workplace tool? And I won't even go into how leaf-blowers crossed over from a workplace technology!

Some new technologies are invented for a particular reason, but then take on a whole new purpose when they become cost-effective and **commercialised**. Consider the original intent of PCs, the internet or mobiles.



"You should have seen me back in my glory days!"

Technology-Focused Innovation & Work-Related Skills

Acting proactively and enterprisingly & Problem-solving

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- ⇒ Innovation is driven by stakeholders who strive for, and initiate, new and improved work practices. Creativity, ideas generation, vision, goal achievement - these are all hallmarks of a proactive innovative culture.
- ⇒ New technology can lead to improved, faster and/or safer work methods; and can help to initiate new work practises by supporting innovative workplace processes.
- ⇒ Innovation is driven by a need to solve problems. Employees are often at the core of innovation and might be in the best position to develop innovative solutions.
- ⇒ Enterprising employees are those who can develop the required ability and confidence to use technology to solve problems. Enterprising organisations can encourage employees to drive innovation by allocating time for employees to autonomously research and develop innovative solutions.

Learning and developing skills and knowledge & Adaptability

- ⇒ Naturally, tech-innovation relies upon the development of sophisticated work-related skills and knowledge in adaptable workplace stakeholders.
- ⇒ Enterprising employees need to have a good range of technical skills as well as an ability to develop and refine a suite of industry-specific technological skills. e.g. Adaptable employees in ICT firms need to remain at the cutting edge of hardware, software and app development; as do teachers, law enforcement officers and construction employees.
- ⇒ Extensive training and ongoing workplace learning programs are needed to support the smooth and effective introduction of tech-innovation.
- ⇒ Enterprising firms need to invest in training otherwise any investment in technology will be a waste of money! Learning should also extend to the 'education' of customers/clients so that they can adapt to new technologies.

Technology-Focused Innovation: Factors



Image: alphaspirt/Depositphotos.com

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@twick/tweet?

A culture of research and development and managed risk-taking drives tech-innovation.

#I&E1&2

7:33 PM Aug 11 via the text by Markie Z

Technology-focused innovation A

1. Why is workplace technology used throughout industry?
2. Use examples to distinguish between the 2 ways to classify workplace technologies.
3. What is productivity? Describe how an example of a workplace technology has improved productivity in a work setting you are familiar with.
4. Use examples from within the one industry to describe the 6 categories of workplace technology. Try to find an image or graphic of each of these.
5. Describe the types of factors that innovation in workplace technology strives to achieve.
6. Explain how work-related, technology-focused innovation can crossover into a consumer lifestyle.
7. Choose 3 of the technology-focused innovation factors and describe how each relates to a work setting you are familiar with.
8. Use examples from 2 different work settings within the same industry to explain the relationship between technology-focused innovation and 5 work-related skills. (Tip: You should use a table.)

Technologies & innovation

Workplace technology and innovation go hand-in-hand. One of the main aims of innovative workplace technology is to boost economies of scale for industry.

Economies of scale

Economies of scale refers to the benefits that occur when producing in high volumes. Economies of scale is achieved when an item is produced in sufficient volume so as to reduce the average unit cost as much as possible. Manufacturing production technology, such as that used at high volume food and beverage producers Coca Cola Amatil, Bega and SPC supports high volume mass production and improves economies of scale. This can lead to cost and production benefits to producers.

Service technology also supports economies of scale because it allows services to be provided to a wide market or network. This is evident within firms such as ANZ and within the Financial and Insurance services industry who offer their services to global customers and clients.

Service technologies

Many ongoing changes occurring in work settings are driven by technology-focused innovation. These changes are resulting in an emphasis and development of different work-related skills in employees.

Software programs, databases, digital portals, apps and cloud-based networks have replaced many clerical tasks and have led to job redesign for remaining clerical and administrative employees. These innovations have meant faster and more accurate mass manipulation of data and information. However, workers, such as those in the Professional, Scientific and Technical Services industry and the Administrative and Support Services Industry need to develop high level industry-specific technological skills, as well as a commitment to ongoing learning to keep abreast of technological innovation.

Industrial technologies

Innovative machinery, tools, equipment, robotics, and other industrial technologies enable workplace stakeholders to carry out manual tasks faster, more safely and more accurately.

The replacement of physical and manual labour by work-related technologies means that employees, such as those in the Construction industry, need to be adaptable and require ongoing training to update their industry-specific technological skills.

Innovation is driving the redesign of how manual tasks are carried out. Even a labourer is now required to become more skilled so as to operate sophisticated machinery, tools and equipment.

Communication and digital technologies

Innovative new communications technologies have made some jobs almost redundant, such as messengers; while other innovations have led to the redesign of basic job tasks performed by occupation such as receptionists, carriers, drivers and so on.

Innovative technologies such as self-checkouts, eShopping and online banking and will have replaced many service workers in retail, banking and other industry sub-sectors where electronic transactions and communications are used.

The expanded use of the internet and B2B and B2C e-commerce platforms is further poised to replace many lower-level clerical and service workers, as even more people switch to making travel bookings online and use new economy peer-to-peer app-based platforms such as Air

BnB. There is even a real fear that these innovations will result in the loss of intermediary professions such as travel agents throughout the Rental, Hiring and Real Estate Services industry as well as service support workers in the Accommodation and Food Services industry.



Manufacturing technologies

Innovation is driving the ongoing shift towards computer-controlled manufacturing. Many manufacturing and process workers must learn how to control the systems that control the manual process. Instead of being 'physical process' workers they instead become 'information process' workers. This requires employees to develop better communication and problem-solving skills, as well as the ability to show initiative.

Other technologies

Innovative technology has increased speed and efficiency of transport, communication, trade and commerce. This has meant better all-round economic prosperity, indirectly creating job opportunities throughout successful industries.

Technology has created new employment opportunities in occupations to design,

install, repair and service these technologies. Occupations such as ICT manager, computer programmer, computer technician, web and app designer, online marketing specialist and so on are relatively modern occupations. And new occupations continue to emerge such as social networking advisor, social media influencer and crypto-data analyst.

Australia also faces skills shortages in some industries and occupations. Some of these shortages are occurring in technology-focused industry sectors such as construction, engineering, mining and scientific and technical services

So do you have the work-related skills needed to be part this new innovative culture. And if not, what can you do to develop a suite of work-related skills to carry through the next 50 years of your working life?

Preview

Technologies & innovation

B

1. What is economies of scale? Use an example from an industry you are familiar with to explain how it relates to technology-focused innovation.
2. Outline some recent changes in service industry technology for work settings you are familiar with. How have these impacted on workplace stakeholders?
3. Why does innovative industrial technology require an upgrade in employee skills? Use examples from within the one industry to support your answer.
4. How have innovative communication technologies impacted on industries and workplace stakeholders? Use examples from within the one industry to support your answer.
5. How have innovative manufacturing technologies impacted on workplace stakeholders and made their jobs more complex? Use examples from within the one industry to support your answer.
6. What opportunities and pressures might exist as new technologies continue to be developed?

Work-related skills, technology and innovation

C

Choose an industry and describe examples of how the introduction of technology-focused innovation is related to the development of work-related skills within key industry stakeholders.

You should describe 3 examples, and for each one investigate 4 work-related skills. Set out your responses in a table like the one below.

ANZSIC Industry		Work setting	
Technology-focused innovation			
Work-related skill	e.g. #1	e.g. #2	e.g. #3
1:			
2:			
3:			
4:			

11.09 People-Based Innovation

People vs technology

Although many innovations involve the use of new and/or improved technology, enterprising organisations recognise that, in reality, innovation is people-driven. Given this, the success of any **innovation** relies upon the **people** that use that innovation.

People-based innovation recognises that people are the most important **agents of change** as part of a culture of innovation and **enterprise**. Therefore, any new technological innovation relies on the willingness and ability of people to embrace that innovation.

For example, many contemporary digital processes that use app-based data communication and customer-service portals like to 'sell' themselves as totally automated systems. But in truth the success of these innovations is totally reliant on humans.

People need to want to use these methods, humans need to have faith in these processes, humans need to trust in the security of these systems and of course (worker) humans need to actually 'receive' this communication and process orders. Every system, no matter how innovative, begins and ends with a human - even if that system is 'fully' automated. If innovation was not by people for the people, then we wouldn't need systems at all!



Any innovation, including new technology, is only as good as the people who use it.

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People-based innovation

People-based innovation is centred on creating improvements for both **internal** and **external stakeholders**, as people. This can include:

- ⇒ employees at all levels including managers (who are employees)
- ⇒ owners/shareholders
- ⇒ customers and clients
- ⇒ contractors and suppliers
- ⇒ other external stakeholders.

People-based innovation is usually driven by **leadership** that favours a **people-centred approach** to management, such as a participative or consultative approach. People-based innovation is also supported by organisational and management processes that focus on **employee participation** in decision-making and problem-solving.

People-based innovation also focuses on creating improvements in outcomes for various stakeholders. Its main aim is to create an intersection between the process of innovation and the capacity of people to make full use of that innovation - be that technology or any other type of innovation, including digital innovations.

1. Employee involvement

Employees can be involved in people-based innovation directly through idea creation, research and development and team-based innovation programs. They can also be involved indirectly through feedback sessions and other consultation programs.

Many firms have employees whose responsibility it is to develop innovative products, processes and systems. This might include those working in a research and development unit; or others who dedicate a portion of their working time to innovative projects. Occupations might include industrial and other engineers, industrial and other designers, research scientists, ICT professionals, marketing, financial and HR professionals, management specialists and others.

Alternatively, firms might outsource R&D and innovation from specialist contractors and give key employees or work teams responsibility for dealing with these contractors. For example, many firms contract external app and multimedia developers to construct their digital platforms. However, internal employee work teams are responsible for guiding and evaluating these external specialist contractors.

Employee involvement is a powerful enabler of innovation. Employees can be involved in the innovation process, they can be part of the feedback cycle, and supported so that they can contribute directly to innovation. Time to think is a good start.

2. Employee feedback

Employees can know how an enterprise runs, what its problems are and how issues might be fixed. Therefore, employees can provide an insight into suggesting changes that enable systems and processes to be improved. Employee feedback allows managers and other senior decision-makers to know just what is going on.

Firms hold regular meetings with staff to support innovative employee feedback programs. These meetings enable employees to report on problems and issues that might be occurring. Many enterprising firms encourage employees to suggest changes using immediate digital feedback which enables systems and processes to adapt, evolve and improve in real-time.

3. Employee support

Employee-driven innovation must be supported by employees being allocated time during their work day to participate in programs of innovation. These programs might involve meetings, feedback sessions, training programs, research and development activities; as well as time to think, time to play and time to make mistakes!

As part of an enterprise culture employee-innovation programs should be planned and organised so these processes are a normal part of the work week and not an extra burden on employees.

Managers in work settings must demonstrate that they are listening to, acting on (and where appropriate) using and refining employee advice. So it is important that in these circumstances that managers act more as leaders to guide and support employees. A well-developed talent management and mentoring program can also support employee innovation.



11.11 People-Based Innovation

Customer-focused innovation

People-based innovation might also be customer-focused. Customer-focused innovations will often result in initiatives and changes as part of an organisation's management of quality. **Customer-focused** innovation is driven by an emphasis on process improvement to improve outcomes for both internal and external customers. Enterprising, customer-focused organisations might ask these (and other) questions.

- 😊 How can our good, service, process or work practise improve the lives of our customers?
- 😊 How can we make the customer experience better for them?
- 😊 How can we better serve the needs of our customers?

These questions drive customer-focused innovation; rather than questions such as how do we make more money, or cut costs.

The answers usually result in a **wins-win** situation with improved processes and outcomes for customers and clients, as well as for other **stakeholders** such as employees of all levels, owners/shareholders, suppliers and society in general.

However, many digital innovations as part of the new economy have automated the customer process making it almost impossible to get direct customer support.



What do you reckon? Are self-checkout systems a customer-focused innovation?

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People-Based Innovation and Work-Related Skills

Adaptability

- ⇒ Any innovation requires people to be adaptable - this extends to internal and external stakeholders. Flexible people embrace innovative change.
- ⇒ Employees have to be able to communicate and work with others, including those from diverse backgrounds and cultures.

Connecting and working with others

- ⇒ Naturally, people-based innovation relies upon extensive feedback networks - and by extension - the development of sophisticated communication skills in workplace stakeholders.
- ⇒ Enterprising employees need to be able to communicate effectively with internal and external stakeholders.

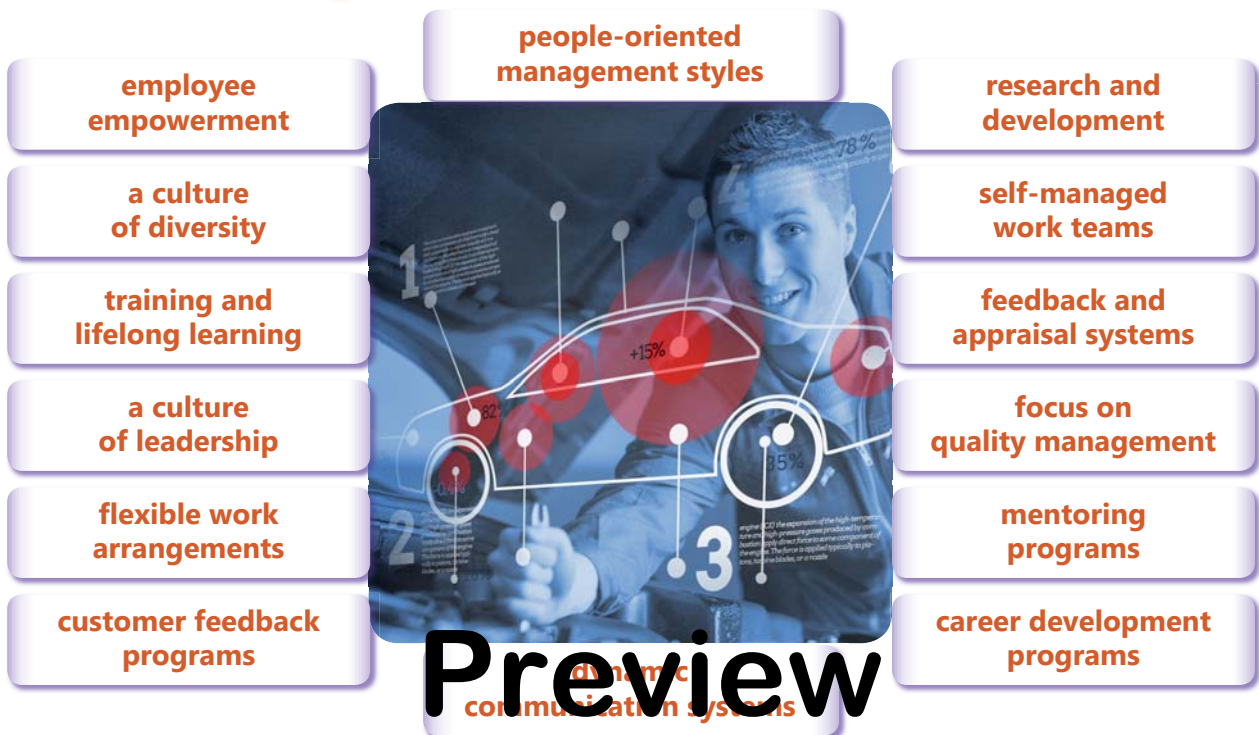
Problem-solving

- ⇒ People-based innovation usually stems from a desire or a need to solve problems for relevant stakeholders.
- ⇒ Employees can be up-skilled and be given the responsibility to solve problems. They can also be empowered to give and receive feedback and make decisions as part of self-managed teams.

Learning and developing skills & knowledge

- ⇒ As always, effective training and workplace learning programs are needed to support people-focused innovation.
- ⇒ Enterprising firms need to invest in training to empower employees to be part of the innovation process. This can extend to skills-development in communication, decision-making and problem-solving.

People-Based Innovation: Factors



Preview

@twick/tweet?

People drive innovation and any new tech is only as good as the people who use it. #957&2

7:33 PM Aug 18 via an i-medium by Jobsie

Image: Wavebreakmedia/
Depositphotos.com

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People-based innovation

A

1. What does the success of innovation really rely upon? Why so?
2. What does people-based innovation recognise?
3. Outline the roles of the different stakeholders that are likely to be involved in people-based innovation.
4. What type of leadership approaches support people-based innovation?
5. Summarise, using examples, the importance of **employee involvement** in people-based innovation.
6. Summarise, using examples, the importance of **employee feedback** in people-based innovation.
7. Summarise, using examples, the importance of **employee support** in people-based innovation.
8. Explain the meaning of customer-focused innovation.
9. Describe 3 examples of customer/client-focused innovation that you are familiar with.
10. Choose 3 of the people-based innovation factors and describe how each relates to a work setting you are familiar with.
11. Use examples from 2 different work settings within the same industry to explain the relationship between people-based innovation and 5 work-related skills. (Tip: You should use a table.)



11.13 Digital Innovation

Digital innovation

We are now deep in the age of digital innovation. Of course digital innovation isn't new, digital communications and media technologies have been used and have been evolving for decades.

Long before mobiles, doctors on call used to be notified by pagers; and so too were couriers and chauffeurs who were directed to client pick-ups through paging.

B2B databases, supported by direct client emailing and log-in portals have been used to facilitate stock monitoring, direct ordering, stock replenishment and transport fulfilment process for decades.

Barcode scanning, including the use of barcode scanning in wholesale and retail services, as well as QR codes for transport, gained prominence in the 1980s.

Many industrial and factory settings switched to automated programs as part of computer-integrated manufacturing.

Digital technologies monitored varied environments for safety, e.g, chemicals in the atmosphere, weather patterns, remote locations for farming; and of course security and surveillance.

Satellite navigation was used in cargo and passenger transport, as well as in mining, agricultural and environmental industries.

Communications technologies supported the delivery of remote medical diagnosis, as well as enabling e-learning and peer-to-peer networking.

Even the internet was developed for military applications.

So you can see that most of these innovations were basically developed and utilised for industry-related uses.

Recall that in order to consider something as being innovative, then simply being new isn't sufficient. In order to be innovative, something must be better; and usually significantly better. And this can mean that innovation often occurs when an existing technology can be used in a new or better way.

And as you can see from these examples above, most of these have crossed over from B2B process into everyday consumer life. And there's the innovation.

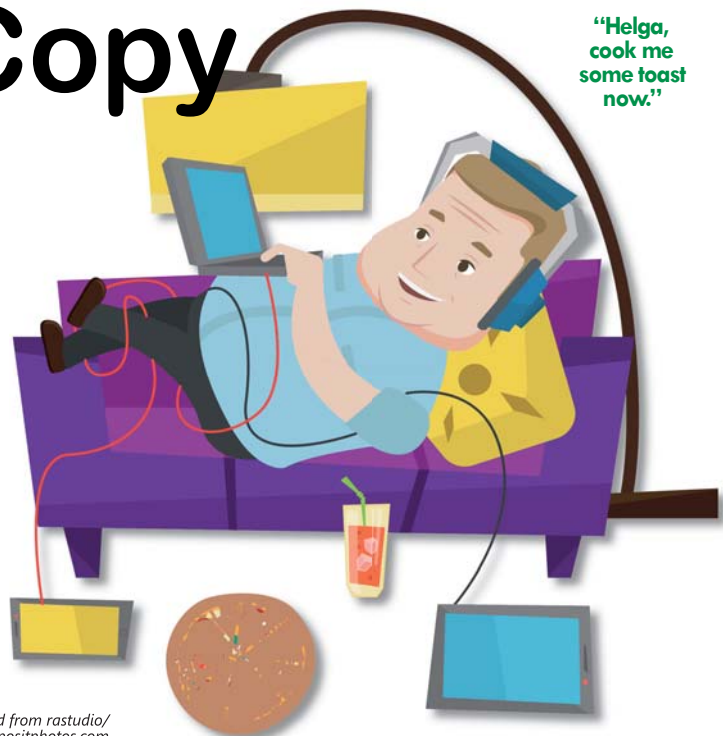
Industry-led research, development and application has now taken over and is running our personal lives.

💡 So do you love it?



"It could be worse, my cousin is a digital toilet!"

Images: l: ikuvshino, r: adapted from rastudio/Depositphotos.com



"Helga, cook me some toast now."

DRAFT

Digital innovation and me A

1. Outline examples of key digital innovations that you use naturally as part of your everyday life (or are likely to use as you get older).
2. Discuss the advantages and disadvantages associated with your use of these digital innovations.



Digital innovation	Description	Advantages	Disadvantages
Communication e.g.			
Shopping e.g.			
Information e.g.			
Transport e.g.			
Food/hospitality e.g.			
Travel e.g.			
Tourism e.g.			
Other e.g.			

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11.15 Digital Innovation

Influencing factors

When investigating digital innovation within industry there are many reasons, or factors, that influence why industry stakeholders are increasingly opting to implement work-related digital systems and processes. One way we can classify these factors is by using these three categories, **APS**.

Automation: A process or system can be 'improved' by using automated using digital technologies.

Precision: Digital technologies can 'improve' the precision, accuracy or safety of a system or process.

Substitution: An existing 'manual' process or system can be digitised leading to 'improved' outcomes.

So it is important to look at the clear reasons for innovation within industries and workplaces, as well as the intersection of the innovation in respect to each of these three reasons.

Automation

Automation refers to removing some or most human labour from work tasks and processes, and instead making use of technology and tech-systems to carry out work tasks and to coordinate, drive and monitor processes.

For example, many industrial tasks in manufacturing have been replaced by computer-controlled and computer-integrated manufacturing that run virtual factories and 'ghost' warehouses. Online digital ordering has automated sales, bookings and fulfilment processes in retail, food, hospitality, accommodation and transport industries.

