

## Term 4, 2015 Update: New resources for VCAL, Applied Learning, Career Pathways, Work Education and Work Experience/Work Placement.

**New Literacy and Numeracy resources for 2016: Pre-order new resources now and/or booklist.**

In line with the proposed VCAA review and implementation in 2016 of Literacy Skills and Numeracy Skills new Literacy and Numeracy resource sets are now being developed.

### **New: Literacy - Senior**

- ⇒ Featuring a carefully planned literacy (and oracy) program designed to support students as they develop into young adults. For the first time for VCAL includes the option of a **master PDF e-version**.

**Interim draft file of Literacy - Senior Section 1-4 now available for schools that pre-order or booklist.**

### **Updated: Literacy - Intermediate 3ed**

- ⇒ Revised and refreshed and with more content, and also available as a **master PDF e-version**.

**Interim draft file of Literacy - Intermediate 3ed Section 1-4 now available for schools that pre-order or booklist.**

### **New: Numeracy - Senior**

- ⇒ New resource with content geared towards situations facing Year 12 students, and with all assessment tasks offering the choice to apply to personal and/or work-related situations. (Note: **Numeracy Intermediate**, released in 2015 will only be updated if necessitated by changes to the study.)

**Samples coming soon. Refer to current Numeracy Intermediate for style and format.**

### **New edition full colour workbook reprints**

- ⇒ New colour editions have been completed of the workbook/texts for **WRS - Intermediate 3ed, PDS Intermediate - 3ed** and **PDS - Senior 2ed**. This means that all VCAL titles will now be in full colour. If you are booklisting these you will need to update to the new editions with new ISBNs.

**The three new colour printed editions expected to arrive from October 12th.**

### **Released in 2015**

A range of new resources are now ready for order. All of these new resources are available as full colour printed books or as e-version PDF masters that students can complete using ICT devices.

- ⇒ **Personal Development Activity Planner: Introductory** & **Personal Development Project Planner: Advanced** colour-coded PDS project planning guides.
- ⇒ **Work Placement Journal** (suitable for year 11 and Year 12 students work-related and vocational placements). Full colour A4 size and includes 40 pages of daily journals as well as all 20+ work-related application activities.
- ⇒ **Community Services: Foundation & Community Services: Intermediate** (industry-specific sets)  
Industry-specific resource sets and workbooks support your VCAL, Applied Learning and work education and career/pathways programs with content-based topics and applied activities.

**Feel free to contact me to discuss which resource sets might be best suited for your teaching program.**

#### **Current resource list: 2015 into 2016**

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

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

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

- >> Community Services Foundation (**new in term 2, 2015**)
- >> Community Services Intermediate (**new in term 2, 2015**)
- >> Retail Foundation
- >> Retail Intermediate

##### **Industry and Enterprise**

- >> I&E Unit 1: Workplace Participation 3ed (& e-version)
- \*\* I&E 1&2: Towards an Enterprising You 4ed (revised for 2016)**
- >> I&E 3&4: Towards an Enterprising Australia 3ed

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

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

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

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

**DELIVER Educational Consulting**

**PO Box 40, Moonee Vale 3055 Ph & Fax (03) 9939 1229 ABN 80 922 381 610**

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

**New for 2016: Literacy - Senior and Numeracy - Senior**

**New editions for 2016: Literacy - Intermediate 3ed, PDS - Intermediate 3ed,  
PDS - Senior 2ed and WRS - Intermediate 3ed (all now in colour)**

**Available as a master set on CD and/or as a printed workbook.**

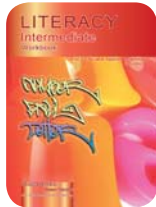
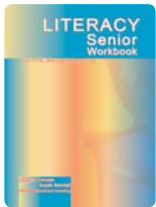