Billions of dollars are currently being invested into perfecting self-drive vehicles; and it is likely that in the future you might be working in industries and workplaces that make use of this innovation. You might encounter AGVs in warehousing, logistics and freight transport, and in repetitive public transport such as an airport tarmac courtesy bus transportation. These innovations represent a shift away from semi-skilled, labour-intensive operations.

Precision

Many digital innovations improve precision, accuracy, speed and safety which means that work tasks can be performed more effectively, and more efficiently, than by humans.

This can be seen with robotics, digital measuring, laser cutting, 3D printing, CAD design, environmental monitoring, geographical tracking, statistical computations and many other technical tasks and process.

These innovations represent a shift away from semi-skilled and skilled labour-intensive operations, turning the worker into more of an information manager, or quality process monitor.

Substitution

Some digital innovations are occurring 'just for their own sake'. What this means is that innovation is substituting a digital process for a labour-intensive, people-centred process.

Some of these innovations reflect changing preference in how people shop, order food, do banking, use media, interact with communities, find a partner, recreate, source information, book contractors and countless other aspects of personal and work-related lives.

So in essence these are the innovations that we are most experiencing through devices, apps and portals - the gig economy has changed people forever!



**Could this be the future?
And is it the best way that
we can make use of digital
innovation?
And whatever happened to
that Bunnings sausage guy?**

Image: chesky_w/Depositphotos.com

1. Outline examples of key digital innovations that you use as part of your work life (or are likely to use as you develop your career). Consider APS: automation, precision and substitution.
2. Discuss the advantages and disadvantages associated with the use of these digital innovations for different stakeholders. Again consider APS: automation, precision and substitution.



Digital innovation	Description	Advantages	Disadvantages
Communication e.g.			
Information e.g.			
Transport e.g.			
Safety e.g.			
Monitoring e.g.			
. Other e.g.			
Other e.g.			
Other e.g.			

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Innovate away

Innovation is a key part of an enterprise culture and requires the development and application of varied work-related skills. To achieve innovative outcomes people and enterprises usually follow some sort of innovation cycle or process.

1. Research/ Idea generation

Obviously innovation starts with an idea, such as Shanaka Fernando's, 'pay as you feel' Lentil As Anything vegetarian restaurant, or Ian Kiernan's Clean Up Australia campaign. However, there are 5 other phases needed to turn any innovative idea into a reality.

2. Development and design

A key part of the innovation process is ongoing development and design. It may take many years before an idea is realised as a product or process. For example, automated guided vehicles AGVs have been in use within industrial settings for decades. However, the development of these for road transport is still some way off - but is getting closer.

This stage is also costly because an enterprise has to invest in this development and design, with no return. Many products and processes don't even make it into the marketplace.

3. Testing/Prototyping

Once a product or process has reached a workable stage, enterprises will undertake a testing or prototyping phase. Prototyping involves the production of workable models and allows innovative enterprises to iron out any bugs. Goods and services might be subjected to internal or external quality control procedures and testing. Testing (or going live) is especially important when introducing new ICT systems and networks such as the Commonwealth Government's National Broadband Network which was initially rolled out gradually in local and regional areas around Australia. Sometimes enterprises might test-market on a small scale, such as MYKI which was tested in Geelong and fast-food franchises who sometimes test-market menu items in regional areas.

4. Commercialisation

If a new product or process stands up to the rigours of testing and/or prototyping then it's time to launch. Commercialisation of goods and services requires significant planning and organising. An extremely important part of the commercialisation stage is to determine if the innovation is cost effective and whether the new good, service, process or work practice will result in a monetary gain. Sometimes, new ideas might be better left as just that, new ideas!

However, not-for-profit and other community-based enterprises, such as SecondBite, may still introduce innovations that are not necessarily commercially viable because they are trying to achieve a different outcome beyond profit. For example, fundraising foundations such as Movember innovate each year by introducing new ways to raise funds within the commercial marketplace.

The government also plays a large role by supporting the commercialisation of innovations throughout industry by allocating grants, funding and research support for various enterprises and research institutions.

5. Implementation

If a new product or process stands up to the rigours of testing and/or prototyping, and appears to be commercially viable then it's time to launch the product on the market, or to introduce the new service, process or work practice.

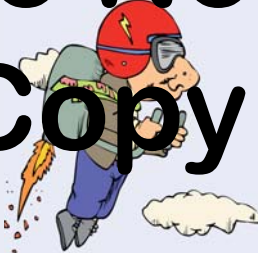
The implementation phase involves a lot of logistics and organisation. Enterprises have to plan specifically how the innovation will be implemented within the organisation or broader marketplace and allocate resources to support this. This can include extensive training for employees. An example is illustrated by ongoing industrial innovation in industries such as construction and in mining. Workers need to have extensive and ongoing training and accreditation in order to safely use this sophisticated equipment.

6. Monitor/Review

The final phase of the innovation process involves monitoring and reviewing whether the innovation is actually succeeding. Key performance indicators measure whether objectives are being met. These can include sales objectives, quality objectives, cost savings, service performance objectives, environmental objectives or even whether the innovation is helping to develop more of an enterprise culture.

As an example, consider the ongoing 'switch' to using mobile devices and tablets in the Education and Training industry as part of BYOD programs. It is vital that stakeholders in education, such as secondary school teachers, are able to monitor whether these devices are being used effectively. They also need to be supported to review how these devices are being used, in order to improve educational outcomes for the stakeholders - which essentially, is you. So what do you think about that innovation; is it relevant and/or working for you?

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Use this pro-forma to summarise how a community or work setting is using work-related skills to support a recent innovation.



Summarise the innovation in terms of the 6 stages of the innovation cycle RDPCIM

Industry (including ANZSIC classification):	Work setting(s):
Briefly describe the innovation.	
1. Research/ Idea (& use of work-related skills).	2. Development & design (& use of work-related skills).
<h1>Preview</h1> <h1>Draft Sample:</h1> <h1>Do Not</h1> <h1>Copy</h1>	
3. Testing/Prototyping (& use of work-related skills).	4. Commercialisation (& use of work-related skills).
5. Implementation (& use of work-related skills).	6. Monitor/Review (& use of work-related skills).
Summarise the success, or otherwise, of this innovation.	

Innovation Audit

Workplace : _____ Industry: _____

Part A:

What is the innovation?

From whom/where did this innovation originate?

How is this an innovation for this industry generally, and for this workplace specifically?

Why was this innovation introduced?

Part B:

Who does this innovation impact on, and how does it impact on these work-related stakeholders?

How does this innovation relate to, and rely upon, the use of technology?

How is this innovation supported by training?

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Innovation Audit

Workplace : _____ Industry: _____

Part C:

How is this innovation supported by the development of at least 2 work-related skills?

How could/has this innovation led to the further development of at least 2 other work-related skills?

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Part D:

What methods and KPIs can be used to evaluate whether the innovation is successful?

What evidence exists to suggest that this innovation is being effective?

What improvements can be made to this innovation?

How has this innovation contributed to the development of an enterprise culture?

Other?

AT2 Industry and Innovation Profile

Unit 2: Being Enterprising - AOS2: Enterprise and Innovation in Industry

Outcome 2

- A. Describe the characteristics of a selected industry.
- B. Explain innovation using recent examples from that industry.
- C. Evaluate (using examples as evidence) the extent to which enterprising behaviour is used in work settings with that industry.
- D. Explain the role of work-related skills in supporting innovation in that industry. Use examples of recent innovations from work settings within that industry.

Required

You are required to complete a number of tasks and activities that together identify, discuss and explain the relationship between enterprising behaviour and innovation.

- ⇒ You may have already done some of these as part of the activities in Sections 10 & 11.
- ⇒ Your teacher will give you more information about other requirements, task formats, task length, due dates and so on.

Part A: Industry profile

- ☐ Select one ANZSIC 2006 industry and describe the role of key stakeholders within that industry.
- ☐ Use current information sources to develop a statistical profile of that industry. Refer (p.202)

Details:

Part B: Innovation in a selected industry

- ☐ Explain the characteristics of innovation generally, and use related examples of innovation from your selected industry.

Details:

Part C: Enterprising behaviours

- ☐ Describe examples of enterprising behaviours from work settings within your industry.
- ☐ Use evidence to evaluate the extent to which these enterprising behaviours have contributed to the development of an enterprise culture. (Consider work-related skills)

Details:

Part D: Work-related skills and innovation

- ☐ Explain the role played by work-related skills in supporting innovation in your industry. Use examples from work settings as evidence.

Details:

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Unit 2: Outcome 2 - Industry and Innovation Profile

Describe the characteristics of an industry, evaluate enterprising behaviours and explain the role of work-related skills in supporting innovation.

Name: _____ Class: _____

Teacher: _____ Final Due Date: _____

Activity/Details	Due date/Done?	Comment/Initials
Part A: Industry profile		
i. Identify one ANZSIC 2006 industry and describe the role of key stakeholders within that industry. or 10.08B		
ii. Use current information sources to develop a statistical profile of that industry. or 10.10B (& updated with current stats.)		
Part B: Innovation in a selected industry		
i. Describe the characteristics of innovation generally. or 11.02A		
ii. Use related industry examples to discuss how this industry has undertaken innovation. or At least 2 Innovation Audits 11.10-11.20		
Part C: Enterprising behaviours in a selected industry		
i. Describe examples of enterprising behaviours from at least 2 different work settings within your industry.		
ii. Use evidence to evaluate the extent to which these enterprising behaviours have contributed to the development of an enterprise culture.		
Part D: Work-related skills and innovation		
Explain the relationship between the development of work-related skills and innovation in this industry and use examples and evidence.		

Comments:

Student signature: _____ Date: _____

Teacher signature: _____ Date: _____

Innovation makeover

Let's face it, we could all do with a little upgrade now and then. So you are required to form into pairs and undertake an extreme innovation makeover on a community setting, work setting, enterprise, person or even a product of your choice. There are a number of stages to this innovation makeover so get crackin' and draft some ideas below.

When finished you must present your makeover to the class, complete with visuals and other communication tools. (Don't forget about both people and tech types of innovation!)

Innovation brainstorm: Who and why?

Innovation outline: What and how?

Innovation research: Examples and images

Innovation analysis: Benefits and costs

Innovation discussion: Strategies for success

Innovation description: Make recommendations

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Industry Issues

12.01 Industry Issues	232	12.21 Social and Other Issues.....	252
12.05 Environmental Issues	236	12.25 Stakeholder Contact	256
12.09 Globalisation Issues	240		
12.15 Technological Issues	246		

Activities 12: Industry Issues

	p.	Due date/Done?	Comment
12.04A Industry issues	235	<input type="text"/>	<input type="text"/>
12.08A Environmental issues	239	<input type="text"/>	<input type="text"/>
12.08B Environmental issues - Investigation	239	<input type="text"/>	<input type="text"/>
12.14A Globalisation	245	<input type="text"/>	<input type="text"/>
12.14B Globalisation - Investigation	245	<input type="text"/>	<input type="text"/>
12.20A Technological change	251	<input type="text"/>	<input type="text"/>
12.20B Technological change - Investigation	251	<input type="text"/>	<input type="text"/>
12.21A Social and other issues	254	<input type="text"/>	<input type="text"/>
12.22B Social and other issues - Investigation	255	<input type="text"/>	<input type="text"/>
12.23 Stakeholder Contact Pro-forma	256	<input type="text"/>	<input type="text"/>

Comments

12.01 Industry Issues

Issues

There are many issues that are impacting on Australian workplaces and industries and each issue brings with it different pressures for change on industry stakeholders.

Some issues impact generally across all industries, such as threats from global competition, technological change and innovation, and the need for more environmentally sustainable business practices.

Each issue also has the potential to impact specifically on particular industries, industry sub-sectors or workplaces. For example, although globalisation impacts generally on all industries, it is particularly relevant for the Manufacturing industry has impacted acutely on the motor vehicle and food manufacturing sub-sectors.



Issues cut across all industries.

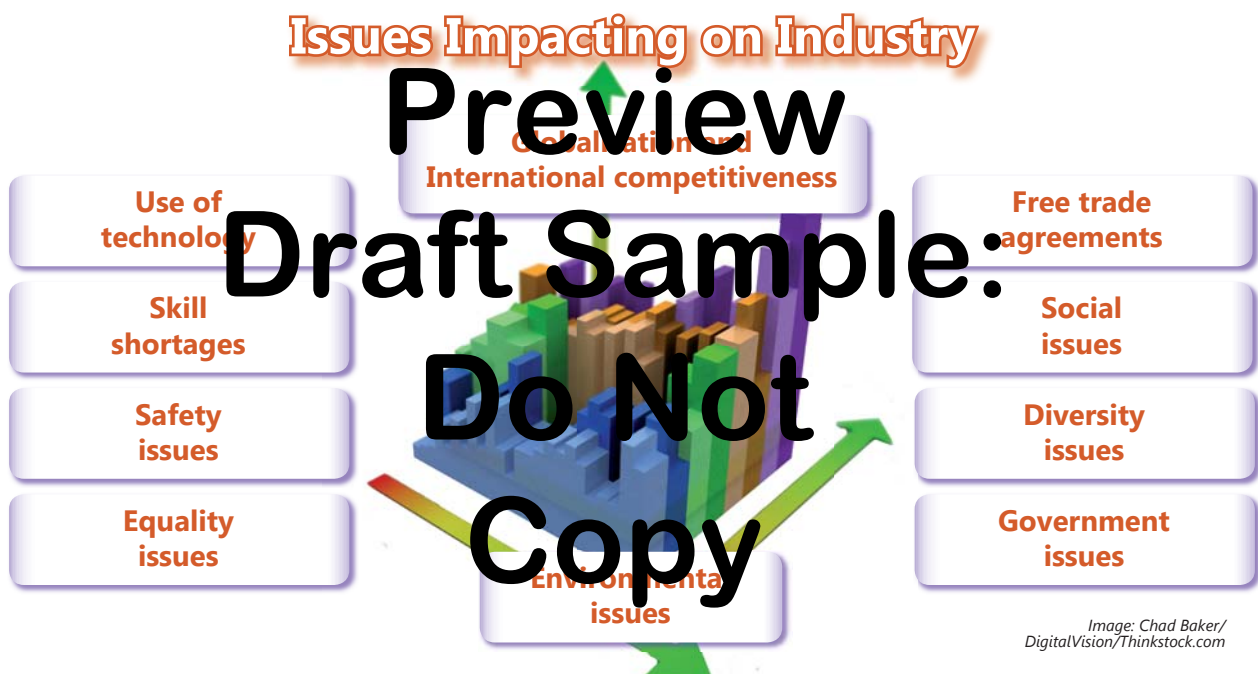


Image: Chad Baker/
DigitalVision/Thinkstock.com

Pressures and opportunities

You already know that a **pressure** is a force for change impacting on an enterprise which may originate either internally or from external sources. Industries face many internal and external pressures that force enterprises to react to change.

On the other hand, **opportunities** offer the potential for change and also arise both internally and from external sources. When an industry or enterprise responds proactively and turns pressures into opportunities, then it is likely to react in a more enterprising way.

Whatever the issue, be it general or specific, workplace stakeholders who respond proactively are much better placed to turn pressures into opportunities so as to tackle issues in a more enterprising way.

So as you read through the summaries of each of these issues on pp.233-234, think of how your industry has reacted to pressures by using enterprising responses that try and turn pressures more into opportunities for change.

Globalisation and International competitiveness

Globalisation refers to enterprises trading in goods and services on international markets.

International competitiveness refers to the ability of Australian producers to compete with global multi-national corporations both here and overseas.

Goods-producing industries such as agriculture, forestry and fishing, mining and manufacturing face significant pressure in import and export markets.

Retail and wholesale traders are under increasing pressure from international online sales.

Professional and business services face competition from global experts; and in the digital age these types of services can be delivered from anywhere in the world using ICT platforms.

Many local firms in industries such as transport, tourism and accommodation and food services face increasing pressure from new economy digital disruptors such as Uber, Airbnb, Deliveroo and others.



Image: Antartis/Depositphotos.com

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Free trade agreements

A free trade agreement (FTA) is when countries enter into an arrangement to reduce, or to remove barriers related to the export and import of goods and services (and in some cases investment). FTAs usually include the reduction or removal of:

- ⇒ tariffs (an extra charge imposed on imports)
- ⇒ subsidies (government funding given to local producers to help them compete globally)
- ⇒ quotas (limits on how much of a particular product can be imported).

Agreements might be negotiated bi-laterally between two countries (e.g. Australia and NZ and Australia and China) or for a particular region or economic zone, (e.g. ASEAN, European Union, NAFTA).

As at late 2018, Australia had 9 bi-lateral FTAs in place as well as the ASEAN-Australia-New Zealand regional FTA.

Use of technology

Technological change is a pressure facing all workplaces and industries operating in the contemporary domestic and global marketplace.

Some industries are by their very nature very technologically advanced and require significant investment in capital-intensive production processes rather than labour-intensive production processes. This is creating significant change for workplace stakeholders as they shift towards becoming information managers.

The continuing evolution and innovation in digital technologies is changing the way that people shop, travel, pay bills, access media and use local service-providers such as cafes and restaurants.

Skill shortages

Skills shortages continue to be an issue impacting on Australian industry. Skills shortages arise because of an ongoing mismatch between the occupations and skills in demand within the labour market and the skills offered by potential workers. Skills shortages have been said to occur due to factors such as poor industry image, lack of appropriate training opportunities, cuts to TAFE funding, ineffective recruitment and an oversupply of uni graduates with non-vocational qualifications.

Australian industry is experiencing skills shortages in many areas. In some cases industry employers have had to 'import' skilled workers to fill vacancies.

Social issues

Social issues continue to impact on all industries. Varied issues include:

- ⇒ the role and status of women in work
- ⇒ changes in family structures causing the need for greater workplace flexibility
- ⇒ gender income issues
- ⇒ social diversity
- ⇒ equal opportunity and anti-discrimination
- ⇒ fair trade (which aims to reduce exploitation of developing nations)
- ⇒ corporate and social responsibility
- ⇒ the impact of industry restructuring on particular geographical and regional areas
- ⇒ changes in government policy
- ⇒ ongoing issues related to standard of living and inequities in income and wealth.

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Image: soleilc/
Depositphotos.com

Environmental issues



The world is going through ongoing but vital shift in regards to its attitudes towards environmental issues. Sustainability is a key environmental issue impacting on industry. Sustainability involves a reduction in the use of non-renewable resources, such as fossil fuels, and an accompanying shift towards the use of renewable resources; as well as the reduction of over-consumption and waste. This issue is one of the most hotly debated within various industries.

Another related issue is the debate over power generation, and arguments for and against coal-fired energy production vs energy production from renewables (mainly wind and solar).

Industry issues A

For this area of study you are required to investigate 2 issues impacting on an industry within the last 4 years. The issues presented in this section provide a general overview of each issue. You will then need to research relevant and current examples from your industry.

In order to complete your investigation you will need to undertake direct research into more than one workplace from within your industry, as well as online and other research into that industry. So you will need to plan your research and information sources.

So you will source and summarise your own case studies. One way to plan and organise your research is to complete this pro-forma for each issue you are investigating.

Industry:		
Issue:		
Required	Explanation and description	Information sources
What are some specific examples of this issue that are impacting on this industry?	i.	i.
	ii.	ii.
	iii.	iii.
In what ways are the specific examples related to the issue impacting on this industry?	i.	i.
	ii.	ii.
	iii.	iii.
How are these specific examples related to the issue impacting on different stakeholders within this industry?	i.	i.
	ii.	ii.
	iii.	iii.
How have different workplaces within this industry responded to the issue?	i.	i.
	ii.	ii.
	iii.	iii.
How have different workplaces used work-related skills to help deal with this issue?	i.	i.
	ii.	ii.
	iii.	iii.

12.05 Environmental Issues

Environmental issues

One of the most hotly debated areas of industry change surrounds issues related to the environment.

The operation of industry and its ever-increasing appetite for energy has environmental consequences. So too does our personal lifestyles built on **over-consumption** and waste. The way we use our natural resources and the way we manage our waste has social, economic and environmental consequences for this current generation and for future generations.

The environment is a key issue in Australia. Many surveys consistently rank the environment as one of the key concerns that people have. Younger people often rank the environment as much more of an important issue than the rest of the population generally.

According to a Roy Morgan poll from February 2018, respondents felt that *Politics and the Political System* was the single biggest issue facing Australia (10.6%) but they felt that *Climate change and Global Warming* was the single biggest issue facing the world (13.2%).

So what are your feelings on the matter and how is the wider debate going lately? So find some current surveys to see how people are feeling now.



"Look bro', I've seen enough evidence on the internet to convince me about unicorns, pixies and Bigfoot, and we all know that aliens are being covered up. But dude, until you show me the hard evidence on global warming I will continue to be a climate change sceptic!"

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Environmental Issues Include...

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Environment: Some Key Issues

Global warming

- ⇒ This is the term used for the projected increases in annual average temperatures brought about by the burning of fossil fuels. Climate change is said to result in melting of the polar ice caps, a rise in sea levels, irregular weather patterns, increased severity of flood and droughts, and other irreversible climatic changes.
- ⇒ Most of the world's energy needs are derived from burning finite fossil fuels such as oil, coal, natural gas and others. Significant emissions occur due to burning fossil fuels for energy. Affluent Western society creates most of the world's pollution.
- ⇒ Debate rages over the potential impact of global warming. However, most scientists say that the irregular weather patterns of the last 10 years are definite indicators of the effect of humankind's lifestyle on the ecosystem; resulting in irreversible climate change.

Over-consumption

- ⇒ Over-consumption of natural resources leads to the degradation of our environment.
- ⇒ Australia has long relied on the land as a source of mining and farming revenue. However, this is having irreversible environmental effects.
- ⇒ It is in producers' interests to manufacture items that don't last. We are encouraged to use disposable items as part of our throwaway society. This means that consumers keep purchasing goods so as to generate income, employment and profits.
- ⇒ We continue to pursue a wasteful lifestyle. Over-consumption and built-in obsolescence clash with the idea of sustainability.

Sustainability

- ⇒ Sustainable resource use refers to using more environmentally-friendly types of power generation and substituting green or renewable energy and power for non-renewable sources of energy.
- ⇒ Sustainability aims to make natural resources last longer. However, the very concept of sustainability clashes with the instinct of many humans - greed!
- ⇒ Australian industry needs to introduce more sustainable farming, fishing and logging methods as well as reducing our reliance on mining of fossil fuels and mining minerals.
- ⇒ In our personal lives we also have to embrace sustainability by changing consumption patterns, by recycling and by reducing our carbon footprint.

Carbon footprint

- ⇒ An increasing number of stakeholders are trying to minimise their consumption of polluting non-renewables, i.e. by reducing their carbon footprint.
- ⇒ Each lifestyle and economic choice we make involves an environmental consequence. And industry often makes that choice for us without us having to do the 'dirty work'.
- ⇒ Carbon footprint reduction involves factors including green and solar power, recycling, less private transport use, consumption of fewer products including meat, carbon offsets and other sustainability measures. So do you know your carbon footprint?

Renewables

- ⇒ Renewables are natural resources that are infinite, which makes them sustainable. Many renewable resources occur naturally throughout our world every day, including solar, wind and wave power potential energy sources.
- ⇒ Over history man has found it easier to dig up and burn non-renewable fossil fuels, rather than take the opportunity to develop renewable resource options.
- ⇒ Switching to renewable resource options is initially more expensive than using existing resource technologies, because those 'old' fossil fuel sources of energy have achieved economies of scale over time.

Fossil fuels and energy

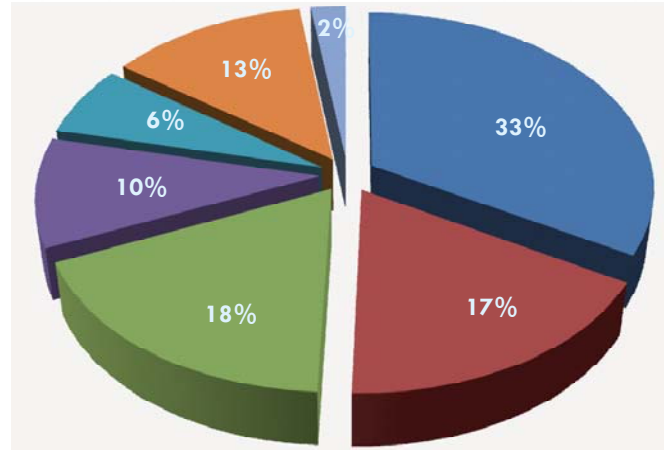
Australia is a highly-industrialised country with a voracious appetite for energy. Energy powers our work life, our home life and our recreational life. And it gets us everywhere we need to go on this vast continent; and beyond! However, as at 2018, Australia is still one of the world's worst carbon polluters per person of any developed country.

Australia is blessed with an abundance of **natural resources** including large stores of fossil fuels which we use for electricity generation.

In 2016/17, the Australian electricity generation industry sourced 84%² of its power from fossil fuels (91.3% in 2009/10)¹ and just 16%² from renewables (8.7% in 2009/10)¹. At that time, coal-fired energy accounted for around 62% of Australia's electricity generation and gas accounted for 20%.²

As industry continues to grow, and as our **standard of living** improves further, the amount of electricity needed in Australia is projected to grow by nearly 50 percent between now and 2030. So how about finding out the current figures and seeing if Australia patterns of use have improved?

Sources of Australia's Carbon Pollution, Dec 2017³



- ⇒ Energy – Electricity: 33%
- ⇒ Energy – Stationary energy excluding electricity: 17%
- ⇒ Energy – Transport: 18%
- ⇒ Energy – Fugitive emissions: 10%

- ⇒ Industrial processes and product use: 6%
- ⇒ Agriculture: 13%
- ⇒ Waste: 2%
- (Note: Land Use, Land Use Change and Forestry: -4%)

³ Source: Department of Environment and Energy, Quarterly Update of Australia's National Greenhouse Gas Inventory: December 2017, Commonwealth of Australia 2018.

Renewables

Renewables provide an alternative energy source to fossil fuels, because theoretically they are infinite, whereas fossil fuels are finite. Given this, renewables are a more **sustainable** energy source. Many of the sources for **renewable energy**, such as solar, wind and wave power occur naturally throughout our world every day. Hydro-electricity is also included as a renewable energy source. Many power generation companies offer consumers the opportunity to buy '**green power**' which is generated from renewable energy sources. And consumers can also feed captured power from solar systems back into the grid.

In 2016/17, 15.7% of our total energy production was sourced from renewable energy sources. The main renewable energy sources were:

- ⇒ hydro 6.3% (40% of renewables)
- ⇒ wind 4.9% (31%)
- ⇒ photovoltaic (solar) 3.1% (20%)
- ⇒ bioenergy 1.4% (9%).²

In addition, energy savings from the 1.8m small commercial and residential solar power systems is estimated to represent a further 7.4% of clean energy production.¹ And due to recent government rebates, and innovations in battery power storage methods, this 'clean' percentage is expected to grow considerably.

¹ Source: Securing a Clean Energy Future, available through: www.cleanenergyfuture.gov.au

² Source: Australian Energy Update, Commonwealth of Australia 2018, available through www.energy.gov.au

Environmental issues A

Read pp.236-239 and answer the following questions.

1. Outline some of the specific issues related to the impact of environmental issues on industry.
2. Use evidence to summarise some of these specific environmental issues.
3. Define 'global warming'. What are the main causes of this environmental problem?
4. What is over-consumption? How does over-consumption cause environmental problems?
5. What is sustainability? How does sustainability help deal with environmental problems?
6. Define the term 'carbon footprint'. How might someone reduce their carbon footprint?
7. What are renewables? How does the use of renewables help deal with environmental problems?
8. Choose 3 **environmental issues** and use an example for each to explain the relationship between the issue and an industry you are familiar with.

Environmental issues - Investigation B

You are required to prepare a report that summarises this topic of **environmental issues**. As part of the report you will be required to do the following:

- i. Describe the key characteristics of the issue related to the area of **environmental issues**.
- ii. Analyse the impact of **environmental issues** on 1 Australian industry you are familiar with.

The report should include at least 20 points of information, including statistical evidence and examples of industry responses to the issue.

Tips:

- ⇒ This is an issue clouded by a range of diverse opinions and industry try to disguise and distort some key facts. You are required to present an analysis and not a debate.
- ⇒ This investigation is not about your opinion, so you need to stay impartial. Try to identify key issues, key stakeholders and significant impacts on an industry you are familiar with. One way to do this is to find opinions that are contrary to what you might think, and then source evidence to either support or refute them.
- ⇒ Recreate the table below (but much larger), for each specific issue, to help you deal with information originating from industry stakeholders who might hold vested interests.

Industry:				
Environmental issues: Specifically -				
Identify industry stakeholder.	Summarise their point of view.	Analyse evidence/ is it opinion or fact?	Outline impact on industry.	Include other info or list a resource.

12.09 Globalisation & International Competitiveness

Globalisation

One of the key challenges facing the world relates to the issue of globalisation. The very word globalisation conjures up ideas of the big, nasty, greedy multinational companies exploiting weaker and poorer countries and gobbling up all their resources. But is this an accurate representation?

Countries engage in **global trade** by exporting and importing goods and services with and from one another. According to World Bank 2016/17 estimates, the annual value of world trade is more \$US20 trillion, with Australia contributing about 1.2-1.3% of this.

What we all need to understand is that the commercial world extends across international boundaries and that Australia, as a global citizen, is a key player in world import and export markets.

As you enter the workplace you might be more than likely to be working for a global company that operates in Australia, or for a local company facing significant international competition from overseas.

And of course the digital age is further blurring global boundaries leading to a growing internationalisation of industry, commerce and trade.

The world is changing and Australia needs to change with it. One key area of change relates to the ability of Australian producers to compete with and satisfy changing and growing international markets globally. In other words, **international competitiveness**.



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Globalisation: Some Key Issues

International competitiveness

- ⇒ Increased competition from large multinational companies has placed pressure on Australian businesses to meet world's best practice benchmarks.
- ⇒ Australian businesses must be able to compete against larger global giants in order to secure their future. This means that they have to achieve greater economies of scale.
- ⇒ Australia is one of the key world markets but by world standards is still a small player. However, Australia has significant advantages in some industries such as mining (even after the mining boom) and agricultural produce.

Imports

- ⇒ Australia's total imports of goods and services sometimes exceed Australian exports of goods and services. Many Australian produced goods and services are being replaced by imports.
- ⇒ Australia tends to import higher value-added manufactured items which has harmed local manufacturing industries.
- ⇒ If Australian businesses and consumers continue to increase their demand for imports it will force the closure or takeover of local firms and lead to higher levels of unemployment.
- ⇒ It might also lead to a lack of investment in technological and manufacturing industries within Australia.

Exports

- ⇒ Australia has traditionally relied upon exports of commodities such as mineral and primary products.
- ⇒ One of the problems with this over-reliance is that we often export the lower value-added commodity and then buy it back in the form of a higher value-added manufactured item. This can create a trade imbalance whereby imports exceed exports. e.g. Steel that gets turned into machinery. Or a car that's turned to power the factories that produce those manufactured items we import.
- ⇒ Prices of commodities are also often unstable and dictated by world markets.
- ⇒ Australia needs to export more services and higher value-added manufactured goods to create long-term employment.

Emerging markets

- ⇒ As the world changes, and the Asian region becomes even more economically dominant, Australia needs to seek out and cater for these growing markets.
- ⇒ China is the emerging economic force and Australian industries (especially mining) needs to be able to satisfy the rapidly expanding needs of Chinese producers and consumers. Australia's future prosperity seems tied to China's growth - perhaps a little too much!
- ⇒ As a small country Australia has a limited domestic market and needs to seek out new markets for its products. Many smaller exporters have successfully satisfied niche markets around the world. India is also growing rapidly.

Foreign ownership

- ⇒ Many traditional Australian brands and companies have been taken over by foreign firms. This has meant that the business is now operating under the ultimate control of an overseas owner. This sees profit flow out of the economy on an ongoing basis.
- ⇒ Foreign ownership has meant the loss of some traditional Australian icons, but has also created the opportunity for global competition.
- ⇒ Takeovers have sometimes been accompanied by job losses; but the emergent companies often benefit from the power that comes from being part of a global group.

12.11 Globalisation & International Competitiveness

International trade

External trade is essential for Australia's wellbeing and has driven economic growth and prosperity in Australia for hundreds of years. Key elements related to globalisation are Australia's trading patterns in exports and imports of goods and services; and the nature of Australia's trading partners.

Exports

Exports are goods and services that are produced in Australia and sold overseas. Australia has traditionally been an **exporter** of **commodities** such as coal, wool, wheat, aluminium, tin, gold, beef, iron-ore, zinc, nickel and other agricultural and mining products.

Australia also is a big exporter of **services** such as education, tourism and business consultancy services. Australia exported approximately \$373.2b of goods and services in 2016/17.

(Note: There can be a long time lag in the release of official statistics, so find out the most recent stats available.)

Imports

Imports are goods and services that are produced overseas and sold in Australia. Australia has traditionally been an **importer** of **manufactured items** such as motor vehicles, electrical products, machinery, household items, textile clothing and footwear products, transport equipment, technological products and consumer products.

Australia is a big importer of **services** such as tourism, travel and freight shipping. Australia imported approximately \$362.2 of goods and services in 2016/17.



Australia's Goods Exports 2016/17	\$b	%	
Iron-ore & concentrates	62.8	21.5	1
Coal	54.3		2
Natural gas	22.3		3
Non-monetary gold	19.0		4
Aluminium ores & concentrates	7.5		5
Beef	7.1		6
Wheat	6.1		7
Petroleum (crude)	5.2		8
Copper ores & concentrates	4.6		9
Meat (exc beef)	3.8		10
Total merchandise (goods) exports	291.6	100%	

Source: DFAT, 2016/17

Australia's Service Exports 2016/17	\$b	%	
Education-related travel	28.0	34.3	1
Personal travel (exc. education)	21.7		2
Professional services	4.8		3
Technical & other business services	4.2		4
Financial services	4.0		5
Telecom, computer and ICT services	3.3		6
Business travel services	3.1		7
Other transport services	2.9		8
Total service exports	81.6	100%	

Source: DFAT, 2016/17

Australia's Goods Imports 2016/17	\$b	%	
Passenger motor vehicles	21.8	7.8	1
Petroleum (refined)	17.4		2
Telecom equipment & parts	12.0		3
Petroleum (crude)	8.6		4
Goods vehicles	8.0		5
Computers	7.9		6
Medicaments (inc veterinary)	7.3		7
Non-monetary gold	7.2		8
Ship hulls & floating structures	4.8		9
Furniture, mattresses & cushions	4.2		10
Total merchandise (goods) imports	277.9	100%	

Source: DFAT, 2016/17

Australia's Service Imports 2016/17	\$b	%	
Personal travel (exc. education)	37.6	44.6	1
Freight transport services	8.4		2
Passenger transport services	6.8		3
Professional services	5.7		4
Technical & other business services	4.6		5
Charges/use of intellectual property	4.3		6
Business travel services	4.1		7
Telecom, computer and ICT services	3.6		8
Total service imports	84.3	100%	

Source: DFAT, 2016/17

Australia's Trading Partners - Goods 2016/17					
Exports 2016/17	goods	\$b	%	Imports 2016/17	goods
China		95.7	32.8	1 China	61.2
Japan		42.2		2 United States	30.4
Republic of Korea		20.5		3 Japan	20.7
India		15.1		4 Republic of Korea	15.0
Hong Kong		12.9		5 Thailand	14.1
United States		12.3		6 Germany	13.6
New Zealand		8.8		7 Malaysia	10.4
Taiwan		8.6		8 Singapore	8.3
United Kingdom		7.3		9 New Zealand	7.6
Indonesia		6.6		10 United Kingdom	6.7
Total exports		291.6	100%	Total imports	277.9

Source: DFAT, 2016/17

Australia's Trading Partners - Services 2016/17					
Exports 2016/17	services	\$b	%	Imports 2016/17	services
China		14.7	18.0	1 United States	15.3
United States		8.5		2 United Kingdom	8.2
Singapore		5.4		3 Singapore	5.2
United Kingdom		5.3		4 New Zealand	5.1
New Zealand		5.2		5 Indonesia	3.6
India		4.1		6 Japan	3.3
Hong Kong		2.9		7 Hong Kong	2.9
Japan		2.5		8 China	2.8
Malaysia		2.4		9 Germany	2.7
Republic of Korea		2.3		10 Thailand	2.6
Total exports		81.6	100%	Total imports	84.3

Source: DFAT, 2016/17

Australian dollar

When businesses and countries trade internationally they generally have to exchange their currency for another country's currency. The relative value of different currencies determines how much **buying power** a currency has. This relative value can influence the cost of **exports** and **imports** and therefore the amount of exports and imports that get bought and sold.

Value AUD \$ as at June 30				
	USD	YEN	EUR	GBP
2021				
2020				
2019				
2018	0.7391	81.82	0.6344	0.5634
2017	0.7692	86.16	0.6730	0.5913
2016	0.7426	76.23	0.6699	0.5549
2015	0.7680	93.92	0.6866	0.4885
2014	0.9420	95.43	0.6906	0.5531

Source: www.rba.gov.au/statistics/hist-exchange-rates/index.html

Appreciation of Australian dollar

If the value of the Australian dollar increases (**appreciates**), then **imports** are less expensive and we are likely to buy more imports. This sends money out from Australia and means that Australian manufacturers will suffer as people switch to cheaper imports. This is bad for Australia.

When the value of the Australian dollar increases, **exports** become relatively more expensive and overseas consumers of Australian products are likely to buy fewer Australian products. This means less money coming into Australia and means that overseas consumers might switch to other countries who can provide the products more cheaply. Less revenue comes into Australia which is bad for Australia.



I'd appreciate if you like me more.

Depreciation of Australian dollar

On the other hand, if the value of the Australian dollar decreases (**depreciates**) then **imports** are more expensive and Australian consumers are likely to buy fewer imports. This means that Australian consumers may buy more products produced by Australian manufacturers. This means less money will leave Australia. This is good for Australia.

When the value of the Australian dollar decreases, **exports** also become relatively less expensive, overseas consumers of Australian products are likely to buy more Australian products. This means more money coming into Australia and that overseas consumers might switch to Australian producers who can provide the products more cheaply. This means more revenue coming into Australia which is good for Australia.

Foreign ownership

This refers to the extent to which businesses that operate in Australia are owned by foreign companies or shareholders. Foreign ownership (equity) may take these forms

- ⇒ **Direct investment** whereby a business is **majority-owned**. In 2014/15 the ABS found that although just 0.5% of all Australian businesses were majority foreign owned, they contributed 20.8% of all industry value added production in Australia. (Source: ABS, 5494.0)
- ⇒ **Outright ownership** by an overseas owner such as the European company Unibail-Rodamco's, \$32.8b 100% takeover of Frank Lowy's, Westfield in December 2017.
- ⇒ **Portfolio investment** whereby only a small proportion of the business is owned by foreign interests usually through the purchase of shares on the ASX.

According to ABS (5302.0) as at September 2018, Australia had \$104b (positive) net foreign equity against \$1,004b of net foreign debt (i.e. loans from overseas).

Trade away...

Like all significant issues, globalisation impacts across all industries. However, some industries, by their very nature, as being part of the tradeable goods sector, are impacted more heavily by pressures and opportunities related to globalisation. Let's consider some potential responses that illustrate how industries could respond in an enterprising way.

Change

Workplaces in industries that face significant international competition, such as manufacturing, should aim to improve productivity and efficiency so as to better compete with multinational companies. This might mean a shift towards capital-intensive manufacturing, the development of more efficient work practices, plant closures and/or relocation offshore and employee downsizing. Has this happened?

Commodities on the go

Commodity-based exporters in industries such as mining and agriculture, forestry and fishing, may need to seek out new markets, adapt to different cultures and develop products to cater for changing demand patterns overseas; such as China's ongoing demand for resources. Being proactive and seeking out new opportunities can help a workplace or industry to more easily secure its position in the global marketplace by being a stronger, more flexible producer. This will also help industry stakeholders deal more proactively with natural boom/decline cycles in overseas commodities demand. Exporters need to invest strategically in emerging overseas markets that are likely to continue growing. Has this happened?

Is bigger is better?

Industries such as agriculture, mining, and manufacturing, face considerable global pressure. In many cases the only way to survive is to merge; being bigger achieves economies of scale. This helps local firms compete against global giants. On the other hand, many small niche enterprises can also survive in a global world such as online retailers, professional service providers and local specialists. Is this happening?

A newer, greener world

Enterprises might need to develop new products to cater for emerging export markets and to replace current imports. This requires enterprising behaviour, innovation and an investment in research and development.

The world is currently undergoing significant change in relation to environmental sustainability and opportunities exist for greener products, technologies and work practices. This creates export opportunities in farming, mining, renewable power sources, construction, engineering and professional consulting services among others. Is this happening?

Free trade

Australia has a number of trade agreements with different countries, and groups of countries, such as the USA, NZ and Asian countries including China and Japan. The aim of these agreements is to promote bilateral (two-way), multilateral and regional trade relationships to benefit the countries involved.

Free trade agreements usually see the removal of barriers such as high tariffs, subsidies and import quotas which are in place to protect local producers. That makes it easier for importers to compete in overseas markets.

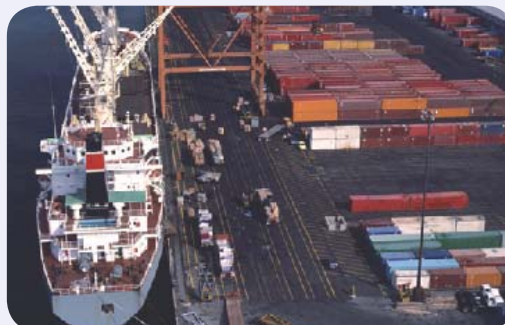
Industries involved in exporting and importing commodities are impacted by free trade. Wholesale trade, transport, and manufacturing industries are also influenced by negotiated free trade agreements. Have any FTAs been settled recently?

Shut it down

Unfortunately, globalisation can impact badly on Australian industries with multinational parents closing local subsidiaries and plant.

Consider the closures of the remaining local car manufacturers, Ford in 2016 and then Holden and Toyota in 2017. How do you feel about that happening?

Exporters need to invest strategically in emerging overseas markets that are likely to continue growing.



Globalisation A

Read pp.240-241 then answer the following questions.

1. Briefly outline some of the key issues surrounding the impact of globalisation on industry.
2. What is international competitiveness? How does this put pressure on local industry?
3. What are **exports**? Describe some of the issues surrounding Australia's **export** patterns.
4. What are **imports**? Describe some of the issues surrounding Australia's **import** patterns.
5. Use examples to discuss how emerging markets can create opportunities for Australian industries.
6. What pressures might foreign ownership place on Australian industries?
7. Describe the potential impacts of both an appreciation, and a depreciation, in the value of the Australian dollar on an industry you are familiar with.
8. Choose 3 issues related to **globalisation** and use an example for each to explain the relationship between the issue and an industry you are familiar with.

Globalisation - Investigation B

You are required to prepare a report that summarises some of the **globalisation issues**. As part of the report you will be required to do the following.

- i. Describe the key characteristics of the issue related to the area of **globalisation**.
- ii. Analyse the impact of globalisation on an Australian industry you are familiar with.

The report should include at least 20 points of information, including statistical evidence and examples of industry responses to the issue.