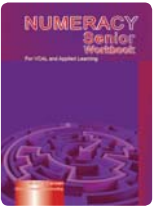


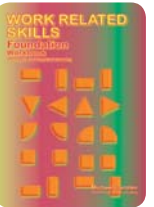
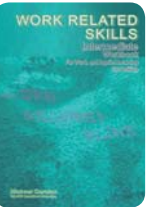

**New for 2016  
Literacy &  
Numeracy Senior.**

Each of these resource sets for Literacy, Work Related Skills, Personal Development and Numeracy includes a 160-170 page **Workbook/text** written to support your teaching of VCAL, Applied Learning and work education units with material aimed at satisfying skills-based assessment tasks. Each set also includes a supplementary **Activities portfolio booklet** with approximately 50 extra worksheet style Applied Learning and Work Education activities that add depth to your teaching program. Each of these resources are available as:

- ☐ **Reproducible master sets on CD featuring PDF files of:**
  - ⇒ Set A: Workbook/Text (WB) (reproducible master license)
  - ⇒ Set B: Activities Portfolio (AP) (reproducible master license)
- ☐ **Professionally printed and bound books (and booklets for the Activities Portfolio).**
- ☐ The new **Literacy Senior** and the revised **Literacy - Intermediate 3ed** master sets are available as optional e-versions.

## Key features of each Applied Learning workbook/text:

- ⇒ Organised into sections to match learning outcomes.
- ⇒ Cater for varied learning approaches with up-to-date, lively and engaging student-focused material.
- ⇒ Pages formatted as a write-in workbook.
- ⇒ Current and relevant weblinks that extend student enquiry.
- ⇒ Each has 90-110 specially developed, engaging learning activities suitable for students of all abilities.
- ⇒ Student-focused SuperSkills topics to develop transferable skills that can be applied in different situations.
- ⇒ Assessment tasks written to satisfy multiple learning outcomes. Numeracy also has many other tasks suitable as assessment tasks.
- ⇒ Literacy supports delivery of Oral Communication.
- ⇒ Includes self-assessment, evaluation and other pro-formas.
- ⇒ PDS and WRS resources include pro-formas to support planning and organising enterprise activities.

Literacy Intermediate (Revised 3ed 2016)	Literacy Senior (New for 2016)	Numeracy Intermediate (2015)	Numeracy Senior (New for 2016)	Personal Development Intermediate (Colour 3ed 2016)	Personal Development Senior (Colour 2ed 2016)	Work Related Skills Foundation (2014)	Work Related Skills Intermediate (Colour 3ed 2016)	Work Related Skills: Senior (2ed 2015)
								
⇒ Workbook text 160pp 978-1-925172-22-5	⇒ Workbook text 170pp 978-1-925172-23-2	⇒ Workbook text 160pp 978-1-925172-02-7	⇒ Workbook text 170pp 978-1-925172-20-1	⇒ Workbook text 160pp 978-1-925172-18-8	⇒ Workbook text 160pp 978-1-925172-19-5	⇒ Workbook text 162 pp 978-0-9873519-8-2	⇒ Workbook text 166pp 978-1-925172-17-1	⇒ Workbook text 170pp 978-1-925172-09-6
<b>Workbook: Contents</b> 1. Self Expression: Introduction 2. Self Expression: Getting it Down 3. Practical Literacy: Filling the Gaps 4. Practical Literacy: Instructions - Being Heard 5. Knowledge: Cutting Through 6. Knowledge: Reporting Information 7. Public Debate: Investigating Issues 8. Public Debate: Making Your Case	<b>Workbook: Contents</b> 1. Self Expression: Express Yourself 2. Self Expression: Identify & Values 3. Practical Literacy: Getting it Right 4. Practical Literacy: Instruct Away 5. Knowledge: Finding Out 6. Knowledge: Using Knowhow 7. Issues & Debate: Researching Issues 8. Issues & Debate: Presenting Your Case	<b>Workbook: Contents</b> 1. The Shape Of Your World 2. Working The Numbers 3. What Comes Next? 4. Time Is Money 5. Where Is It? 6. Measuring Up	<b>Workbook: Contents</b> 1. Design and Measuring 2. Location 3. Data and Numerical Information 4. Analysing Data and Information 5. Problem-solving 6. Problem-solving and Formulae	<b>Workbook: Contents</b> -Unit 1 1. Introducing Me 2. Developing My Skills 3. Managing Myself Effectively 4. Becoming a Leader 5. Interpersonal Effectiveness -Unit 2 6. In the Community 7. Planning and Organising 8. Problem-Solving & Decision-Making 9. Communication and Team Skills	<b>Workbook: Contents</b> -Unit 1 1. Planning and Organising 2. Social Diversity 3. Communicating Effectively 4. Leadership in Action 5. Effective Decision-Making -Unit 2 6. Community Issues 7. Community Project 8. Advanced Team Skills 9. Advanced Communication	<b>Workbook: Contents</b> -Unit 1 1. Workplace Investigation 2. Job-Seeking Skills 3. Workplace Safety Introduction 4. Workplace Safety Issues 5. Employability Skills -Unit 2 6. Planning & Organising 7. Communicating Effectively 8. Problem-Solving 9. Teams & Technology	<b>Workbook: Contents</b> -Unit 1 1. Work Conditions & Entitlements 2. Job-Seeking Skills 3. Workplace Safety Issues & Hazard Identification 4. Employability Skills 5. Developing Work-Related Skills 6. Planning & Organising 7. Communicating Effectively 8. Effective Problem-Solving 9. Effective Teams	<b>Workbook: Contents</b> - Unit 1 1. Workplaces & Pathways 2. Job-Seeking Skills 3. Workplace Safety & Induction 4. Workplace Safety Hazard Control 5. Team & Workplace Technology Skills -Unit 2 6. Effective Planning 7. Quality, Enterprise & Innovation 8. Effective Problem-Solving 9. Teams, Communication & Technology
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**Note: All these VCAL and Applied Learning texts and workbooks can be booklisted without having to purchase the master licenses. Extensive preview samples of all materials available on our website.**

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## Order form: Current from Term 2, 2015

**Current resources** (Note: All prices are GST inc.)

<b>Careers, Work Education &amp; Personal Development</b>		<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
Career Pathways	2015	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal	2015	_____ @ \$20	_____ @ \$165	_____
Work Placement Journal	2015	_____ @ \$27.50	_____ @ \$220	_____
Personal Development Activity Planner: Introductory	<b>New 2015</b>	_____ @ \$25	_____ @ \$165	_____
Personal Development Project Planner: Advanced	<b>New 2015</b>	_____ @ \$27.50	_____ @ \$220	_____

<b>Industry and Enterprise</b>		<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
I&E Unit 1: Workplace Participation 3ed.	2015	_____ @ \$33	_____ @ \$440	_____
I&E Units 1&2: Towards an Enterprising You 4ed.	2015	_____ @ \$42.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 3ed.	2012	_____ @ \$59.95	na	_____

<b>Industry-Specific Resources</b>		<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
Retail - Foundation	2014	_____ @ \$33	_____ @ \$165	_____
Retail - Intermediate	2014	_____ @ \$33	_____ @ \$165	_____
Community Services - Foundation	<b>New 2015</b>	_____ @ \$33	_____ @ \$165	_____
Community Services - Intermediate	<b>New 2015</b>	_____ @ \$33	_____ @ \$165	_____

<b>VCAL/ Applied Learning Resource Sets</b>		<b>Printed text/workbook</b>	<b>Printed activities book</b>	<b>CD Master text/workbook</b>	<b>CD Master activities book</b>	<b>Combined CD master sets</b>
Literacy Intermediate 2ed.	2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220
PDS - Intermediate 2ed.	2012	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220
PDS - Senior	2013	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220
WRS - Foundation	2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220
WRS - Intermediate 2ed.	2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220
WRS - Senior 2ed.	2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220
Numeracy - Intermediate	<b>New 2015</b>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220
<b>Totals</b>		_____	_____	_____	_____	_____