Tips:

- ⇒ This is an issue clouded by a range of diverse opinions that try to disguise and distort some key facts. You are required to present an analysis and not a debate.
- ⇒ This investigation is not about your opinion, so you need to stay impartial. Try to identify key issues, key stakeholders and significant impacts on an industry you are familiar with. One way to do this is to find opinions that are **opposite** to what you might think, and then source evidence to either support or refute these.
- ⇒ Recreate the table below (but much larger), for each specific issue, to help you deal with information originating from industry stakeholders who might hold vested interests.

Industry:				
Globalisation and International Competitiveness: Specifically -				
Identify industry stakeholder	Summarise their point of view.	Analyse evidence/ is it opinion or fact?	Outline impact on industry.	Include other info or list a resource.

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12.15 Technological Issues

Technology

Technology is any tool used by humans to make a task less effortful or 'easier'.

Technology refers to tools, equipment, machinery, communication networks, electronic devices, computers, transport and any other relevant piece of equipment.

Technology represents a **capital investment** because an organisation has normally invested some of its money (capital) into buying this technology. So we can say that using technology is more of a **capital-intensive** method of production. The aim of using this new technology is to increase **efficiency**, improve accuracy, save time and improve safety.

As modern technological innovations and advancements continue to occur at such an astounding rate, employees need to undertake **lifelong learning** to continuously update their technological and **work-related skills**.

When technology was first introduced into our working lives the idea was to make life easier for people and reduce their working hours and boost their leisure time. However, as we move through the 21st century, people are working longer and longer hours. More and more work practices are becoming capital-intensive replacing employees who previously performed **labour-intensive** lower-skilled jobs.

And now we are seeing evolving **digital technology** changing the way that many industries are operating, with both positive and negative impacts on varied stakeholders.

So is technological change in industry achieving its desired aims?

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Technological Change: Involves...
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Image: picksell/
Depositphotos.com

Technological Change: Some Key Issues

Cost of investment

- ⇒ Investment in new technology is normally a very expensive process. An organisation might have to borrow extensively and pay off this investment over 20 or more years.
- ⇒ Small and medium-sized businesses cannot always afford to invest in the new state-of-the-art technology and processes used by large organisations and global competitors.
- ⇒ If an enterprise spends money on new investment it's quite likely that they might have to save money in some other area. This might mean cutbacks to employees or services.

Training

- ⇒ Technology is only as good as the people who use it. Along with an investment in technology comes the need to implement effective training and workplace learning programs.
- ⇒ Some employees may be unfamiliar with, or even fear, new technology and need to be trained how to use it. Given that an enterprise might spend millions on new technological processes it has to ensure that employees of all levels are brought up to speed. Otherwise technological change is useless.
- ⇒ This might mean that employees need to undergo regular continuous training, self-paced learning and/or competency based training as technological advancements occur.

Employee retrenchments

- ⇒ A key issue associated with new technology is reduced employment. However, Australian employment levels are higher than they have ever been!
- ⇒ New technology does replace jobs, but it also creates jobs. Technology tends to replace lower and semi-skilled jobs leaving those employees facing long-term unemployment.
- ⇒ The key challenge is to ensure that employees are trained and retrained so that they can be part of new technological advancements rather than being replaced by technology. This requires a greater skill level in employees and a commitment to lifelong learning.

Innovation

- ⇒ Investment in new technology requires a commitment to undertake ongoing innovation. As workplace technology continues to evolve, enterprises that introduce new technology are committed to updating and upgrading their workplace technology.
- ⇒ Organisations that are at the forefront of developing new technology through R&D and innovate work practices are well placed to become market leaders.
- ⇒ Direct development of innovation by industry can create export opportunities in these new technologies. However, R&D and innovation usually require a long-term investment in time and money before paying off.

Workplace safety

- ⇒ In many cases new technology improves OHS outcomes for workers. However, modern technological processes have brought with them their own ongoing OHS problems.
- ⇒ A lot of backbreaking physical effort has been replaced by technological innovations in agriculture, mining, manufacturing, construction and other industries. However, repetitive strain and overuse injuries have occurred through unsafe work practices.
- ⇒ There are problems associated with the use of ICT, including soft tissue injuries such as hand, neck and back sprains and strains as well as vision and fatigue problems. Also modern technology is making us less fit and contributing towards work-related obesity.

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12.17 Technological Issues

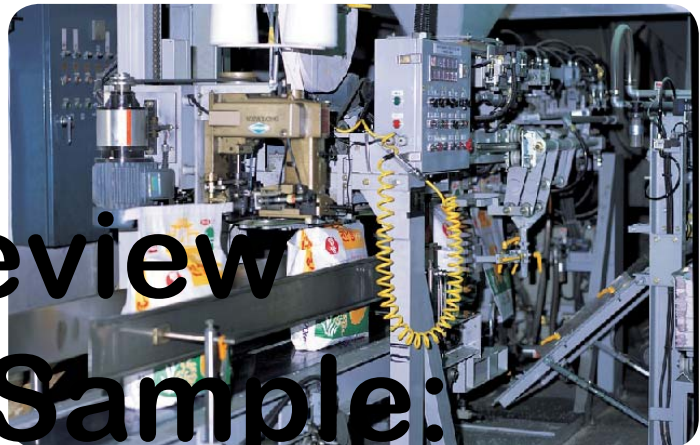
Manufacturing technology

Some items of technology are used directly to produce and manufacture **goods**. These include tools, equipment, devices and **machinery** and all other items used by employees to effectively carry out the production process.

More sophisticated technological items and systems include computer-aided design, computer-aided manufacturing, virtual manufacturing, automated guided vehicles and robotics.

Manufacturing technology demonstrates a **capital-intensive** approach to production whereby the organisation has invested in replacing human effort with faster, quicker, safer and more accurate items of technology. Manufacturing technology is usually supported by sophisticated ICT systems.

Innovative manufacturing technologies (such as CIM) normally require employee **training** and updating of workplace skills as new technology is introduced.



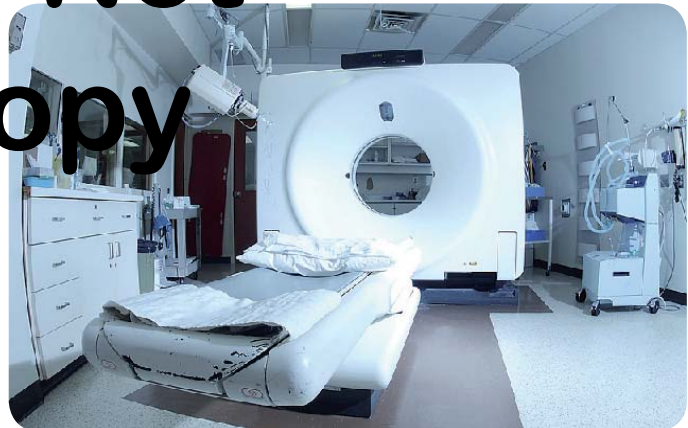
Manufacturing technology might include this automated packaging plant in a flour mill; whereas service technology includes this sophisticated MRI and scanning medical equipment in a hospital.

Service technology

Technology is also used to support organisations that produce **services** in the form of either direct service technology or indirect service technology.

Direct service technology relates to those items used directly to provide a service. These technologies can include

- ⇒ transport equipment
- ⇒ telecommunications equipment
- ⇒ construction equipment
- ⇒ health and medical equipment
- ⇒ retail point-of-sale equipment
- ⇒ media equipment
- ⇒ ICT equipment
- ⇒ digital devices
- ⇒ repair equipment.

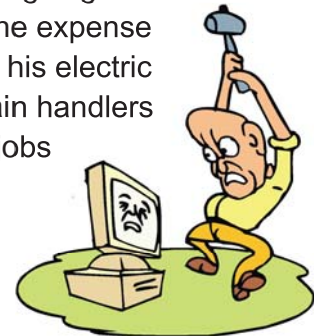


Indirect service technology refers to items used by organisations to support their core operations. These include all technologies listed above as well as many day-to-day items commonly used across industries such as office equipment, IT, communication devices, digital platforms, transport, safety and other items.

Technology and jobs

Over the ages the most significant technological issue has been the ongoing battle over business owners investing in efficiency improvements at the expense of employees' jobs. When the Scotsman Robert Davidson introduced his electric freight locomotive in 1842, the frightened and angry railway freight train handlers destroyed it right in front of his eyes. Of course they feared that their jobs were going to be replaced.

We often hear people say that new technology takes over jobs, but this is not necessarily true. As the world economy has grown, employment levels are higher than ever before due to efficiency improvements, and new industries have developed to produce and service the technological **innovation**. New technology does also lead to across-the-board **productivity** increases so that all other industries become more efficient and create employment.



A neo-Luddite

New technology does threaten jobs and has directly replaced many lower-skilled and semi-skilled occupations. Employees in some industries have borne the brunt of these job losses. Manufacturing, construction, retail trade, wholesale trade, mining and property and business services have all seen a reduction in their proportion of **lower-skilled** positions. However, these industries have increased their proportion of **higher-skilled** production workers, as well as professional and managerial types of employees.

Early adopters vs late developers

Australia is a highly technologically advanced nation. As consumers we are known as **early adopters**. Australia has one of the fastest take-ups of new consumer technological innovations. This has been illustrated in recent times with penetration of smart phones and watches, NBN, tablets, i-Blahs and the like.

However, when it comes to innovation in **industrial** and **infrastructure** technology Australian industry generally lags behind some of the world's leading nations. For many years Australia has relied on primary and mineral resources for its prosperity. Although Australia is at the forefront of developing new mining and agricultural technology many other countries such as the USA, Germany, Japan and northern European countries develop most of the new industrial and manufacturing technology used around the world.

Nearly all workplace technology and industrial equipment used throughout industry is sourced from overseas. Australian enterprises including manufacturing, mining, agriculture, construction, transport and service industries import \$billions of technological equipment every year.

One of the reasons for this imbalance is due to Australia's relatively small size and limited domestic market. Some experts say that these two barriers combine to prevent Australian organisations from investing significantly in innovative **research and development** for the future. Because many Australian organisations face significant **international competition** on a day-to-day basis, they are unable to put aside the **capital investment** funds needed to develop new innovations that may not pay off for five or ten years.

To tech or not to tech...

Efficiency

The introduction of technology was supposed to give us more leisure time but instead it is used mainly to boost efficiency and profits. On balance, technological innovation creates more jobs than it replaces. But you need to ensure that you have those work-related skills that will make you employable in a technologically-advanced workplace. So do you?

It is vital that work settings in industries introduce technological advancements so as to be leaders in developing new work practices. This creates proactive opportunities for workplace stakeholders.

Cloudbursting

The speed of technological innovation is ever-increasing and work settings need to keep abreast of industry trends, otherwise they might be left behind and become less than competitive. For example, the growth in the use of specialised software, digital reforms and applications for industry-specific purposes has been astounding. This impacts heavily on enterprises in the Information Media and Telecommunications industry and also stakeholders in the Professional, Scientific and Technical Services industry and the Administrative and Support Services industry who have embraced the use of the 'cloud' as a digital communication innovation.

B2Beef

Exporters in industries such mining and agriculture, forestry and fishing need to take advantage of new technological systems that support international trade. Evolving methods of eCommerce are improving access to the global market. These B2B back-end systems allow for transactions to be processed in real time which assists miners and farmers to make better financial decision-making and planning.

Make me a winner

The Manufacturing industry faces ongoing pressure to adapt to innovative capital-intensive work practices. This creates an opportunity to provide ongoing employee training

to be innovative and internationally competitive. Growth in the use of CAD, computer integrated manufacturing (CIM), 3D printing and flexible manufacturing systems drive manufacturing innovation. The Construction industry is heavily dependant on highly sophisticated and hugely expensive (but ultimately cost-effective) industrial technologies.

In the nick of time

Retail trade, wholesale trade and transport, postal and warehousing industries are increasingly relying on advanced ICT to control stock levels on a just-in-time basis. Highly sophisticated computerised inventory management systems use QR codes and barcodes, portable scanners, mobile devices and even RFIDs to track goods as part of the supply chain. Stock and sales monitoring and forecasting programs receive orders for processing and shipping to replenish stock automatically. Trillions of dollars in global commerce is controlled by such systems. B2B systems costing hundreds of millions of dollars.

Quality

One of the key benefits of new technological processes is an improvement in quality levels as part of Total Quality Management.

Although this can be clearly seen with the accuracy and speed afforded by new manufacturing industry technology, some people say that service industries that implement technological processes actually reduce quality of service. e.g. Consider those highly irritating computerised phone systems used by the Information Media and Telecommunications industry and the Financial and Insurance Services industry and the seeming inability to contact a real person to sort out a service issues.

There needs to be a balance between the efficiency that comes from new technological improvements and any loss of quality that results from reduced human input. In many cases the most expensive quality items are still produced using highly labour-intensive processes. e.g. Luxury cars, designer clothing, jewellery and so on.



Technological change A

Read pp.246-250 then answer the following questions.

1. Briefly outline some of the key issues surrounding the impact of technological change on industry.
2. What is the relationship between technological change and capital-intensive methods of production?
3. Use examples to explain the differences between manufacturing technology and service technology.
4. Use industry examples from within the one industry to explain the difference between direct service technology and indirect service technology.
5. Explain how technological change can decrease and increase employment within the same industry.
6. What is B2B? Describe 2 examples of how technological change supports improved B2B

Technological change - Investigation B

You are required to prepare a report that summarises the topic of **technological change**. As part of the report you will be required to:

- i. Describe the key characteristics of the issue related to the area of **technological change**.
- ii. Analyse the impact of **technological change** on one Australian industry you are familiar with.

The report should include at least 20 points of information, including statistical evidence and examples of industry responses to the issue.

Tips:

- ⇒ This is an issue clouded by a range of diverse opinions that try to disguise and distort some key facts. You are required to present an analysis and not a debate.
- ⇒ This investigation is not about your opinion so you need to stay impartial. Try to identify key issues, key stakeholders and significant impacts on an industry you are familiar with. One way to do this is to find opinions that are contrary to what you might think, and then source evidence to either support or refute these.
- ⇒ Recreate the table below (but much larger) for each sub-issue, to help you deal with information originating from industry stakeholders who might hold vested interests.

Industry:				
Technological change: Specifically -				
Identify industry stakeholder	Summarise their point of view.	Analyse evidence/ is it opinion or fact?	Outline impact on industry.	Include other info or list a resource.

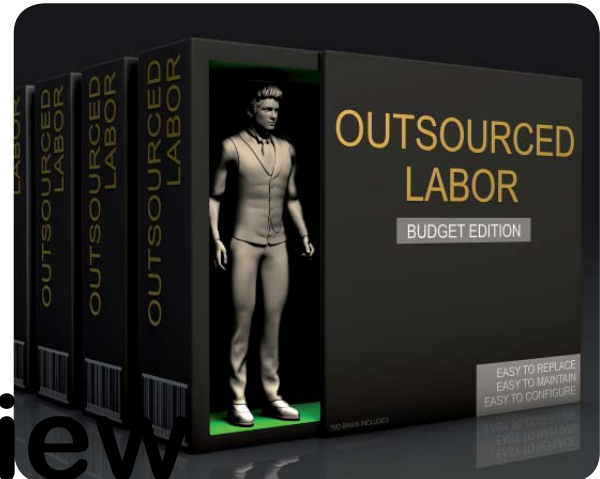
Social and other issues

There are a range of broader social issues that impact on Australian society; and therefore impact on Australian industry generally. These issues can then effect specific Australian industries depending on the nature of the issue. This leads to industry stakeholders needing to manage these pressures for change. Of course the opportunity then exists for these industry stakeholders to respond proactively, thereby turning what might be seen as a pressure, into an opportunity for change.

Some of these issues originate from changes in government policies that impact on industry generally, or on various industries. Others are driven by changes in social values that lead to people-driven change throughout society. Some originate from the way that organisations within industry go about their 'business' (which is not always in a socially responsible manner).

Some contemporary social and other issues are listed here. And although this list is extensive, there are potentially hundreds more issues that you might investigate.

Image: kentoh/Depositphotos.com



- ⇒ Ongoing changes and innovation due to new economy digital disruptors entering the market place leading to the 'gig economy'.
- ⇒ Issues surrounding workplace health and safety.
- ⇒ Ongoing casualisation of the workforce and lack of job security.
- ⇒ Use of employees as 'self-employed contractors' leading to exploitative work practices.
- ⇒ Ongoing illegal underpayment and exploitation of workers in specific industries.
- ⇒ Changing family roles, and the need for more family-friendly work arrangements.
- ⇒ Increased work demands and stress, and the associated impact on work/life balance.
- ⇒ Issues surrounding FIFO and D/DCE employees in remote areas.
- ⇒ The role of organisations as part of social and corporate responsibility.
- ⇒ The role of organisations in community development and support.
- ⇒ Production and marketing of harmful products such as tobacco and alcohol.
- ⇒ Calls to reduce sugars and fats in food products and to provide healthier alternatives.
- ⇒ Manipulative advertising and marketing to children.
- ⇒ An ageing workforce combined with skills shortages.
- ⇒ Ongoing youth unemployment and difficulties obtaining entry-level work.
- ⇒ Exploitation of inexperienced workers as unpaid interns.
- ⇒ Oversupply of university graduates in non-vocational areas due to slick marketing.
- ⇒ Lack of employees developing manual, practical and technical skills.
- ⇒ Lack of employment and training opportunities in rural and regional areas.
- ⇒ Industry changes resulting in the need for greater labour mobility.
- ⇒ Bans to live exports of certain animals.

- ⇒ Market power used to suppress prices paid to farmers (e.g. dairy farmers).
- ⇒ Growing income and wealth inequities throughout society, regions, and types of employment, leading to standard of living issues.
- ⇒ Gender income inequalities throughout industry, and within industries.
- ⇒ A greater need to cater for social diversity.
- ⇒ Issues surrounding discrimination and equal opportunity.
- ⇒ Issues related to global trade, global investment and free trade agreements.
- ⇒ Exploitation of people in developing economies by using sub-standard work conditions and dangerous work environments, i.e, fair trade.

Sometimes a groundswell of social action can lead to industry change.



Image: iStockphoto.com
Depositphotos.com

Retail Trade industry

- ⇒ In mid-2018 the major supermarket players in Australia, Coles and Woolworths finally implemented a ban on single-use plastic bags throughout most of Australia.
- ⇒ However, there is still ongoing social pressure on the major supermarkets to stop using single-use plastics such as with the unnecessary wrapping of fresh items.
- ⇒ Also, the industry has come under criticism for its (somewhat unnecessary) rules that dictate to farmers and wholesalers strict requirements as to the shape, size and appearance of fresh fruit and vegetables. These guidelines result in the dumping of tonnes of high quality fresh produce just because of aesthetic reasons; including bananas that are too big, and even too bent!

Accommodation and Food Services industry

- ⇒ One key socio-economic issue that has emerged as a result of the digital age is the increasing use of employees as 'self-employed contractors'.
- ⇒ Many of the new economy firms engage workers as self-employed contractors who work on a gig basis - and are often paid a lower (than minimum or award) base rate topped up by a per-job or piece-rate amount.
- ⇒ These firms, who are essentially engaging many of these workers as delivery drivers, face ongoing criticism from unions, sectors of the government and other industry stakeholders for their exploitative work practises. Do you agree with this criticism?
- ⇒ Indeed there are some challenges to these types of work arrangements going through the courts and these cases might be resolved by the time you are reading this. So find out more.



A Social and other issues

1. Choose 4 of these social or other issues that you are familiar with. In your own words explain what the issue is.
2. Outline how each social or other issue impacts on specific industries. Consider both positive and negative impacts.
3. Research and describe examples of how industry stakeholders have responded to each of these social or other issues in an enterprising way.



Issue 1:

Industry:

Positive impacts of issue:

Negative impacts of issue:

Stakeholder's enterprising response:

Issue 2:

Industry:

Positive impacts of issue:

Negative impacts of issue:

Stakeholder's enterprising response:

Issue 3:

Industry:

Positive impacts of issue:

Negative impacts of issue:

Stakeholder's enterprising response:

Issue 4:

Industry:

Positive impacts of issue:

Negative impacts of issue:

Stakeholder's enterprising response:

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Social and other issues - Investigation B

You are required to prepare a report that summarises this topic of **social issues**. As part of the report you will be required to do the following.

- Describe the key characteristics of **social issues**, or a key **particular social issue**.
- Analyse the impact of the **social issue** (or issues) on 1 Australian industry you are familiar with.

The report should include at least 20 points of information, including statistical evidence and examples of industry responses to the issue.

Tips:

- ⇒ These issues can be clouded by diverse opinions that try to disguise and distort some key facts. You are required to present an analysis and not a debate.
- ⇒ This investigation is not about your opinion, so you need to stay impartial. Try to identify key issues, key stakeholders and significant impacts on an industry you are familiar with. One way to do this is to find opinions that are contrary to what you might think, and then source evidence to either support or refute these.
- ⇒ Recreate the tables below (but much larger), for each specific issue, to help you deal with information originating from industry stakeholders who might hold vested interests.

Industry:				
Social issues Specifically -				
Identify industry stakeholder	Summarise their point of view.	Analyse evidence/ is it opinion or fact?	Outline impact on industry.	Include other info or list a resource.

Industry:				
Other issues Specifically -				
Identify industry stakeholder	Summarise their point of view.	Analyse evidence/ is it opinion or fact?	Outline impact on industry.	Include other info or list a resource.

12.25 Stakeholder Contact Pro-forma

Stakeholder Contact Pro-forma

Use this pro-forma to record any contact you have with interviewees, potential employers and other work-related stakeholders. You might also need to send this sheet to an employer or a contact.