**Add Postage: CD-only orders = \$5 Melb metro printed books = \$11**  
**Regional Vic and interstate 1 book = \$12 2-4 books = \$15 Contact me for larger orders.**  
**\*In a hurry? I recommend an extra \$5 postage for Express Post. (More for larger orders)**

<b>Postage amount \$</b> _____	<b>Grand Total \$</b> _____
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### Order Details

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

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

**e-mail:** \_\_\_\_\_

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

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

**Order No:** \_\_\_\_\_ **Approx. Amount \$** \_\_\_\_\_ **ABN:** \_\_\_\_\_

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# Work Related Skills Foundation: Workbook

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Important: All material, advice and assessment tasks are provided as a guide only and do not constitute official advice. As always you must check with the VCAA and any other relevant authorities about the suitability of a task.

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- ➔ For best results the material has been formatted to be reproduced from the master CD.

**Work Related Skills Foundation Workbook** (also available for Industry & Enterprise (new editions for 2012))  
**By Michael Carolan**  
**DELIVER Educational Consulting** (I&E 1: Workplace Participation (Nov 2011))  
 Also available for VCAL and Applied Learning (I&E 2: Workplace Participation e-version (Jan 2012))

- Literacy - Intermediate (Nov 2010)
- Personal Development - Intermediate 2ed (Jan 2012)
- Personal Development - Senior (Jan 2013)
- Work Related Skills - Intermediate 2ed. (Jan 2014)
- Work Related Skills - Senior (Jan 2014)
- Retail Trade Industry - Foundation (Dec 2013)
- Retail Trade Industry - Intermediate (Dec 2013)
- I&E 1&2: Towards an Enterprising You (Jan 2012)
- I&E 3&4: Towards an Enterprising Australia (Nov 2011)
- Mini GOALscorer suite of careers tools

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 First published, May 2014 by DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia.  
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 Carolan, Michael

Work Related Skills Foundation: Workbook (Victoria/WA) (978-0-9873519-8-2 for printed national version)

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## Advice to students

- ☐ Use this book to gain and develop skills to assist your work-related development. Complete the tasks in the spaces and pages provided. Use the pro-formas and self-assessments as part of your Work Related Skills program.
- ☐ You will also need to maintain your own workbook to complete other tasks given to you by your teacher. You may need to collect and keep copies of articles, resources, handouts and evidence of your work-related skills in your own workbooks.
- ☐ You might also use your *Student Activities Portfolio* to complete tasks as directed by your teacher. This portfolio will give you a body of work to keep as a reference. It will also enable you to review and improve upon work-related and transferable skills.
- ☐ You might be directed to complete some or even all of the assessment tasks listed opposite.
- ☐ Throughout this workbook there are a number of quick-reference *Work-Related Superskills*. Use the table opposite to locate these.
- ☐ Remember that your development of work-related skills will provide you with the tools for a more successful future! So what are you waiting for? Enjoy your study.

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Activities I am required to organise and participate in for Work Related Skills Foundation are...

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# Workplace Investigation

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## Activity

## Due Date/Date Done?

## Comment

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Comments:

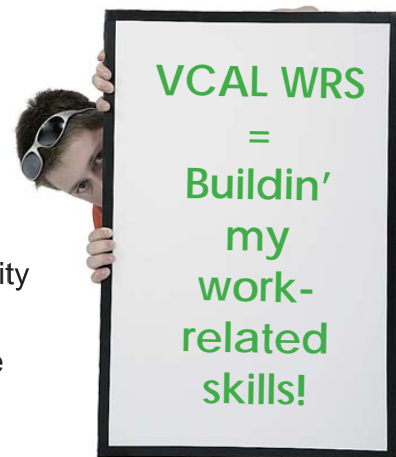
## 1.01 Introduction

### Welcome to VCAL

Congratulations on starting your VCAL program at this Foundation level. As part of this course you will investigate the world of work by researching a specific workplace or industry. In Unit 1 you will also have to complete relevant OH&S induction activities. You will also develop employability skills by completing a basic work-related activity in both Unit 1 and Unit 2.

Throughout this course you should try to think of how all the things you are learning might apply to you in your role as an employee, or as a workplace volunteer, or as a student undertaking work experience or structured workplace learning.

It is also very important that you investigate work-related issues beyond the classroom setting. This will involve talking to workplace stakeholders who might become part of your job-seeking network.



### Basic work-related activity

In both units 1 and 2 you are required to complete a basic work-related activity. As part of this activity you have to demonstrate the ability to successfully complete a range of learning outcomes. This activity could take a variety of different forms. You are likely to be expected to negotiate this activity with your Work Related Skills teacher and/or VCAL coordinator. Some possible work-related activities include:

- ⇒ A school-based project investigating a work-related issue
- ⇒ An investigation of an occupation or industry in which you are most likely to develop your career pathway
- ⇒ Completion of a portfolio of job-seeking activities
- ⇒ Participation in a community or volunteer project
- ⇒ Successfully completing a range of OH&S induction activities including safe@work or relevant VET units
- ⇒ An audit into the safe use of workplace technology
- ⇒ A teams-based, work-related activity planned under direction from your teacher
- ⇒ A specialised activity developed by your school and completed on a whole-class basis.

### A Basic work-related activity

Your teacher might outline some potential requirements right now. List these below.


## What about me? B

1. So let's take this chance to find out a little bit about you. Complete each of the statements as they relate to you right now. Share with the class.
2. Then find a class member who has the same, or similar answers, as yours. Write their names in the final column.

1 My full name is...		
2 The month I was born in was...		
3 The suburb/town I live in is...		
4 My favourite hobby is...		
5 My favourite way to relax is...		
6 Other languages I can speak are...		
7 If I could do any job it would be...		
8 If I could get a job now I would like to work as...		
9 I think my greatest skill is...		
10 People say I am good at...		
11 I definitely need to improve my...		
12 My best time spent working was...		
13 The subject I enjoy the most is...		
14 3 famous people I would invite to a dinner party are...		
15 My favourite holiday destination is...		
16 If I could volunteer I would like to...		
17 If I could run a business I would like to...		
18 My main reason for choosing a career is...		
19 When I am 30 I will be...		
20 The item I am most saving up for is...		

**DRAFT  
SAMPLE  
ONLY:**

**PREVIEW  
PURPOSES ONLY:  
DO  
NOT  
COPY**



## 1.03 Australian Industries

### Introduction

An industry is a group of businesses or organisations that produce similar products. For example, all of the shops that sell different goods to everyday consumers are said to belong to the Retail Trade industry. All of the factories that make processed foods belong to the Manufacturing industry.

People tend to work in the types of industries that suit their abilities, their skills and their interests.



**DRAFT  
SAMPLE  
ONLY:**

The Retail Trade industry includes this clothing retailer, and is the biggest employing industry in Australia with more than 1.2 million people.

Image: Dmitry Shironosov;  
Photos.com

### Goods and services

Some things that we buy are physical items that we can eat, wear or use. We call these tangible items, goods; e.g. a packet of chips, an iPad or a t-shirt.

Other things that we buy are services. We pay a person to get them to use their skills, tools and expertise to perform a task for us. These services are not tangible because we cannot touch, feel or keep them. But we do get the benefit of having them done for our use; e.g. a haircut, a taxi ride or a car tune-up. As we get older we tend to spend a higher proportion of our income on services (excluding buying a house and car of course!)

As your career develops you might work in an industry that provides either a good or a service. Which do you think that might be?

**PREVIEW**

### A Retailers

**PURPOSES ONLY:**

1. 6 of the businesses listed below are retailers. (Identify them by writing retail.)

Bunnings	Linfox	Woolworths
Coca-Cola (Amatil)	The Body Shop	Microsoft
Sony	Gloria Jean's	NOVA FM
7-Eleven	V-Line	Your local takeaway

2. List the names of 6 other businesses that are retailers.

1.	2.	3.
4.	5.	6.