TO: Fill in those contact details that relate to the person you are contacting.			
Name:			
Position:			
Organisation:			
Address:			
Phone:	Fax:	email:	
Other:			

FROM: Fill in your relevant contact details that the person you are contacting might need to know.			
Name:			
Mobile:	Year Level:		
Subject:			
School:			
School address:			
School phone:	Fax:	email:	
Other:			

Purpose of contact:

- | | |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> To contact or interview an employee or employer in a workplace in relation to a learning outcome. | <input type="checkbox"/> To participate in OH&S workplace induction. |
| <input type="checkbox"/> To investigate a workplace OH&S issue. | <input type="checkbox"/> To complete appropriate work experience or work placement forms signed. |
| <input type="checkbox"/> To enquire about Structured Workplace Learning. | <input type="checkbox"/> To contact a stakeholder in relation to work-related activity. |
| <input type="checkbox"/> To visit a workplace to meet (or have an interview) with an employer for workplace learning. | <input type="checkbox"/> To investigate employment opportunities. |
| | <input type="checkbox"/> Other |

What is it that I am asking?	What are the relevant dates/times?	Write down any info you are given.

What do I need to do next?	Who do I need to contact next?	By when must this next task be done?

Student signature:				Date & Time:	
Contact's signature:		Date & Time:		Teacher Initials:	
				Date & Time:	

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Responding to Issues

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13.11B Enterprising Industry Responses 2	268-269			
AT3 Industry Issue Investigation	270-271			
13.13 Self-Assessment Pro-forma	272			

Comments

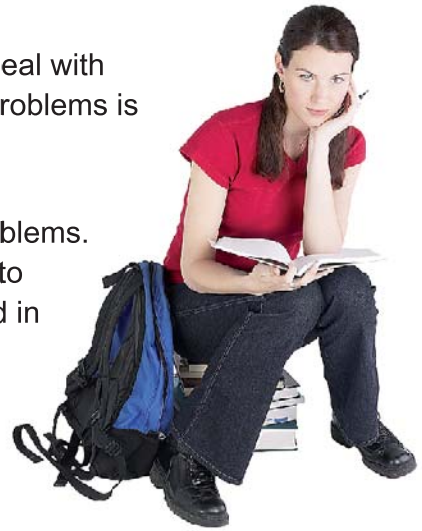
13.01 Problem-Solving Tools

Problem-solving

Enterprising individuals that can solve problems are able to deal with and overcome most of life's challenges. The ability to solve problems is a key **work-related skill** that can be built and developed.

There are various tools and processes that can help industry stakeholders and people in work-related settings to solve problems. As part of this section you will be required to use these tools to suggest solutions for two of the industry issues you examined in Section 12.

You might also discover that as you become more confident and better equipped at dealing with problems, that you will be able to apply this work-related skill throughout the rest of your studies; as well as in personal, community and work-related settings - the hallmarks of an enterprising **leader** of the future.



Problem-Solving Tools

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IASM process

A 4-stage problem-solving process whereby the user identifies and analyses a problem and then selects and monitors solutions.

Brainstorming

A free-thinking tool that encourages participants to come up with and write down as many ideas/terms associated with the concept as possible.

SWOT Analysis

Provides a snapshot of the internal strengths and weaknesses and external opportunities and threats surrounding a problem.

Drilling-Down

A method to break a seemingly large problem down into progressively smaller, and easier to manage components.

Checksheets

A tool for recording the number of occurrences associated with a particular activity.

80-20 Rule

Pareto's rule which reasons that most problems are caused by just a few factors.

In-character thinking

A tool whereby participants take on the role of some other person and try to think as this person would.

Flowcharts

A visual tool for mapping out a process including all of the process-steps and decision-steps.

Cause & effect diagram

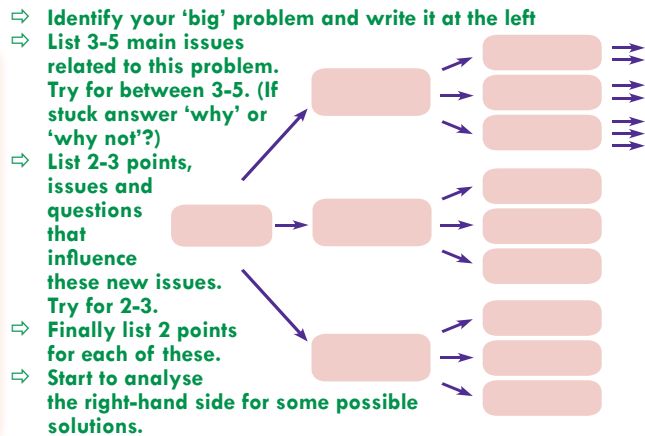
A fishbone diagram that groups the causes of a problem into categories of 'Equipment', 'Process', 'People', 'Materials', 'Environment' and 'Management'.

DeBono's thinking hats

Six thinking hats of various 'colours' that the participant metaphorically 'puts on' to encourage six different states of thinking.

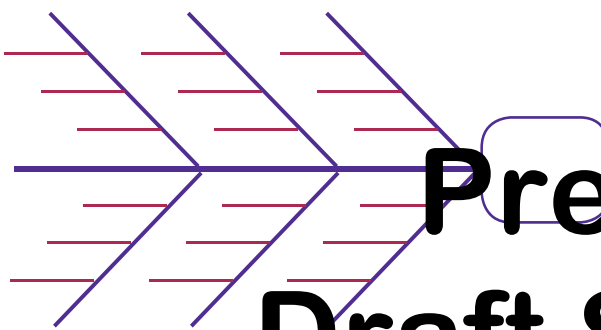
Drilling-down

- ⇒ Drilling-down allows a stakeholder to make a choice between different courses of action. Which way should we go?
- ⇒ Drilling-down breaks complex problems into progressively smaller parts. This makes complex problems a little easier to solve.
- ⇒ Drilling-down can be then used in conjunction with IASM, a fishbone diagram or SWOT analysis to help overcome the problem.



Cause and effect diagram

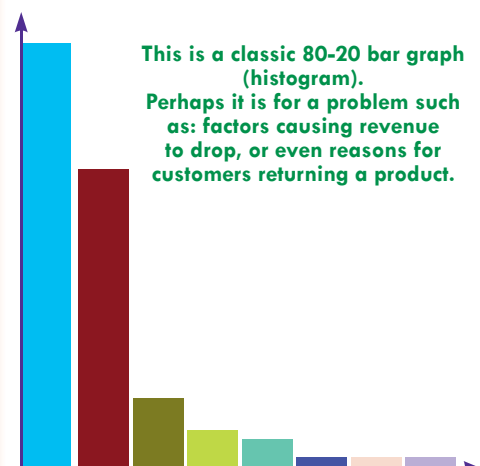
- ⇒ A cause and effect (or fishbone diagram) visually represents possible or actual causes of an effect, event or problem.
- ⇒ In a fishbone diagram, the effect, event or problem under consideration is written clearly at the head of the fish. The fishbone diagram groups similar causes together as the 'bones' of the fish.
- ⇒ Categories used for these bones can include the following: people, processes, equipment, material, management and environmental.
- ⇒ It's not compulsory to use these six categories, but like causes should be grouped together. However a fishbone diagram should always have at least four categories - such as people, processes, equipment and one other.



- ⇒ List the problem or issue on the head.
- ⇒ List the categories on the 6 (or 4) major bones such as people, processes and so on.
- ⇒ List particular factors related to each category on the minor bones such as for people: i.e. poor training, bad communication, late for work...

80-20 Rule

- ⇒ The 80-20 rule (or the Pareto rule or principle) states that 80% of outcomes are likely to be due to 20% of causes or factors. Results can be shown on a bar graph. i.e.
 - ☹ 80% of sales revenue is likely to come from 20% of customers/clients.
 - ☹ 80% of complaints are likely to come from 20% of customers.
 - ☹ 80% of class disturbances are likely to be caused by 20% of students.
 - ☹ 80% of delays are likely to be caused by 20% of factors.
- ⇒ As a problem-solving tool the 80-20 rule suggests that stakeholders should concentrate on the main issues or problems (the 20%) that are responsible for most of the bad outcomes (the 80%). You can never fix 100% of the causes, so you should try and fix the main issues just by addressing a few, or maybe even just one, issue or cause.
- ⇒ The 80-20 rule works well in conjunction with drilling-down and checksheets.



13.03 Problem-Solving Tools

Problem-solving process

You might already be aware of the IASM problem-solving process. This step-by-step process is an effective tool to combine work-related skills to help deal with a problem or issue. Using this tool, sometimes in conjunction with the PODR planning process, can help lead to the development of an enterprising and innovative solution. Of course this IASM process can be applied to personal, community or work settings. It can also be used to analyse both micro and macro issues impacting on industry, and also works well when teamed with a SWOT Analysis.

IASM Step 1. Identify the problem

- ☺ Clearly identify what the problem really is. Note: Some people waste time trying to solve the wrong problem!
(i.e. If your former customers are buying from someone else online this not really the problem, it's a symptom and not the cause - they've gone! However, the reason why these customers changed to online shopping is the problem!)
- ☺ Write this problem in as short and sharp a sentence as possible.
(i.e. Problem: Retail trade industry customers are buying online because they can buy products more easily and conveniently.)

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IASM Step 2. Analyse the causes/facts

- ☺ Work out just 'what' and/or 'who' is actually causing the problem.
- ☺ Talk to stakeholders. Focus on issues that can be controlled or possibly changed.
- ☺ As part of this analysis consider secondary 'root causes' (i.e. We've lost customers because...we don't deliver or, ...we can't match competitor prices or,...)
- ☺ Try to list 3-6 main reasons.
(i.e. Cause: Younger people are more likely to shop online because they naturally prefer to use their smartphones and mobile devices for shopping.)

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IASM Step 3. Suggest some solutions

- ☺ Identify 3-4 possible solutions that could go some way towards helping solve this problem.
- ☺ Consider the pros and cons of each; and then rank these based on how likely they are to deal with the problem.
- ☺ Pick solutions that tackle more than one 'side' of the problem.
(i.e. Possible solution: We need to develop an online shopping app, aimed at young people, that earns them loyalty reward points.)

IASM Step 4. Manage the chosen solution

- ☺ Pick the solution(s) over which you have most control and which will go the furthest to solving the problem.
(i.e. We need to create an online presence with apps for mobile devices.)
- ☺ Plan smaller behavioural changes as part of this solution. Make sure that you change behaviours to stop the problem from happening again.
(i.e. Offer a membership loyalty-reward program.)
- ☺ Check and measure to ensure solution is working. If needed make adjustments
(i.e. Investigate texting special daily deals to members.)

IASM - Dealing with industry issues A

Use the IASM and at least one other problem-solving tool to develop some enterprising responses to an issue being faced by an industry you are investigating.

<i>Issue (and Industry)</i>
<i>1. Identify the problem</i>
<i>2. Analyse the causes/facts</i>
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<i>3. Suggest some solutions</i>
<i>4. Manage the chosen solution</i>

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13.05 Industry Responses

Industry responses

Various firms within industry can respond to issues in a variety of ways. You should also remember that different industry **sub-sectors**, and indeed different **work settings** might also respond in their own way.

A positive and enterprising response might see **industry stakeholders** tackle the issue in a **proactive** way and turn any **pressures** related to the issue into **opportunities**.

On the other hand, a negative and not so enterprising response might see industry stakeholders respond to the issue in a **reactive** way by not embracing the opportunity for change; but instead dwelling on the pressures and negatives associated with the issue.

One example that illustrates this was in the Retail Trade industry throughout 2018. In mid-2018 the two major supermarket players, Coles and Woolworths responded to ongoing criticism about their continued reliance on single-use plastic shopping bags. Both these supermarket chains responded to this pressure by phasing out single-use plastic bags. Shoppers were encouraged to buy reusable bags and to 'bring their bags along' - essentially asking shoppers to be more enterprising by showing more initiative, taking responsibility and planning ahead for their 'shop'.

However, the changeover to a more sustainable response didn't go so smoothly at first. Yet by December 2018 it was reported that single-use plastic bag use had dropped by 80% nationwide, equating to a staggering 1.5 billion fewer single-plastic bags!

Enterprising Responses by Industry

Acting proactively and autonomously

- ⇒ Technological change: The Construction industry can invest in the latest industrial technology to enable employees to be fully equipped so they can be multi-skilled and use their initiative when dealing with work-related tasks.
- ⇒ Technological change: The Wholesale Trade industry can continue developing cutting-edge digital B2B and supply chain technologies in response to evolving ordering methods from its clients
- ⇒ Globalisation: The Manufacturing industry can implement training programs to encourage workers to operate as self-managed teams to improve quality outcomes leading to international competitiveness.
- ⇒ Globalisation: The Arts and Recreation services industry can continue to promote the quality of local arts practitioners in order to compete against overseas cultural events and to be able to attract overseas performers to Australia.

Adaptability

- ⇒ Environmental issues: The Agriculture, Forestry and Fishing industry can adapt to new ways of growing or extracting resources so as to minimise the impact of its operations on the natural environment.
- ⇒ Globalisation: The Education and Training industry can further develop cross-cultural communication skills to create new opportunities, thereby attracting a diverse new market of international students to study locally.
- ⇒ Technology: All industries can respond to ongoing technological innovation by embracing change and adapting work practices to take advantage of emerging technologies. However, industry stakeholders need to manage this process of change so as to minimise negative harm on stakeholders such as workers and customers.

Problem-solving

- ⇒ Technological change: The Transport, Postal and Warehousing industry can continue to invest in the latest technological infrastructure to deal with the increasing problems associated with bigger freight volumes and tighter deadline expectations.
- ⇒ Environmental issues: The Electricity, Gas, Water and Waste services industry can help encourage consumers to shift to green power and to use more energy sourced from renewable to help reduce problems related to carbon emissions.

Connecting and working with others

- ⇒ Globalisation: The Professional, Scientific and Technical Services industry can continue to develop world's best practice in global ICT communication systems to service growing and emerging 24-hour global markets.
- ⇒ Technological change: The Information, Media and Telecommunications industry can continue to research and develop to introduce digital innovations that improve communications infrastructure throughout Australia.
- ⇒ Environmental issues: All industries need to recognise that a proactive approach to improving environmental outcomes requires teamwork that can help create a win-win situation that benefits all stakeholders.

Preview

Learning and developing skills and knowledge

- ⇒ Environmental issues: The Manufacturing industry can continue to implement workplace learning programs aimed at using resources in a more sustainable manner.
- ⇒ Technological change: The Administrative and Support Services industry can provide ongoing learning and professional development so that employees can upgrade their skills in the use of sophisticated data-management systems and networks.
- ⇒ Technological change: The Education and Training industry needs to be at the cutting edge in the development of workplace e-learning programs, so that all industries can develop an improved suite of industry-specific technological skills.
- ⇒ Globalisation: The Retail Trade industry must upskill and develop online better app-based e-platforms in order to compete against the growing incidence of overseas online sales.

Managing and leading

- ⇒ Environmental issues: The Public Administration and Safety industry can continue to lead the way in green policies and campaigns that encourage industry stakeholders to improve environmental outcomes.
- ⇒ Globalisation: The Mining industry can continue to invest heavily in offshore exploration and take a leading role in developing innovative new mining techniques and work practises throughout the global industry.
- ⇒ Globalisation: The Accommodation and Food Services industry can continue to develop and organise staff as part of flexible work practices, to be available to cater for international tourists.
- ⇒ Technological change: The Education and Training industry can create learning technologies to improve educational outcomes for stakeholders by developing improved curriculum delivery better suited to contemporary learning modes.



A Problem-solving in action

Copy, enlarge and complete this pro-forma for 2 issues related to an industry.

Describe the extent to which work settings within this industry have developed and used work-related skills to deal with, and solve problems related to, a significant issue.

Explain how these actions are examples of an enterprising responses. Discuss the impact of these actions on employees and one other work-related stakeholder.

Industry (including ANZSIC classification)	Work setting(s)
Outline problems related to the significant issue that are impacting on the industry.	
Problem-solving tool or technique: Description.	Problem-solving tool or technique: Application.
Use of first work-related skill to address the problem (including crossover with other work-related skills).	
Use of second work-related skill to address the problem (including crossover with other work-related skills).	

**Preview
Draft Sample:
Do Not
Copy**

Use of **third work-related skill** to address the problem (including crossover with other work-related skills).

Describe how these actions have **impacted on, or changed the roles, of employees**, in these work settings.

1.

2.

3.

**Preview
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Do Not
Copy**

Describe how these actions have **impacted on, or changed the role, of other stakeholders** in these work settings.

1.

2.

3.

Summary **evaluation(s)** of the extent to which these response demonstrate **enterprising responses**. Use evidence.

**B Enterprising Industry Responses 1**

Copy, enlarge and use this pro-forma to summarise how an industry has responded to an issue.

Industry (including ANZSIC classification):	Work setting(s):
Summarise the significant issue impacting on the industry.	
<p>Analyse 3 impacts of the issue on the industry generally. For each one, use an example from a work setting within that industry.</p> <p>1. Preview</p> <p>2. Draft Sample:</p> <p>3. Do Not Copy</p>	
Describe how the roles of employees and at least one other stakeholder have changed in response to this issue. Employees:	

Describe how the **roles of employees** and at least **one other stakeholder** have **changed** in response to this issue.
(continued)

Other stakeholder:

Describe how **3 work-related skills** have been (or could be) developed, in order to help **deal with this issue**.

1.

2.

3.

Preview
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Copy

Describe how a **problem-solving process** has been (or could be) used to **develop an enterprising response**.

Summarise how this industry has **responded** to this issue **generally**. Use evidence.

**B Enterprising Industry Responses 2**

Copy, enlarge and use this pro-forma to summarise how an industry has responded to an issue.

Industry (including ANZSIC classification):	Work setting(s):
Summarise the significant issue impacting on the industry.	
<p>Analyse 3 impacts of the issue on the industry generally. For each one, use an example from a work setting within that industry.</p> <p>1. Preview</p> <p>2. Draft Sample:</p> <p>3. Do Not Copy</p>	
Describe how the roles of employees and at least one other stakeholder have changed in response to this issue. Employees:	

Describe how the **roles of employees** and at least **one other stakeholder** have **changed** in response to this issue.
(continued)

Other stakeholder:

Describe how **3 work-related skills** have been (or could be) developed, in order to help **deal with this issue**.

1.

2.

3.

**Preview
Draft Sample:
Do Not
Copy**

Describe how a **problem-solving process** has been (or could be) used to **develop an enterprising response**.

Summarise how this industry has **responded** to this issue **generally**. Use evidence.

AT3 Industry Issues Investigation

Unit 2: Being Enterprising - AOS3: Industry Issues

Outcome 3

- ☐ Analyse the impact of two significant issues on an industry.
- ☐ Discuss enterprising responses by stakeholders.

Task outline

In order to complete this task you are required to:

Select two significant issues such as **globalisation and international competitiveness, use of technology, social and/or environmental issues, skills shortages, free-trade agreements** or **other relevant and current issues (within the last 4 years)** negotiated with your teacher.

Choose an ANZSIC 2006 industry and describe how the 2 issues are impacting on the industry.

Industry: _____

Issue 1: _____

Issue 2: _____

- ☐ Investigate the impact of each of these issues by using examples from the **industry generally**, and by investigating **specific work settings** within the industry.
- ☐ Discuss how the **roles of industry stakeholders**, including **employees**, have **changed** as a response to these issues.
- ☐ Describe how **work-related skills** have been **developed** (or could be developed) by work settings within the industry to deal with these issues in a **more enterprising way**.
- ☐ Describe how a **problem-solving process** has been (or could be) used by stakeholders within the industry to develop **enterprising responses** to these issues. (Note: This description should relate to the use of problem-solving as one of the enterprise capabilities.)
- ☐ Summarise the extent to which this industry has demonstrated **enterprising responses** to these issues. Use evidence.

Methodology

- ⇒ You may have already completed some activities as part of Sections 12 & 13 that can assist you with this task. In particular the *Report on an issue* from Section 12.
- ⇒ You should complete an *Enterprising Industry Responses* (pp.266-9) pro-forma for the industry generally; as well as one for each work setting you investigate.
- ⇒ You will need to analyse the extent to which enterprising responses have occurred within this industry. To do this you will need evidence. In addition to online research, you might need to visit various worksites and interview workplace stakeholders directly.

Notes, resources, task requirements and other information.

Unit 2: Outcome 3 - Industry Issue Investigation
Analyse the impact of two significant issues on an industry
and discuss enterprising responses by stakeholders.

Name: _____ Class: _____

Teacher: _____ Final Due Date: _____

Required	Details	Due date/Done?	Comment/Initials
Identify a relevant ANZSIC 2006 industry. Outline associated work settings.		<input type="checkbox"/> <input type="checkbox"/>	
Summarise two significant issues that are impacting on this industry.		<input type="checkbox"/> <input type="checkbox"/>	
Analyse how these issues are impacting on this industry generally. Describe examples from work settings within the industry.		<input type="checkbox"/> <input type="checkbox"/>	
Describe how the roles of employees have changed in response to these issues. Describe examples from work settings within the industry.		<input type="checkbox"/> <input type="checkbox"/>	
Describe how the roles of another stakeholder have changed in response to these issues. Describe examples from work settings within the industry.		<input type="checkbox"/> <input type="checkbox"/>	
Describe how 3 work-related skills have been or could be developed in order to help deal with these issues. Describe examples from work settings within the industry.		<input type="checkbox"/> <input type="checkbox"/>	
Describe how a problem-solving process has been used (or could be used) to develop an enterprising response to these issues.		<input type="checkbox"/> <input type="checkbox"/>	
Summarise how this industry has demonstrated enterprising responses to these issues.		<input type="checkbox"/> <input type="checkbox"/>	

Comments:

Student signature: _____ Date: _____

Teacher signature: _____ Date: _____

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 least enjoy doing and why?

→ _____

→ _____

Which areas do I need to improve upon for next year and beyond?

→ _____

→ _____

Signed: _____ Date: _____

Preview

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360° 360° degree performance appraisal

Feedback on quality of work at all levels from management to employees and vice versa.

80:20 Rule The Pareto rule that suggests that most outcomes are attributable to only a few causes.

accepting responsibility Willingness to take ownership for the quality of your work, actions or performance.

accountability Where the responsibility lays in respect to decision-making. Who is accountable or answerable.

ACTU Australian Council of Trade Unions, the peak union representative group in Australia.

acting proactively and autonomously Involves identifying opportunities, creating ideas, showing initiative, using new technologies, questions and feedback and accepting responsibility. One of the 6 sets of enterprise capabilities that form part of work-related skills for Industry and Enterprise. Also consider **initiative and enterprise skills** which is one of the 8 employability skills.

adaptability Being flexible, learning new skills, seeking innovation and being open to change. One of the 6 sets of enterprise capabilities that form part of work-related skills for Industry and Enterprise.

affirmative action The practice of making certain kinds of work, occupations or industries more accessible to targeted groups using incentives to attract these under-represented groups.

after-hours work Work that takes place outside the usual hours of business for a particular industry.

ambit claim An inflated starting point in a bargaining and negotiation process.

annual leave Employee leave that is accrued over the course of a year's work (usually 4 weeks/year).

ANZSIC 2006 The Australia and New Zealand Industry Classification system (4th edn).

appreciate An increase in value of something. e.g. An increase in the value of the Australian dollar or an increase in the value of an asset.

apprenticeship The general term given to a program of competency-based training combining work and study normally lasting 3 to 4 years. The term apprenticeship normally refers to traditional trades types of occupations.

AQF (Australian Qualifications Framework) sets out the structure of school, vocational and higher educational qualifications recognised Australia-wide.

arbitration A process whereby a third party makes a ruling and in some cases, legally binding decision on a dispute; e.g. Fair Work Australia.

AS An Australian Standard, part of the quality certification and accreditation system.

ASCO Australian Standard Classification of Occupations.

asset An item of value.

ATAR (Australian Tertiary Admissions Rank) A score based on Year 12 performance used for entrance to many university and TAFE courses

attitude A state of mind that is usually hard to shift which influences a person's beliefs and values. The stance or position taken by a person as influenced by their values and beliefs.

Austrade The Commonwealth Government funded business agency that assists businesses to increase their export of goods and services.

Australian Apprenticeship Competency-based training that involves both on and off-the-job components and involves employment in industry while studying for a qualification.

Australian dollar Australia's currency unit which is exchanged with a foreign currency when trading internationally.

autocratic management style A task-oriented management style whereby decisions are made by managers with little input asked for, or provided by employees. Decision-making is often centralised with top-down communication (authoritarian).

automation Use of capital-intensive technological processes that involve

computerised planning and mechanised operations.

autonomy Devolution of responsibility to employees, business units or departments for decision-making, operations and performance.

average unit cost The average cost of production that usually falls when higher volumes (economies of scale) are achieved.

Award of Attainment Name given to the certificate achieved through safe@work.

awards Enforceable documents outlining minimum terms and conditions of employment which generally apply to employees in a particular industry or occupation.

B2B See business-to-business.

B2C See business-to-consumer.

backfilling Filling in for absent or redeployed staff, covering their work.

Balance of Trade The difference between the total value of exports of goods and import of goods over any given period of time. This may be a surplus or a deficit.

bargaining power The ability of an industry, enterprise, business or group to negotiate a good deal due to size or willingness to buy in quantity. Also the ability of employees to negotiate wages and conditions through individual contracts or by using collective agreements.

base salary A set rate remuneration for professional employees that might be topped up by bonuses, fringe benefits and other incentive payments.

batch production Large volume of a particular type of product.

behaviour The outward manifestation of a person's or an employee's values, beliefs, personality, skills, competencies and attitudes. The behaviour is how the person acts.

belief People's feelings about an issue which influences their values.

benchmark A standard of quality or productivity for production in performance (e.g. waste, cash) ideal standard. The key performance indicator.

benefits vs costs The relationship between the negative and positive outcomes of a decision on various stakeholders.

blue collar Refers to blue-collar occupations involving trade or manual labour.

bodily-kinesthetic One of the commonly accepted multiple intelligences it refers to the ability to be physically and manually dexterous in order to do manual tasks.

bonus Incentive payment given to an employee exceeding (PLs).

bottom-line The result of a business, the overall aim or result, e.g. net profit.

brand loyalty Consumers who consistently purchase a company's products and thereby have more inelastic demand patterns.

bureaucratic (bureaucracy) Characterised by a many-layered, hierarchical, vertical management structure (Weber).

business General name given to any organisation but strictly speaking should apply to firms aiming to make a profit.

business investment The level of expenditure by businesses. Capital spending is used for buildings, technology equipment etc.

business-to-business (B2B) eCommerce transactions in which businesses deal with other businesses. B2B relates to transactions through the supply-chain and is the predominant type of eCommerce.

business-to-consumer (B2C) eCommerce transactions whereby businesses offer goods or services to consumers using electronic or online methods. B2C includes eTailing, electronic payment of bills, online ordering and other types of electronic transactions.

buying power Achieved through economies of scale the ability to make bulk purchases and thereby negotiate favourable contract terms.

C2B C2C See consumer-to-business.

CAD/CAM Computer-aided design combined with computer-aided manufacturing. A highly capital-intensive and often automated

production process.

capital investment The total amount of capital invested in a business, industry or throughout the whole economy.

capital Money or shareholders' funds that is invested into a business (owner's equity).

capital-intensive Processes that require significant financial input to produce a product usually involving technologically based production methods.

capitalism The economic decision-making based on self-interest and the profit-motive.

carbon debate Ongoing arguments over the impact of carbon-related emissions on global warming; and solutions.

carbon footprint A measurement of an individual's contribution to carbon-related pollution as a result of their lifestyle.

carbon pollution Pollution caused by 'dirty energy' resulting in the four greenhouse gases, carbon dioxide, methane, nitrous oxide, sulphur hexafluoride and two groups of gases, hydrofluorocarbons and perfluorocarbons.

carbon tax A punitive tax on polluters levied at a set \$ rate/tonne of carbon pollution.

carbon trading Under an emissions trading scheme 'greener' producers or countries that exceed carbon reduction targets can sell their carbon credits or carbon permits to 'dirtier' producers or countries.

career development Series of steps and lifelong learning that go into developing a career.

career pathways The different directions that a person's career takes over the course of their working life.

casual Employment on a non-permanent basis. Employment conditions differ from full-time and part-time and involve higher hourly rates of pay in return for the sacrifice of leave entitlements.

casual loading Higher base rate of pay given in recognition for loss of leave and other provisions.

casualisation The shift towards increased use of casual, contract employees, temps, part-timers and other flexible employment arrangements.

centralised Concentration of decision-making power in one place or with a central authority.

certification A general term that refers to gaining appropriate licensing or accreditation. e.g. Quality assurance requires organisations to have their quality system accredited and certified. Many industries require specific occupations to be licensed and certified.

challenges Threats and opportunities that force businesses to change proactively.

charitable foundation Organisations who distribute funds raised through investment or fundraising activities to charities and community groups so as to provide services. e.g. Movember

charity A registered not-for-profit organisation that provides a community benefit, social or welfare service.

chief executive officer CEO The 'big boss', appointed to run an organisation (GM & MD).

climate change sceptic A non-believer in the science of climate change.

cloud-based Refers to the virtual ICT digital storage and sharing infrastructure.

coach A more experienced person or manager who acts as a guide or a mentor.

collective (certified) agreement Old name for a registered agreement between one or more employers and a group of employees that set the terms of employment, including pay, for that group (see also EBA).

commercialise A general term that refers to turning an idea, innovation or invention into a marketable, commercial and cost-effective product.

commissions An incentive payment usually based on a proportion of sales, fees or revenues.

commodities Goods, tangibles. Generally primary and mining goods are referred to as commodities.

Commonwealth (Federal) Government Australia's national government which operates from Canberra.

Glossary

COM

Commonwealth Budget The anticipated plan of Commonwealth Government spending and revenue for the coming year. Delivered on the second Tuesday in May every year.

communication The process of transferring and receiving information and ideas. A vital enterprising behaviour for the 6 sets of enterprise capabilities; and one of the 8 employability skills that form part of work-related skills for Industry and Enterprise.

community benefits Social benefits that flow directly or indirectly from the operations of an organisation.

community groups (services) Service-providers and pressure and lobby groups who operate to achieve a desired social, welfare or community benefit.

community involvement When communities are stakeholders in business or industry initiatives, usually on a not-for-profit basis.

community partnerships A partnership between organisations and the local community with mutual support given.

community support An environment in which a service, organisation or industry gives or receives financial or other support, to or from, the community.

community The local or wider society including all relevant stakeholders.

company An incorporated organisation existing as a separate entity from its owners.

comparative advantage Some countries are more efficient at producing certain goods and services and should focus on producing and trading these with other countries.

competency-based training (CBT) Learning based on demonstrating achievement of learning outcomes by performing specified tasks.

competitors Organisations that provide the same or similar services or make similar products to each other.

Computer Integrated Manufacturing (CIM) The inclusion and integration of all the relevant technological systems at all stages of the production process.

Computer-aided Design CAD Computerised 'virtual' processes and programs used to design products, prepare drafting plans and design engineering processes.

Computer-aided Manufacturing CAM Use of computerised processes and systems to control manufacturing processes, production equipment and operations by the most efficient means.

conciliation A method of decision-making whereby an independent third party is used to help disputing parties reach a decision.

conflict resolution A process to minimise and resolve conflict using appropriate and effective guidelines and procedures.

conflict When the needs of stakeholders are different, conflict may arise as each party seeks to be satisfied. e.g. The customer's need for immediate service may conflict with a sales assistant's need to deal systematically and fairly with all customers.

connecting and working with others involves understanding and accommodating others' personal goals, values, expectations and emotions, building rapport, and developing effective communication skills as part of working with others and in teams. One of the 6 sets of enterprise capabilities that form part of work-related skills for Industry and Enterprise.

consensus A method of decision-making that encourages listening to and considering all parties' views.

consultative style (consultation) A style of management which sees communication with employees about decision-making; but decision-making power usually resides with management. The process of involving stakeholders in decision-making.

consumer An individual, business or organisation that purchases a product or service from a supplier.

consumer society A society whose focus is

on the consumption of goods and services supplied by others.

continuous improvement The process of implementing better or more efficient ways of undertaking tasks within an enterprise.

contract An agreement that details the specific obligations of a task. Contracts may be used for employment conditions, transactions between organisations and consumers or any other commercial transaction.

contracting (out) Use of temporary employees or outsourced specialists.

core functions The key operations undertaken by an organisation; its basic, day-to-day activities or products.

Core Skills For Work A contemporary skills framework featuring a newer set of 10 core skills that is being used instead of employability skills in many industry, workplace, training and learning situations.

corporate citizen The actions of an organisation in fulfilling 'triple-bottom line' obligations by contributing actively and positively for the community.

corporate culture The formal and informal structures that govern the way an organisation operates. 'The personality of the business.'

corporate governance The laws that govern the way a company is operated.

corporate responsibility The notion that an organisation should operate with an eye to the 'triple-bottom-line' and act responsibly in relation to its stakeholders.

cost/benefit The process of following private-sector management methods to operate government business and departments more efficiently, e.g. Australia Post.

cost/benefit The relative gains and losses in any given situation. The concept of opportunity cost means the decision-maker must choose between alternative options.

cost/benefit The basis on which evaluation and decisions are made, such as training assessment, organisational performance or employment of a worker. Key performance factors.

cultural diversity Refers to the presence of customers coming from diverse social, ethnic, geographic backgrounds.

currency The accepted unit of money that is used in a particular country. Countries usually have to exchange their local currency for an overseas currency when trading on the global market.

customer complaint processes A formalised system through which a customer can feed back their dissatisfaction to an organisation. This would generally include feedback to the customer on what action had been taken to avoid such problems in the future.

customer focus The practice of putting the customer first as the most important stakeholder.

customer satisfaction The degree to which customers are happy or unhappy with the goods or services provided by a company.

customer service The provision of assistance and support to clients. This may reflect a more or less customer focused approach to operations.

customer surveys A quality tool used to gain customer feedback.

customers/clients Any individual or organisation who buys products or services from a provider.

cycle of continuous improvement A process that involves Plan, Do, Check and Act components. It aims to improve processes at each stage of operations.

decentralised A decision-making structure that sees devolution of responsibility and authority to employees, departments or business units.

decision-making power The degree of power that rests with stakeholders in line with the structures and activities of the organisation.

decision-making process Any systematic process or tool used to help an individual or

organisation make decisions more effectively.

deficit A shortfall; when outgoings exceed incomings.

delegation Assigning responsibility and authority to subordinates as part of time management skills, employee involvement and decentralised decision-making.

demand The degree to which a product or service is wanted by the public.

demand-side Factors that influence the degree to which a product or service is wanted by the public.

depreciate A decrease in value of something. e.g. A decrease in the value of the Australian dollar or a decrease in the value of an asset.

deregulation The government policy of removing rules and restrictions on industries in order to promote competition, efficiency and flexibility.

design The concept that aims to improve the physical look, feel and utility of a product or process. Design aims to make goods and services more user-friendly or aesthetically pleasing for consumers.

de-skilled To lose one's ability to be effective in the workplace for reasons such as changes in technology, being out of the workplace for a period of time or lack of essential training.

devolution To assign responsibility to a lower-level of management (devolve).

DFAT The Department of Foreign Affairs and Trade is the Commonwealth Government body responsible for external transactions including Austrade.

digital disruptors Term used to describe tech-based firms who use automated digital platforms to alter the way traditional service provision occurs in existing industries.

direct service technology Capital-intensive production processes used by service-providers.

director An executive shareholder representative who oversee the strategic direction of a company (board of directors).

discrimination Illegal actions that exclude people based on gender, age, ethnicity and other factors.

diseconomies of scale Factors which impact on smaller organisations who don't have the advantages of large volumes.

disincentive Factors which discourage an organisation or consumer from doing something.

dispute resolution The process of resolving a conflict between different stakeholders. Guidelines for such a process.

diversification To shift strategic focus to a new product or market.

diversity Variety, a wide range of employees from different backgrounds; or different skills, products or training.

dividends Allocation of an organisation's profit paid to shareholders on a proportional basis relative to their shareholding; or amounts paid to the government by government business enterprises.

domestic duties Unpaid work performed (mostly by females) in the home; home duties.

domestic market (domestic) Goods or services aimed at Australian consumers and not for export. Relating to in the home.

donations These are amounts gifted to registered charities, which are then tax deductible; or given to other community organisations.

downsizing A term used to describe reductions in staffing levels as part of organisational restructuring (see also: retrenchment).

downstream Stakeholders further along the supply-chain who receive a finished product, or who turn an intermediate product into a finished form.

eCommerce General terms used to describe the ICT tools, processes and systems to buy and sell products electronically; managing commercial transactions electronically using ICT.

E-CO

ECO

economic activity The total level of transactions that occur throughout the economy or in a localised area.

economic conditions Macro factors that relate to the state of the economy, e.g. interest rates; micro factors that relate to specific industries or market segments.

economic costs Losses that can be financially calculated using quantitative measures.

economic growth An increase in the total level of production within the economy.

economics The study of the allocation of scarce resources. The major commercial factors that impact on industries.

economies of scale The ability to make cost savings through volume or by having significant bargaining power. Usually achieved when an enterprise is large.

efficiency The ability to achieve something in the simplest, fastest way with the best end result.

EFTPOS electronic funds transfer point of sale is the generic term used to describe cashless transactions using use of debit and credit cards as part of eCommerce.

emissions trading scheme (ETS) see carbon trading.

emotional intelligence Refers to a person's ability to be self-aware and to have good interpersonal and people skills.

employability skills A set of 8 skills that all people need to develop on a lifelong basis to become effective employees. These, together with the set of 6 enterprise capabilities are considered to be **work-related skills** for the purpose of Industry and Enterprise.

employee (employment) Someone who is paid to work for an enterprise (at least 1 hour or more per week needed for official employment).

employee absenteeism Measures the proportion of employees absent on a given day, week, month etc..

employee feedback Part of the process of performance appraisal; the employee's opportunity to evaluate aspects of their employer's performance.

employee participation (involvement) A process of incorporating the ideas of employees into decision-making processes.

employee relations Effectively managing industrial relations, working conditions and the other key relationships between an organisation and its employees.

employee satisfaction A measure of whether employees are enjoying the job itself and the key determinant in employee motivation.

employee-orientation A corporate culture that encourages and fosters a participative decision-making structure and a focus on employee motivation.

employer groups Representative organisations for industry or business groups.

employment agencies Labour hire firms and HR specialists who handle the recruitment process as well as the sourcing of casual and temporary labour.

employment conditions General term used to describe pay, benefits, remuneration, working conditions and other related aspects of employee agreements.

employment contract Sets out the employment conditions and other rights and responsibilities of employees and employers. May be a contract for a set period of time.

employment growth The rate of growth of new jobs throughout an industry or in the economy.

enterprise (bargaining) agreement (EBA) Previous term used for registered agreements. Decentralised industrial relations negotiations that sees employment conditions negotiated collectively on an industry or workplace basis.

enterprise An activity that involves lateral thinking and the use of competencies and enterprise skills. An organisation or business.

enterprise capabilities 6 sets of inter-dependent enterprising behaviours and skills.

These, together with the set of 8 employability skills are considered to be **work-related skills** for the purpose of Industry and Enterprise.

enterprise culture A description of a culture within work settings that encourages a more flexible, better trained and innovative workforce, whereby employees have well-developed work-related skills.

enterprise skills Any relevant key work-related skills or competencies that help create a more enterprising culture.

enterprising Displaying enterprise; utilising enterprise skills.

enterprising nation The ability of a nation's stakeholders to be enterprising; government policy promoting such a tendency.

entrepreneurs Individuals who utilise work-related and other skills to think laterally in their approach to business activities.

environment General term used to describe the natural world and the ecosystem. Can also describe any physical work-site or conditions.

environmental impact The direct, indirect and unintended environmental outcomes that occur as a result of an organisation's operations.

environmental management A quality process that focuses on improved environmental operations thereby enhancing the 'triple bottom line'.

equal opportunity Access and participation for all individuals regardless of gender, ethnicity or other factors.

Recruitment Recruitment using ICT tools including online and other recruitment systems.

Retail The term used to describe retail eCommerce that takes place within the retail industry. eTail uses online shopping facilities provided by either dedicated Internet retailers (Amazon.com) or by traditional retailers with eTail facilities (Coles Online).

Stakeholder management The concept of managing towards the 'triple bottom line' and without the exploitation of stakeholders. Doing what is 'right'.

ethnicity The nationality or cultural background of a person or group.

evaluation The skill of monitoring and judging success in meeting PLs.

executive Senior management level employees or members of the board.

expectations (work) What employees expect to get from working. May vary depending on type of employee, the job, stage of life and other values-based factors.

expectations The expectations that stakeholders expect to get from a commercial decision and are related to the values that they hold.

expenses The costs involved in conducting a business.

export Selling goods or services internationally, the goods or services sold.

external stakeholders Outside organisations or individuals who have an interest in the operation of an organisation; can include customers or anyone dealing with the organisation.

externalities Unintended positive or negative outcomes or effects from the operation of organisations or by industry.

extrinsic motivators Motivating factors that originate from 'outside' an individual such as working conditions and work environment.

facilities layout The physical configuration of an organisation's assets and processes to maximise efficiency and to promote safe and positive stakeholder interactions.

factors of production The components of land, labour, capital and enterprise which are combined to produce goods and services.

family-friendly Workplaces that encourage flexibility in working arrangements and hours, job-sharing, maternity and paternity leave, crèche facilities and other work practices to support family relationships.

faults A measure of rejects or returns in production output.

fear A state of resistance that accompanies change.

feedback The process of reflecting your opinions and ideas back to others. Usually part of a performance appraisal process.

final product A product, good or service, that is ready for its end-user.

finite Refers to something that will not last and will run out; and in terms of resources finite refers to non-renewable resources source such as fossil fuels.

fixed cost An expense which does not vary regardless of how many items are produced, e.g. rent on a factory.

flexibility General term that describes the ability of workplace stakeholders to adapt to changing skills, conditions and expectations.

flexible learning A learning program whereby students and trainees are able to undertake self-paced learning, or undertake a program that is tailored to suit their particular learning needs and learning styles; or a program that uses flexible modes of delivery such as online.

flexible manufacturing systems FMS Operated by using a central computer system to coordinate the manufacturing environment to produce flexible or varied outputs.

flexitime The opportunity to spread weekly working hours in a way that best suits the worker; allowing the worker to start later and finish later as long as the required hours are worked.

floating exchange rate A situation whereby the value of a country's currency is determined by the demand for and supply of that currency in international foreign exchange markets. A floating exchange rate gives the 'true' value of a nation's currency.

foreign debt Total amount owed by Australian organisations to overseas lenders.

Foreign exchange The term used to describe the buying and selling of international currencies in order to support international global trade. When countries trade with each other they often have to exchange their money for other countries' currency.

foreign investment Capital financial flows in and out of an economy such as purchase of businesses, shares, bonds, etc.

formal training Leads to certification and qualification. It may be performed both on and off-the-job.

fossil fuels General term used to refer to non-renewable resources such as oil, black coal, brown coal and other 'dirty fuels' derived from finite reserves and mineral deposits that developed over millions of years from decomposing carbon-based life-forms. Fossil fuels are usually dug up and burned to release energy but contribute to increased emissions.

foundation A type of not-for-profit organisation set up to provide an ongoing community service.

franchise An ownership structure that operates with standardised training, branding, systems and marketing support from an 'umbrella' company in return for a fee and an ongoing share of revenue.

free trade agreement Negotiated between countries they remove barriers such as tariffs and quotas increasing access to markets.

freedom of association An employee's right to join or to not join a union.

fringe benefit Non-wage/salary benefits paid to employees such as a company car, etc..

frontline managers Lower-level managers directly responsible for operations and short-term objectives, (supervisors).

full-time Generally refers to ongoing non-casual work of 35+ hours per week.

functional flexibility The ability to perform a variety of tasks, to be adaptable and multi-skilled.

general manager GM The 'big boss', appointed to run an organisation (see also: CEO & MD).