## Industry classification

One way to classify industries (that you might already know of) is according to their stage of production.

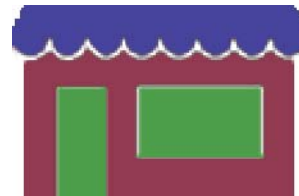
However, there are also a number of different methods that you should be aware of as part of your career pathway development.



**Primary:** Growing, sourcing or extracting resources from the land. e.g. Farming, mining, fishing, logging and so on.



**Secondary:** Turning natural resources into manufactured goods. e.g. Manufacturing, milling, smelting and so on.



**Tertiary:** Providing services to consumers or to other organisations. e.g. Retail, wholesale, health, transport and so on.

## 1. The 3-stage process

The first way to classify industries uses a 3-stage process. This 3-stage process focuses on the stage of production that the organisation is involved in. You might have heard of this process before. These three stages are:

- Primary - first-stage
- Secondary - second-stage
- Tertiary - third-stage.

As you can see, this is just like the education system with its three stages.

## Industry stages

B

- Listed below are 6 activities that go into the production of a hamburger. You are required to place them in the correct order using the 3-stage process.

Activity	Industry stage	Correct order
abattoir		1.
breeder		2.
butchery		3.
delivery service		4.
farmer		5.
fast-food shop		6.

- In your work folios draw or create a graphic or visual of this production chain.

## 1.05 Australian Industries

### 2. Type of product or function

The second way to classify industries uses an informal name that is commonly accepted throughout the commercial world. This name might be based upon the main product that the organisation specialises in producing, or the main service or function that the organisation provides. For example, Bunnings Warehouse might say that it belongs



to the hardware industry or home improvements industry.

Sometimes an organisation might classify their product or service even more specifically, such as the skin care industry for beauty products, or taxi industry for public transport services.

"Well, they claimed their new product, 'Sag-No-More' was a revolution in the anti-aging industry, but I believe it was really a part of the 'false-promises' industry."



### 3. ANZSIC industry classification

There is also an official method of industry classification that is important to know as you develop your career. This official system is called the Australia and New Zealand Standard Industrial Classification system (ANZSIC). The ANZSIC system classifies 19 different industries from A-S.

Every organisation in every industry will belong to one of these ANZSIC classifications no matter what they choose to call themselves! So which ANZSIC industry do you want to build your career on?

#### C Industry types

List 10 organisations/products below and for each one name an industry you think that they would say they belong to.

1. McDonald's - Restaurant industry	
2.	7.
3.	8.
4.	9.
5.	10.

ANZSIC industries **D**

Identify one business or organisation for each of these 19 ANZSIC industries. It might be best to work in pairs for this task.

A: Agriculture, Forestry and Fishing

B: Mining

C: Manufacturing

D: Electricity, Gas, Water and Waste Services

E: Construction

F: Wholesale Trade

G: Retail Trade

H: Accommodation and Food Services

I: Transport, Postal and Warehousing

J: Information Media and Telecommunications

K: Financial and Insurance Services

L: Rental, Hiring and Real Estate Services

M: Professional, Scientific and Technical Services

N: Administrative and Support Services

O: Public Administration and Safety

P: Education and Training

Q: Health Care and Social Assistance

R: Arts and Recreation Services

S: Other Services

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## 1.07 Australian Workplaces

### Workplaces

A workplace usually refers to the organisation in which someone is employed. For example, your local IGA supermarket is a workplace. So too is your school. So too is the local take-away shop. A workplace can also refer to a specific work location in which someone works such as IGA Carlton or IGA Balnarring.



Most teachers work in schools.

### Diverse workplaces

People work in diverse workplaces. For example, teachers work in workplaces such as schools, TAFEs or other educational settings. Nurses work in a different workplaces, perhaps at hospitals, aged-care facilities or clinics. Chefs work in totally different types of workplaces from these other two occupations, often in restaurants, catering operations or cafes.