General Module Part of safe@work required as the first step in obtaining a Certificate of Attainment.

Glossary

GEN

generalist A multi-skilled employee who usually works in a smaller workplace and needs variety of skills and competencies.

gig economy Describes emerging digital tech-based models and work arrangements whereby many workers are engaged as short-term or self-employed (sub) contractors.

Global Financial Crisis (GFC) Name used to describe the economic downturn that effected the world in 2008 into 2009.

global market International trade, business conducted on an international basis.

global warming Refers to the harmful greenhouse effect that is occurring as a result of greenhouse gases being trapped in the earth's lower atmosphere. As the earth's temperature rises, irreversible ecological and climatic consequences are said to be occurring.

globalisation The internationalisation of trade and business.

goals Objectives measurable by KPIs.

goal-setting process Organising and planning process used to effectively forecast and develop plans.

goods and services tax GST A broad-based tax of 10% on nearly all goods and services. Exclusions apply to most fresh food.

goods industries Manufacturing, mining, agriculture, forestry & fishing; (some definitions include construction and electricity, gas and water supply.)

goods Tangible products for sale.

goods-producing A firm or industry that mainly produces tangible goods such as Cadbury-Schweppes.

government agencies General term used to describe partly or wholly-funded government enterprises and organisations that operate to deliver a particular targeted service.

government businesses GPs Public sector service-providers that are increasingly operated following competitive 'for-profit' management practices.

government departments Public sector organisations that provide a social-service within a budgetary framework.

government Local, State or Commonwealth decision making apparatus.

government policy Decisions made by the government on a range of issues.

grants Payments made by the government to support organisations and industries (e.g. export enhancement).

Green Power A government supported and subsidised scheme that encourages power companies to generate electricity from renewable resources. Consumers are charged a weekly fee to use electricity that is generated from sustainable means.

greenhouse effect Refers specifically to the increasing temperature that is occurring in the earth's lower atmosphere as a result of infrared rays being trapped by greenhouse gases after reflecting off the earth's surface. The result is a warming of the atmosphere.

grey collar Term used to describe lower-level service occupations such as hospitality, health-care, customer-service, security and other workers.

grievances Areas or issues of dispute or conflict (grievance procedures).

gross profit Total revenue less cost of sales. Doesn't take into account all other expenses.

gross value-added The degree of transformation that is applied to productive resources. e.g. wheat - flour - bread - sandwiches - restaurant meal.

group training organisation GTO Responsible for the employment of Australian Apprentices. A GTO usually will place a new apprentice with a range of different employers over the life of their training exposing the trainee to different work settings and workplaces.

GROWMA Six-step planning process of Goals, Resources, Organisation, Work, Monitor and Adjust.

hierarchy Describes a bureaucratic vertical

management structure and the associated chain of command.

high value-added A product that has been transformed significantly or elaborately from its original state. e.g. cow - leather jacket.

homogenous Of the same kind, similar.

horizontal integration Takeover, and restructuring, of an organisation, competitor or department offering a similar product.

hot-desking The practice of using temporary and shared office facilities for workers or organisations not requiring such facilities on a full-time basis.

human resources The labour power available to any organisation.

IASM A 4-stage problem-solving process involving: Identify, Analyse, Select and Monitor.

import-replacement industries Produce products that compete against overseas suppliers.

imports Goods or services sourced from overseas suppliers.

incentives Bonus and reward payments offered to increase productivity and motivation.

income level The amount of money earned by a particular category of worker or sector.

income Refers to wages, salaries, commissions, profits and dividends earned from working or from investing.

income tax Levied by the Commonwealth Government and the major source of tax revenue.

indexation Automatic granting of wage increases (based on inflation) in wages, or sometimes productivity-based increases.

indirect service technology Capital intensive machinery and equipment used by service-providers to support their operations (e.g. communications technology).

industrial disputes Active dispute between employees and employers. May include strikes, lockouts, work stoppages, etc.

industrial relations The formal system of employment relationships between employers, unions, employees and the government.

industry A group of workplaces or businesses that produce similar or the same types of products.

industry benchmarks Measurable practice KPIs that apply on an industry basis (industry ratios).

industry certification Quality assurance system that apply for specific industries or occupations (e.g. ISO 9001, etc.).

Industry Module Pathway Safe workplace required as the third step to obtaining a Certificate of Attainment.

industry restructuring Refers to ongoing structural changes in workplaces and across industry aimed at efficiency and competitiveness.

industry-specific competencies (skills) Competencies that are required for work within a particular occupation or industry as set down by a training package.

infinite resources (see renewables)

inflation (CPI) An increase in the general level of prices of goods and services.

informal training Training that normally occurs on-the-job involving showing or guiding an employee.

infrastructure The supporting structures that allow an organisation (e.g. ICT systems) or industry (transport system) to operate.

innovation (innovative) The generation of new ideas; or better uses for existing things.

inputs The productive resources that go into the transformation process (land, labour, capital and enterprise).

inspections A checking procedure used to ensure that a business is in compliance with industry regulations, government laws or quality guidelines.

interest rates The price of money. The reward for saving. A key factor influencing economic decision-making.

intermediate consumers Members of the supply-chain who undertake further processing to transform a product into a more finished form (intermediate goods).

intermediate products Goods and services which are used-up in the production process as part of a finished good.

intermediate service Used to describe a service to businesses that is provided as part of the supply-chain such as delivery of goods or maintenance of equipment.

internal stakeholders Stakeholders within a business or company.

internal training Offered 'in-house' and may be formal or informal training.

international competitiveness The ability to successfully compete with a foreign enterprise, product or service.

interpersonal conflict Occurs between employees, groups of employees or between opposing stakeholders.

interpersonal relations Describes the working relationships between employees, groups of employees or other relevant stakeholders.

interpersonal skills These so-called 'soft skills' allow a person to communicate effectively and deal with people. Communication, understanding, empathy, awareness and intuition are seen as essential interpersonal skills in the commercial world.

interpersonal The ability of a person to maintain effective relationships with colleagues, customers, clients and other human beings rather than having the personality of a rock.

intrapersonal The ability of a person to be self-aware, to understand their strengths and weaknesses and to be self-efficacious, even if they don't really know what self-efficacious means.

intrinsic Refers to internal aspects that are present in an individual. Intrinsic motivation comes from within an individual such as a desire for achievement or a sense of responsibility.

inventory The stock of materials and/or components. May be raw, intermediate (work-in-progress) or finished.

investment Capital funds used to create production and thereby generate a return.

job classification This is the official level or title of a person's job. (See ASCO.)

job description Prescriptive statements that outline the key functions and roles expected of a particular employee. Job descriptions relate to the position not to the person.

job dissatisfaction A measure of an employees 'dislike' of their role.

job enrichment Redesigning an individual's work responsibilities so that their job is made more interesting and satisfying; such as more responsibility, greater complexity or decision-making and problem-solving.

job rotation A flexible work arrangement whereby employees are trained for and undertake different job tasks and varied roles.

job satisfaction Enjoyment of one's occupation usually related to the job itself. A key motivating factor.

job security The condition of having stable, safe and secure ongoing employment.

job specifications Outline the skills, competencies, experience, qualifications and technical abilities needed by an employee to successfully perform a specific designated position.

job-sharing When the same job is shared between two people, each working a time fraction that together adds up to full-time.

just-in-time (JIT) A quality process that sees organisations operate on a needs basis holding minimal stock levels until just when they are needed.

key performance indicators (KPIs) Those measures which determine whether objectives have been met. KPIs may be qualitative or quantitative.

KEY

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KIN **kinesthetics** Refers to tactile, touching sensory interaction or how something feels, e.g. In retail if you encourage a person to hold an object then they are more likely to buy it.

labour (employee) turnover The percentage of workers who need to be replaced by a workplace or in an industry on a regular basis.

labour force The total level of all those employed plus all those unemployed (actively seeking work).

labour market The exchange of human effort for wages and salaries re: the demand for and supply of employees.

labour supply The available workforce.

labour The productive resource involving human effort or input.

labour-intensive A production process which requires a large number of man-hours, usually resulting in a more expensive but higher quality item.

laissez-faire A management style characterised by minimal task direction and supervision of employees with the manager responsible for basic resourcing needs and deadlines.

leadership The ability to create and communicate vision and objectives and to encourage an enterprising culture.

learning Developing new skills it is one of the 8 employability skills that form part of work-related skills for Industry and Enterprise.

learning and developing skills and knowledge Involves learning and acquiring new skills both on-the-job and off-the-job as well as building a professional and/or technical vocabulary. One of the 6 sets of enterprise capabilities that form part of work-related skills for Industry and Enterprise.

learning outcomes The expected end result of a learning process; proof that knowledge has been acquired. Used in competency-based training.

lease To hire something rather than to buy it outright.

leave An employee benefit which includes annual, long-service, sick, maternity and other types.

lessor The organisation or individual who provides the goods under a lease agreement.

level-playing field The open and competitive (free-trade) global marketplace without trade barriers and restrictions.

life-cycle The different stages that apply to a product or to a person's career. Outcomes usually vary depending on the stage of a life-cycle.

lifelong learning Can be both formal and informal and continues no matter what stage of your life or career.

linear career An outdated career mode which sees a person's career evolve in a straight and easily planned path.

lobby (pressure) groups Interest groups who hold a particular societal value and who use their power to bring about behavioural changes in consumers or producers or policy and legislative changes by governments, e.g. QUIT.

local community A key stakeholder in decision making that impacts on a defined area.

logistics Focuses on materials management, transport and distribution and other 'physical' supply-chain management issues.

long service leave Leave that an employee earns as a reward for staying with the one employer for many years.

long-term Planning that takes place strategically, usually over 2-5 years.

long-term unemployment Ongoing joblessness. To be without a job for more than 12 months, a key problem resulting from structural unemployment.

lose-lose An unsatisfactory outcome from a negotiation process. It might occur when neither party is prepared to compromise.

low value-added Products that have not had much transformation applied to them. These simply transformed manufacturers usually get

further transformed into a finished product by a different organisation.

loyalty Describes likelihood of customers making repeat purchases and employees remaining with an organisation.

macro environment The external operating environment that indirectly influences organisational decision-making. Includes broader commercial issues such as social, economic, legal and technological.

macro policy On a large scale; macro economic policy is that which impacts on the whole economy.

management levels Managers are assigned different levels of seniority and as a result have different responsibilities. Key levels are executive, senior, middle and frontline (supervisory).

management roles The four 'general' roles or functions of management are considered to be planning, organising, leading and controlling (POLC).

management skills Skills and competencies required by managers to function effectively according to their level and role. Key skills include communication, problem-solving, decision-making and financial competencies.

management structure The organisation of responsibilities, employees, assets and operations. Vertical and horizontal structures influence corporate culture and work practices.

management styles The approach to decision-making taken by individual managers and affected in an organisation's corporate culture, management's structure and its structure.

manager Those employees responsible for decision-making and overseeing staff in particular areas of an organisation.

managing and leading Taking charge, managing oneself and others, planning and organising, use resources effectively, leading change and managing risk, reviewing performance and giving constructive feedback. One of the 6 sets of enterprise capabilities that form part of work-related skills for Industry and Enterprise.

management director MD The 'big boss', appointed to run an organisation (CEO & CMO).

manipulation A tactic used to become resistant to influence or overbearing and aims to get a stakeholder to do what you want.

manufactured goods Products produced through the process of manufacturing.

manufacturing technology The equipment and machinery used directly to produce goods.

manufacturing process The process of transforming raw materials and intermediate goods into finished goods.

margin The difference between selling price and cost of sales (gross margin), or selling price and all expenses (net margin). See also: profit margin.

market penetration A measure of a product or company's market acceptance and/or market share.

market power A position of strength achieved through economies of scale of trading as a monopoly or oligopoly.

market share The percentage of sales a product or business has as a proportion of the total sales.

marketing An organisational function related to product development, pricing, sales and advertising.

mark-up The difference between wholesale and retail prices.

mass production Refers to industrial production using economies of scale whereby an organisation produces in large volumes, e.g. Coca-Cola!

maternity leave Family-friendly employee benefit granted to employees who have a child.

matrix structure A flexible, fluid and dynamic horizontal structure which emphasises cooperation and synergy across all units of the organisation.

mediator A person who acts as an independent third party to help settle conflict or a dispute.

mentee Person being mentored.

mentor (mentoring) Someone more senior who guides or assists an inexperienced person or worker.

merger The joining of two or more entities. May involve companies, business units, departments or other organisational operation.

message retention A key to effective communication involves the recipient receiving, remembering and retaining the message.

micro-economic (reform) policy Government policy focusing on improving the efficiency and flexibility of different industries or sub-sectors throughout the economy.

mid-term Planning that takes place intermediately, usually between 3-6 months to 2 years.

monitoring Evaluating and checking whether a process or plan is achieving its objectives.

morale A measure of employee satisfaction.

motivation Incentives or reasons for working more efficiently and effectively.

multi-factor productivity Maximising efficiency in the use of productive resources and eliminating waste.

multinational companies Companies that are owned by foreign interests and trade on a worldwide basis.

multiple intelligences A set of 8 categories developed by Howard Gardner that refer to different styles of learning and behaviour. A knowledge of these can improve interpersonal relationships and intrapersonal understanding.

multi-skilled Someone who is able to perform a range of tasks; functional flexibility.

musical/rhythmical One of the commonly accepted multiple intelligences it refers to the ability to understand music or tonal rhythms and rhythm.

National Employment Standards The set of 10 minimum entitlements to leave, public holidays, notice of termination and redundancy pay and so on, that all (relevant) employees are entitled to.

natural attrition Downsizing that occurs through employees leaving an organisation as part of their normal career life-cycle.

natural leaders People who are said to possess the innate qualities of leadership. Normally they are charismatic and enterprising.

natural resources Raw materials from the natural environment such as water, minerals etc..

naturalistic One of the commonly accepted multiple intelligences it refers to the ability to understand the relationship with one's natural environment.

negotiation The process of using various skills and tactics to reach a compromise decision with an aim to create a win-win situation for all stakeholders involved.

net margin The % of profit made from each sale after all costs and expenses have been included.

net profit Calculated as total revenue less cost of sales and all other expenses (the 'bottom line').

net services The difference between exports of services and imports of services. Net services may be a surplus or a deficit.

network Your friends, acquaintances and connections who can help you develop a career.

new economy General term to describe the gig economy, and the operations of digital disruptors using digital tech-based models and work arrangements.

niche A focus on a small, specialist and often under-served segment of a market.

non-core The support functions of an organisation. Provision of these functions may be outsourced to sub-contractors. e.g. cleaning, security, IT etc..

Glossary

NON

non-financial KPIs and outcomes that are not directly measurable in dollar terms. e.g. satisfaction, complaints, community involvement.

non-renewable Finite resources that are unsustainable, and once used up will be gone such as fossil fuels including oil, coal and other minerals.

Notburgers The meat free treat you'll love to eat. Now in new packaging. Yum!

not-for-profit An organisation that operates for a social, community or member benefit. It still has to operate within commercial financial constraints.

numerical flexibility The ability to work at a range of times depending on the needs of the business.

objectives Aims for a particular project or plan. Goals.

occupational health and safety inspector External safety inspector usually acting on behalf of the relevant government authority.

occupational health and safety Procedures put in place to protect employee and customer safety. (WHS)

occupational wastage When qualified employees don't work as their qualification; or at all.

offshore When businesses manufacture overseas; when organisations contract work and services overseas.

off-the-job Learning that takes place in a formal learning environment rather than in the workplace.

on-call When an employee may be requested to work at any time. Some employees may be on-call 24 hours a day as a result of their responsibility, such as a production maintenance engineer.

on-site Work that is undertaken away from the organisation's location at customer or client premises or locations.

on-the-job Training that takes place in the workplace either formally or informally.

opportunities The chances that present themselves in a business context.

opportunity cost The next best thing that you give up when you make a decision.

organisation Any commercial entity that uses productive resources to produce goods or services.

outputs The end result of the transformation process. An output product may be a good or a service.

outsourcing The use of contracted specialist service-providers to provide non-core services for an organisation. Many organisations 'buy-in' services they no longer provide themselves.

over-communication When people or stakeholders bombard or confuse their audience with too many messages.

over-consumption The condition that affects humans in that we use more than we need. Sometimes this is referred to as 'affluenza'. Over-consumption results in the waste of resources.

overemployment Workers who are working more hours than they would prefer to be doing.

over-engineering The practice of making products that exceed the quality standards required; or that exceed the utility required by most users.

overheads Expenses incurred by an organisation. Usually refers to those consistent expenses that are a normal part of operating such as utilities, insurance and fees.

overseas competition Foreign products or companies that provide similar products to those made in Australia.

oversupply A glut of a particular product or employee skill in the marketplace which may reduce its price.

overtime Work performed beyond normal scheduled hours. Many salaried professionals and managers do not get paid for overtime, but many wage earners have overtime

conditions as part of their EBA or Award.

owner-operator In micro and small businesses the owner of the business is commonly the key employee.

owners/shareholders People or companies that effectively own a business by holding shares or having a controlling interest.

Paid Parental Leave scheme Commonwealth Labor Government-funded scheme, introduced in 2011 providing 18 weeks of paid leave at National Minimum Wage.

para-professional Occupational classification usually requiring a TAFE diploma. Occupations that work in support of professionals.

parent The organisation that is the 'true' owner/controller of a subsidiary organisation. e.g. General Motors - General Motors Holden.

Paris Agreement A global 2015 agreement dealing with the reduction of greenhouse gas emissions and other related issues from 2020.

participation rate The proportion of the civilian population aged 15+ who are employed or actively seeking work.

participative style (democratic) An employee-oriented management style characterised by employee responsibility for, and input into, decision-making. Favours a teams-approach and employee empowerment with open communication.

partnership A form of business ownership structure that sees the commercial entity owned by partners. Usually applies to small business, but some large professional organisations are owned and operated by partners.

part-time Work that is undertaken on a fractional basis, generally ongoing and attracting the same conditions as full-time employees but on a pro-rata basis.

patents A legal right of ownership granted to the inventor of a product or invention that prevents them from others from copying it. Note: Ideas cannot be patented.

pathway A series of steps, plans and actions that a person undertakes to achieve their career goals.

peer leader A person who is the unofficial role model and trend-setter in a group.

peer pressure groups Structures or influences that may dictate how activities are performed.

people skills The ability to communicate and work effectively with people. These 'soft skills' are a very important part of emotional intelligence.

performance appraisal A formal process of assessing a worker's job skills.

performance criteria KPIs used to assess whether an employee is carrying out their job effectively and used as the basis for employment. e.g. A call-centre operator might have to make a certain number of calls per hour.

personal competencies The abilities and skills that a person can bring to a job as a result of their personal and social abilities.

personal costs The negative consequences of work demands on the personal lives of workers.

Personal/Carer's leave (& compassionate) 10 days paid leave and associated unpaid leave entitlements granted to employees for illness, etc. set-down as part of the National Employment Standards.

persuasive style A management style characterised by managers making decisions and then 'selling' the idea to employees and other stakeholders. Involves effective communication and usually a charismatic vision.

philanthropy The act of giving to, helping and supporting the community through donations and other activities. It promotes good corporate citizenship.

plan Part of the process of continuous improvement. A strategy to achieve an objective.

planning and organising One of the 8

employability skills that form part of work-related skills for Industry and Enterprise, it facilitates effective goal setting and resource management.

planning levels The relevant hierarchical levels responsible for organisational planning. Usually longer planning timeframes become the responsibility of managers further up the hierarchy.

planning process PODR, GROWMA and other planning processes used to effectively manage organisational planning (goals, responsibility, organisation, work, monitor, adjust).

PODR A 4-stage planning process consisting Planning, Organising, Doing and Reviewing.

point-of-sale Where a product is bought, usually a retail outlet.