Have a think about the different characteristics of the workplaces for these three occupations. Teachers, nurses and chefs perform varied tasks, they use different tools and equipment and they have different responsibilities. So their workplaces have been designed specifically to support the services they are providing.



Some nurses work in aged-care facilities.

Image: Lisa F. Young;  
Photos.com



Some chefs work in catering businesses.

### Industrial workplaces

Farmers, miners, manufacturers and other similar workers most often produce goods. As a result, they work in industrial workplaces designed as production facilities. However, these industrial worksites also vary widely because of the diverse types of goods produced by farming, mining and manufacturing firms.



1. What types of workplaces might be shown in each of these images? What types of jobs might exist in these workplaces?

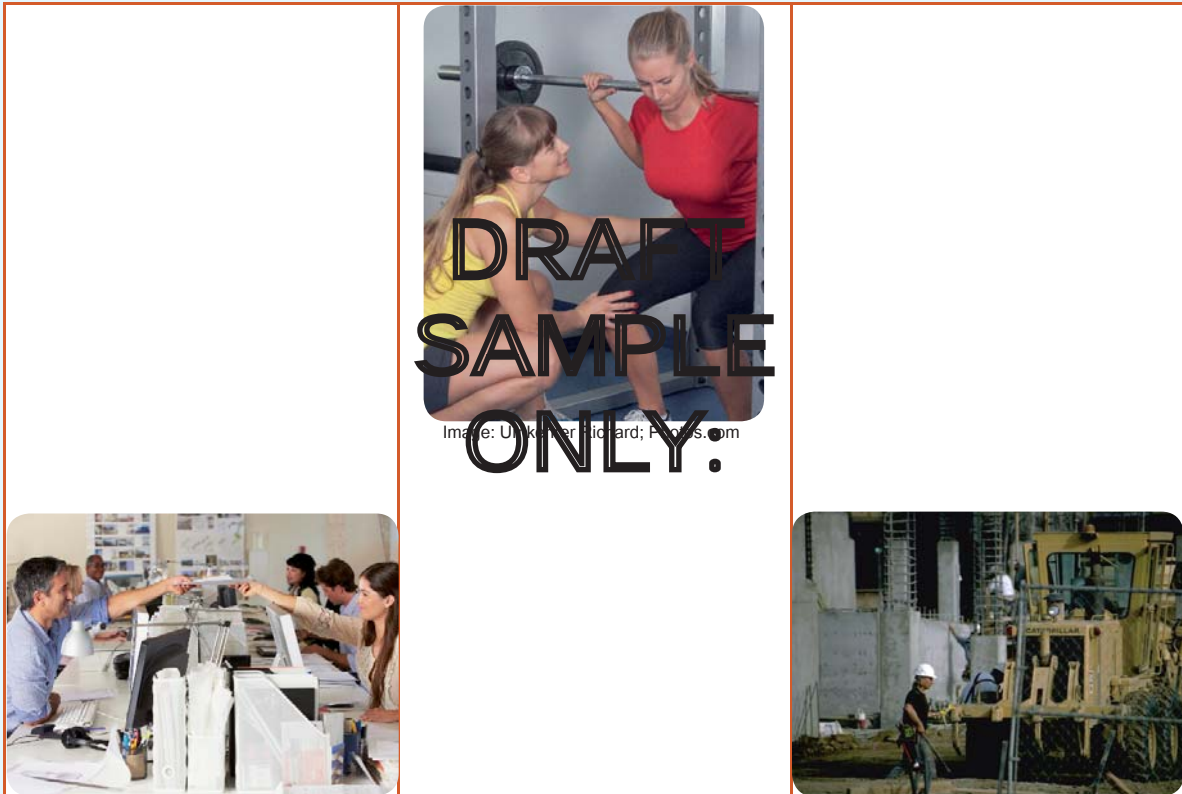


Image: Catherine Yeulet; Photos.com

2. Identify a workplace in which you have worked (or one in which you would like to work). Summarise the following information:

Workplace:	Industry:
Location:	
Main products:	
Main occupations:	
What did I do (or want to do) there?	