POLC The 4 basic roles or functions of managers; (planning, organising, leading and controlling).

policy Documented organisational rules, requirements, procedures and plans that define an organisation's structures and activities. Many policies are mandated by legislative requirements.

portfolio career Type of career where different modes of employment are combined such as part-time, casual, contracts etc. to fashion an overall career.

post-compulsory The age beyond which school is voluntary.

prerequisites Things that must be satisfied before moving on to the next stage or being accepted into a course. e.g. Maths Methods is a prerequisite for many engineering and science courses.

pressure groups Organisations which seek change by influencing key stakeholders.

pressures Key forces causing change to industry, organisation and stakeholders.

primary products Raw materials used in the manufacturing process.

primary industry Businesses involved in growing, sourcing or extraction of raw materials.

primary The first stage of something; in primary industry it refers to those industries involved in growing or extracting natural resources.

private sector All the non-government organisations that make up the commercial environment. Accounts for over 75% of all goods and services produced in Australia.

privatisation A government program of selling assets (organisations) to the private sector. Aims to increase efficiency and competition (e.g. Telstra).

proactive The habit of using initiative to see market opportunities rather than waiting for trends to emerge and following them.

problem-solving Analysing issues, making decisions and dealing with change. One of the 6 sets of enterprise capabilities and also one of the 8 employability skills that form part of work-related skills for Industry and Enterprise. Employee empowerment encourages problem-solving through an enterprise culture.

problem-solving process IASM and other processes designed to effectively manage all the stages involved with planning for problem-solving.

problem-solving tools Specific methods and activities that can be used to enhance problem-solving skills. Many of these tools are part of quality management processes.

pro-bono Work performed by professionals at no charge, i.e. lawyers, designers, accountants, etc..

process-oriented layout Facilities are designed to handle a variety of processes and resources are organised according to their function. Suits service-delivery or more flexible operations which require the handling of varied customer or client needs.

product A good or service produced for sale in the marketplace.

product design Research and development activities that go into the functionality,

PRO

Preview
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Do Not
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DRAFT

PRO usability, safety and aesthetics of product development.

production line The organisation of employees and resources into a sequential continuous flow of operations to support efficient large-volume manufacturing. Becoming increasingly computer-designed and controlled.

production processes Describes the varied operations undertaken by organisations to produce goods and services. Processes vary depending on the type of output and whether output is a good and/or service.

production The general term that refers to the manufacture of goods or the provision of services. Production refers to how much, or the total volume that is made, and not to how quickly something is made.

productive resources Land, labour, capital and enterprise. Every product uses the productive resources in varying quantities.

productive work Labour that allows a person to be counted as being 'employed' in our economy. Might unofficially refer to voluntary or domestic work.

productivity A measure of the output achieved per unit of input. Can be measured per unit of labour, per dollar or by time; efficiency.

professional An employment classification usually requiring the completion of university education such as a doctor, lawyer, engineer, accountant, teacher, etc..

professional development Generic term describing all training programs, activities and other enhancement activities offered to employees to encourage them to upskill and develop their careers.

profit Total revenue less total expenses.

profit-motive (oriented) In a capitalist economy the key incentive of the private sector it may act as the bottom line for organisational decision-making.

pro-rata Usually referring to work conditions of part-timers; you get the proportion of conditions that correspond with the number of hours you work.

prototype A physical model of a product in development for testing and evaluation purposes. Organisations are increasingly making virtual prototypes that can be modified quickly and efficiently.

public company An organisation listed on the stock market and whose ownership is open to those who buy shares in the entity.

public relations A work role that exists in most large organisations which deals with the public, publicity and presenting the company's image to the public.

public sector All the government businesses, departments and service-providers in the commercial environment.

purchasing power The ability to buy at discounted prices because your company is able to purchase very large quantities.

qualification A certificate awarded on completion of study, e.g. Australian Apprenticeships, diplomas and degrees.

qualitative Non-numerical measures of performance or KPIs. These are sometimes difficult to measure accurately.

quality assurance The process of being accredited as an organisation that follows certified quality procedures.

quality audit(ors) Quality assurance professionals whose job it is to verify the procedures of quality assured organisations. They are usually independent consultants.

quality circles Teams-based approach used in organisations whereby groups of workers are responsible for decision-making and problem-solving.

quality control Internal processes aimed at checking and evaluating that products are of acceptable quality standards.

quality management Focusing on improving quality processes throughout different management functions.

quality Measurable state of achievement.

quality network A group of related businesses

which all have quality certification.

quality tools Processes, systems or other methods used to achieve quality outcomes.

quantitative Relating to the number or amount rather than quality. A numerically measurable KPI.

quaternary The fourth sector of industry classification mainly dealing with information services.

quinary The fifth sector of industry classification mainly dealing with provision of domestic types of services.

quotas Limits applied to the amount of trade or other activities conducted; especially for amounts of an import.

raw materials Basic non value-added materials used in manufacturing processes.

RDO Rostered day off which may form a 38 hour week which sees an employee receive 1 days paid leave every 4 weeks.

reactive The habit or policy of waiting to see what develops before making a decision or plan. Not anticipating likely outcomes.

real The concept of taking out the effect of inflation to really see changes in value.

rebate A monetary payment usually granted by the government to encourage a consumer to purchase an item. e.g. Rebates on water tanks, solar power systems and other sustainable resource initiatives.

receiver Person who gets the message communicated to them.

recruitment difficulties When employers find it hard to recruit the quality of employees for working conditions (e.g. the pickers).

recycling Reusing physical resources in order to improve efficiency and encourage environmental sustainability.

redeployment When an employee is transferred to a different position in an organisation or moving to a different department, they are redeployed.

re-engineering The process of finding ways to reduce waste by turning waste product into something usable.

reform A process of ongoing change normally brought about as a result of government policy decisions, such as micro-enterprises reform.

regulatory agreement Decentralised industrial relations negotiations that sees employment conditions negotiated collectively on an industry or workplace basis. Previously known as EBAs or collective agreements.

Registered Training Organisation (RTO) A training provider who is accredited to deliver vocational training.

regulators These are the government legislative bodies and statutory bodies who determine and oversee legal rules and regulations.

rejects Faults that occur in the production process and that are picked up by quality control.

relative scarcity An economic term that refers to the problem of limited resources to satisfy our unlimited wants. In other words we are greedy and want more than we need and as a result we have to make decisions which cause us to make sacrifices.

renewable energy Energy that is generated from sustainable sources such as solar and wind power.

renewable resources (renewables) Resources that are self-replacing such as pine plantations or naturally occurring such as solar, wind and wave power.

research and development R&D An aspect of industry that investigates the long-term possibilities of innovation, new markets, new products, etc..

Reserve Bank of Australia RBA The backbone of Australia's financial and banking sector. The Reserve Bank is the bank to the government and the bank to the banks.

resistance A state of fear or hostility in stakeholders which usually accompanies an unwillingness to change.

resources Inputs used by organisations to produce goods and services; (see also: productive resources).

responsibility The degree of decision-making power given to an employee or team.

restructuring The process of undertaking strategic change which results in changes in workplaces and industries.

retail sales Purchasing that takes place in a shop or other similar premises. Measuring the level of retail sales can indicate the health of an economy.

retention A concept relating to keeping, saving or remaining; e.g. staff retention, message retention etc..

retraining Skills-based or formal learning that equips workers for new jobs, usually as a result of industry restructuring or changes in technology.

retrenchment To lose one's job, usually because of structural changes in an industry or industry sector, or because of a downturn in business.

revenue Refers to income from sales, commissions, fees and other income sources.

Review Module Part of safe@work refresher required after 12 months have passed or when changing industries.

rights These are the legal entitlements of employees and people in society generally.

risk management Effectively being able to take and manage risk. Requires appropriate planning, decision-making and organisation of resources to generate positive outcomes.

robotics Mechanised production equipment that is able to perform dangerous, repetitive and specialised tasks.

rostering Ensuring staff are available when required, it is a key aspect of numerical flexibility.

rotating shift A work schedule that requires staff to work flexible hours, sometimes during the day and sometimes at night.

safe@work Set of online OH&S modules that must be completed by students in Victoria's schools before being allowed to do work experience.

safety audit A thorough monitoring of a workplace and its procedures to determine that it is hazard free for workers and other stakeholders.

safety net The minimum enforceable conditions as part of the National Employment Standards that must be adhered to as a part of all contract negotiations.

safety testing Procedures put in place to make sure that equipment and machinery used in industry are safe.

salary Income amount paid to professionals and higher-skilled employees. Calculated (but not paid) on a yearly basis.

sales volume The quantity of sales achieved by a business.

sampling Testing a small batch or single item to determine quality levels.

scarce resources Materials in short supply thereby making them expensive or sought after.

seasonal/seasonality Patterns that occur at the same time every year. These patterns might relate to occupations, retail sales etc..

secondary industry Businesses involved in the manufacture or processing of goods.

secondary The second stage of a process.

security A feeling of safety or wellbeing; even confidence; e.g. job security.

self-awareness One of the 8 employability skills that form part of work-related skills for Industry and Enterprise whereby individuals have an understanding of their strengths and weaknesses including well-developed emotional intelligence.

self-checkout Automated retail cashier systems.

self-employed (See owner/operator.)

self-esteem A measure of a person's sense of self worth.

SEL

Glossary

SEL

self-paced learning A method of flexible learning where a student or trainee can progress through learning outcomes at their own pace.

sequestering Undertaking environmentally sustainable activities to balance out the negative consequences of environmentally harmful activities. e.g. Planting native trees to offset and burn up the CO₂ emissions caused by vehicles.

service A task that is performed by someone else. The provision of assistance.

service credits As part of the Balance of Payments - Current Account, service credits is the export revenue that flows into Australia as a result of selling services to overseas consumers. e.g. Inbound tourism and travel.

service debits As part of the Balance of Payments - Current Account, service debits is the import revenue that flows out from Australia as a result of buying services from overseas consumers. e.g. Outbound tourism and travel.

service industries Tertiary, quaternary, and quinary industries involved in providing a service. Most employment growth is occurring in these industries.

service technology Specific functional items of technology used by organisations to provide services.

service-provision (producing) A focus on a service as a product. Service-provision contributes most production to the economy and most employees now work in service-industries, such as the retailer Woolworths.

share market (stock exchange) Where shares in listed public companies are bought and sold. Controlled by the ASX.

share price The day-to-day market price of shares in a listed public company on the stock market.

shareholder An owner of a company with power relative to the proportion of their shareholding.

shareholder return The dividend or share of profit that shareholders receive (or lose). Can also relate to capital gains (or losses).

short-term Over a relatively brief period of time, immediate or day-to-day.

shrinkage The value or volume of inventory declining due to spoilage, breakages, loss or theft.

skills gap When existing employees don't have the specialised skills, qualifications or experience to satisfy employers' emerging skills needs for an occupation.

skills shortage A situation of too few skilled employees to satisfy labour requirements especially in metals, electrical and construction trades and in many health-care professions.

skills The practical demonstration of one's abilities. Skills are needed in order to be competent at a task.

skills-based training Learning that is focused on the ability to perform specific tasks.

social benefit A positive that occurs as a result of an organisation's operations. Usually, but not exclusively, relates to service-provision of not-for-profit and government organisations.

social competencies Those skills a person develops by dealing with people both in and outside of work, e.g. communication and interpersonal skills.

social costs The negative effects on society of particular actions or industry decisions.

socialisation The ability of a person to become familiar with accepted culture, norms, values and behaviours.

socially responsible To behave and make decisions that seek to protect and benefit society.

societal value A shared belief or attitude held by a group of like-minded stakeholders.

socio-demographic The structure of a particular society, including gender, ethnicity, age and income.

solar power (photovoltaic) A renewable resource that uses solar panels to capture and

store energy from the sun to be used for the generation of power.

sole trader A type of business structure used by micro and small businesses that are usually owner-operated.

specialisation Specific and often repetitive tasks performed by an employee or organisation.

specialist An employee who has specific skills for an industry, industry sub-sector, occupation or specialisation within an occupation.

spoilage Inventory and work-in-progress that is broken, damaged or wasted.

staff (labour) turnover A measure of the proportion of staff who leave an organisation within a set period of time.

staff retention Measures whether employees remain with or, are loyal to, their employer.

staffing (levels) Recruiting of employees by an organisation and how well resourced it is.

stakeholder A person, group, organisation or community having an interest in or being affected by a decision.

standard of living Quality of life in either a material, e.g. income, or non-material, e.g. leisure, sense.

Statement of Attainment A formal record which gives credit for work done towards a qualification or other forms of recognised training, even if unfinished. It identifies subjects or units of competency achieved through partial completion of a qualification or nationally accredited short course.

strategic plan A business plan that sets out of its revenue, profit and growth objectives.

strategic plan A long-term plan, usually for 5 years, that involves the key direction and objectives of an organisation.

stress A negative emotional response that occurs as a result of an unwanted situation.

stress management Techniques to minimise employee stress.

stressors Factors or circumstances that cause or trigger stress reactions.

structural change The act of achieving strategic change which involves long-term adjustments to an organisation's structure and activities.

structure and employment Changes by which the match between skills offered by workers and the skills in demand by industry.

sub-contractor Someone who is employed by a contractor to complete part of a project.

subsidiary An organisation that is owned or controlled by a parent company (e.g. MH - General Motors).

subsidy A grant or payment made by the government to encourage a stakeholder to do something. e.g. Employers are paid subsidies when they employ Australian Apprentices.

sunk cost An economic decision-making concept that relates to "letting go of what you're not going to get back."

superannuation Savings paid upon retirement and contributed by the organisation (compulsory) and also the employee (non-compulsory).

suppliers Organisations who provide various inputs (goods and services) to be consumed as part of the production process.

supply The amount of a product or the availability of a service offered for sale by producers in the marketplace. Supply refers to the business or production side of the economy; or to industries.

supply-chain All the stakeholders who supply the materials, components, inventory and other resources involved in a transformation of a product into a usable finished product.

supply-side Refers to initiatives relating to the side of the economy that produces goods and services, e.g. business and industries.

surplus An excess of goods. When revenue exceeds expenditure.

sustainable resource use (sustainability) Managing the use of finite natural resources in a more environmentally friendly and efficient manner.

synergy The sum of the whole is greater than the sum of the parts. Better outcomes come from teams of people with diverse skills.

tactical management Usually describe middle-level management with responsibility for planning and coordinating structures, activities and operations that achieve an organisation's objectives.

TAFE Technical and Further Education; a provider of vocational training.

takeover When an organisation 'buys out' the holdings of shareholders and assumes control of another organisation.

tariff reductions A policy of exposing industry to greater competition from foreign business by reducing tariffs on imported manufactured goods.

tariffs Protective trade barriers, in the form of taxes, applied to certain imported goods with the purpose of protecting Australian industry from overseas competition.

task-orientation A management style focused on outcomes by following strict procedures and guidelines.

tax Revenue collected by the government from income, purchase of goods and services, profits, etc..

team dynamics (roles) Refers to the interpersonal behaviours that occur when people work in groups. An understanding of team dynamics and multiple intelligences will help improve interpersonal relationships.

teamwork One of the 8 employability skills that form part of work-related skills for Industry and Enterprise and an essential part of each enterprise capability. Employee empowerment encourages problem-solving through an enterprise culture. Refers to teams-based activities and tasks carried out by people working together to create a sense of synergy.

technological change A shift towards a more capital-intensive approach.

technological processes Operations that require extensive use of technology; are usually of a capital-intensive nature.

technological skills Is one of the 8 employability skills that form part of work-related skills for Industry and Enterprise.

technology A tool used by humans to achieve a desired aim; in industry it is a capital input.

tele-commuting Communicating over long distances without leaving your office or place of work. e.g. using internet, tele-conferencing or video link-ups or working from home.

temps Short-term, flexible, contract staff usually sourced from employment agencies and used to fill vacancies on a needs basis.

tertiary industry Services industries such as retail, transport, information and domestic services.

tertiary The third stage of a process; in education it refers to post-secondary education.

testing The process of measuring something against specific criteria, for example, making sure a product works the way it should.

throwaway society Malaise of developed wealthy western nations, fuelling economic growth, and driven by built-in obsolescence in products, i.e. they don't last.

ticked-off A colloquial term used in competency-based training to describe a workplace assessor or supervisor recording that a trainee is competent at performing a specific task.

time management A key management skill concerned with efficiently managing the limited time available to managers and employees (see also: delegation).

time-off-in-lieu Time that can be taken off in return for extra hours worked.

time-poor Too little time at one's disposal.

top-down communication One-way communication that is a characteristic of a bureaucratic or hierarchical, task-oriented autocratic management structure.

total quality management TQM An over-riding approach which involves monitoring all

TOT

TRA processes and systems within an organisation to ensure their excellence.

trades General term used for occupations that require completion of a traditional 3-4 year 'apprenticeship'.

Trades Hall Council The peak union body of a state; e.g. Victorian Trades Hall.

trading partners This refers to the countries who predominate in international trade with each other. e.g. China is Australia's largest trading partner.

traineeship The general term given to a program of competency-based training combining work and study normally lasting 12-24 months. The term traineeship normally refers to service, clerical or trade support occupations.

training courses Formal and informal structured training used to enhance and develop employee skills.

training Learning that occurs either on or off-the-job.

training package A set of nationally endorsed standards and qualifications for recognising and assessing an employee's skills, competencies and knowledge needed to perform effectively in the workplace.

training wage A trainee receives a proportion of the award or registered agreement rate for their occupation in their industry to reflect their stage of training. A training wage recognises that the trainee spends some time off-the-job away from the workplace.

transactional leadership style A task-oriented style that uses pre-determined structures to get a task done.

transformation Processing of raw materials, components and work-in-progress into finished goods and/or services.

transformational leadership style A people-oriented style that uses motivation and encourages employee responsibility to achieve desirable outcomes.

triple bottom-line Organisations operating responsibly to achieve economic objectives, environmental objectives and social objectives.

turnover Quantitative measurement of incomings and outgoings of goods or staff.

two-way communication Open feedback and communication channels that are a characteristic of relatively 'flatter' management structures using an employee-oriented or participative approach to decision-making (see also: 360° feedback).

underemployment A problem relating to part-time and casual workers who would prefer to work more hours if they were made available to them.

unemployment levels (rate) Measured by the proportion of the labour force actively seeking work, the unemployment rate influences consumer expectations and other macroeconomic decision-making.

unfair dismissal Provisions applying for some workers under the National Workplace Relations System that mandate the procedures and grounds that must be followed when dismissing employees.

unions Organisations that support workers and their rights to fair conditions.

units of competence Are components of a training package that describe the outcomes that a trainee must demonstrate, skills they must develop and the methods of assessment to be used.

unpaid (family) work Voluntary or domestic duties that are not recognised formally as work in our economy.

up-skill To encourage employee skill development through training, mentoring, professional development or some other means. Enhances career development.

upstream Stakeholders in the early stages of the supply-chain who supply raw materials, components or intermediate goods or services for further processing downstream.

user-pays The tendency for services to be provided according to the ability of the

individual or organisation to pay for them.

value To ascribe a worth to something; also what someone believes which will influence their objectives.

value-added A product or service which is enriched or given extra value by the adding of additional qualities. **value-adding** The process of making a product or service more desirable to the target market.

variable cost A cost that fluctuates according to volume produced.

verbal-linguistic One of the commonly accepted multiple intelligences it refers to the ability to use language to communicate effectively.

vertical integration A merger, takeover or acquisition of an organisation or operation in an earlier or later stage of the supply-chain (e.g. a soft-drink manufacturer acquiring a packaging supplier).

vertical structure A management structure which outlines the hierarchical relationships, authority, responsibility and chain of command between the different levels of management.

Victorian Government State legislative body who has power for various authorities such as WorkSafe.

WorkSafe Victoria The manager of Victoria's workplace safety system.

virtual manufacturing The use of advanced CAD & CAM technologies to create a simulated or virtual manufacturing prototype, product or environment.

vision Core belief and values which communicate the image of an organisation and its goals.

visual-spatial One of the commonly accepted multiple intelligences it refers to the ability to be able to think, plan and design using visual and graphic techniques and models.

volunteering The voluntary commitment of time and skills to help others. Includes high volunteerism for charities, community groups and other organisations.

wages and conditions The general term given to a remuneration and other benefits that an employee receives in return for providing their labour.

wages and salaries The basic form of employee remuneration. Salaries are determined (but not paid) on an annual basis for professionals and higher-skilled employees while wages are determined on a hourly basis for most trades and for lower-skilled employees.

warranty (guarantee) A promise from a manufacturer or service provider that ensures the quality of their work.

wealth The level of financial capability of an individual, industry or country.

weighing Determining how heavy something is for the purpose of consistency and quality control.

welfare payments Financial support given to people who are unemployed, injured or unable to earn an income.

White Card The Australian 'Work Safely In The Construction Industry' induction qualification required of all employees, contractors and trainees before entering a construction site.

white-collar Usually refers to professional, office and corporate types of occupations.

wholesale The purchase of goods for resale by businesses.

wind power A renewable resource that uses naturally occurring wind in the atmosphere to turn turbines so as to generate electricity.

win-lose An outcome of a negotiating process that does not satisfy all stakeholders. May stem from positional bargaining or unequal bargaining power.

win-win A successful outcome of a negotiating process that satisfies all stakeholders. May result from compromise and a shared sense of goal-achievement.

work environment Refers to the physical conditions and layout that employees work

in. May also refer to the general environment, wages and conditions available to employees by an employer.

work practices The way that tasks are organised and performed in an organisation. Work practices are the formal (and sometimes informal) activities that employees undertake and also how they go about doing these activities.

work setting Refers to either a commercial or non-commercial workplace; or a community voluntary setting, or even part of an enterprise activity.

work/life balance Striking the appropriate mix of time devoted to work and to family/social life.

workers' compensation General term used to describe payments made to injured workers.

working conditions Refers to the wages/salaries and other benefits given to employees and/or to the physical work environment, work practices and other environmental factors influencing employees.

working hours The prescribed hours of employment for employees. Is also a measure of the amount of labour hours required to undertake a task.

workplace arrangements The relevant federal award (or state award), registered agreement (EBA) or contract that employee working conditions are covered under.

workplace assessor An individual who is qualified and accredited to assess, or 'tick off' a trainee or a Australian Apprentice.

workplace culture The formal or informal personality of a workplace; shared goals and outlook.

workplace flexibility The ability of employees to adapt to changing workplace conditions

numerically (through hours and days of work) and **functionally** (through being multi-skilled).

work-related tasks For the purposes of Industrial Enterprise these consist the subset of 8 employability skills that all people need to develop on a lifelong basis to become effective employees, as well as the sub-set of 6 interdependent enterprise capabilities.

work-release Employees who are allowed to give an allocated portion of their time (and skills) to a chosen community project.

work/life balance When employees can balance their work commitments with their personal and other commitments so as to create better overall wellbeing.

WorkSafe Inspector Legally empowered to enter workplaces to ensure that OH&S legislation is being complied with.

WorkSafe Victoria The state government agencies responsible for promotion and enforcement of OH&S and for managing the workers' compensation scheme.

world's best practice Procedures that are recognised as being industry benchmarks for quality.

youth unemployment The official ABS measurement of unemployment for people aged 15-24 actively seeking work.

zero-waste The ability to utilise all materials and by-products of the manufacturing process.

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