## 1.09 Australian Workplaces

### Worksites

Some workplaces have a range of different worksites. These worksites might exist at different locations due to the size and operations of the business. For example, consider the mining operations of BHP Billiton. It mines and processes different minerals and resources throughout Australia and the world. That's a lot of different worksites!

Large organisations have different worksites that perform different functions. For example, Woolworths operate supermarkets. But these are supported by administration and finance facilities located at a head office, as well as warehousing and transport facilities located near major freeways. These are different worksites, each with different types of employees, who each have diverse task responsibilities.

Some workplaces also consider different areas within the same location as separate worksites because of the varied functions that happen. Consider the differences in layout and function between a hospital emergency centre, a hospital operating theatre and a hospital laundry.

In retail, a cashier working on the registers at Coles might also be considered to be working at a different worksite from a storeperson working in the delivery bay. Also, the deli counter and liquor department might also be considered as specific workites, even though all of these workites are in the same physical work location. This is because the cashier works in a retail service work environment, whereas the storeperson works in more of an industrial work environment. Each might require different skills, training, equipment, safety awareness and licensing.

In industrial industries some occupations such as carpenters, plumbers, construction workers and other tradespersons may work across many different worksites depending on the job or contract they are engaged on at that moment.

Image: tyler olson;  
Photos.com



Supermarkets have front-of-house service worksites as well as back-of-house warehouse worksites.



Image: endopack;  
Photos.com

Supermarkets are also supported by administration and finance worksites, often in a different location.



Identify a workplace you are familiar with and briefly outline 3 different worksites that exist for that workplace. Find an image that shows one of these worksites.

Workplace:	Industry:
<p>Worksite 1 (location/description/types of jobs).</p> <p><b>DRAFT SAMPLE ONLY:</b></p>	
<p>Worksite 2 (location/description/types of jobs).</p>	
<p>Worksite 3 (location/description/types of jobs).</p>	

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## 1.11 Australian Workplaces

### Work environments

A work environment refers to the physical characteristics of the workplace or worksite in which employees do their day-to-day tasks. Work environments can vary widely depending on:

- ⇒ The industry (consider the work environments in construction versus finance and accounting)
- ⇒ The specific occupation (consider the work environments for a vet nurse versus a courier driver) and
- ⇒ The work tasks and responsibilities of each employee (consider the work environments for an aquaculture farmer versus a pig farmer).

The main influencers on work environments are explained below. As you read and discuss these, think about the types of work environments that might suit you.

#### 1. Work environments:

##### The nature and size of organisation

Many large organisations have a clean, corporate 'white-collar' work environment staffed by highly qualified professionals in business attire. Think of those big skyscrapers in the CBD with thousands of workers. Some smaller businesses may have more of a 'family' work environment where people work together at the same worksite. Government, community and social welfare organisations might have less glamorous work environments but these may be designed to provide a service to the community.

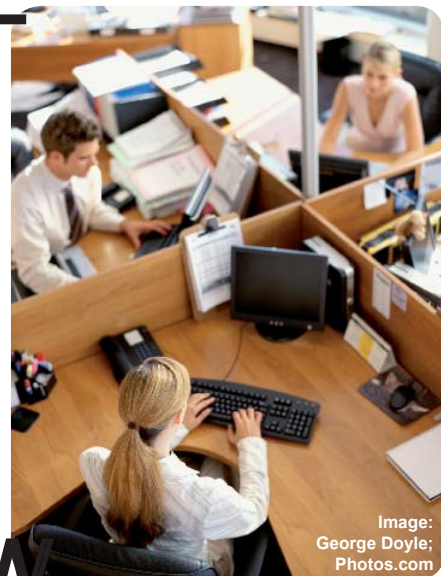


Image:  
George Doyle;  
Photos.com

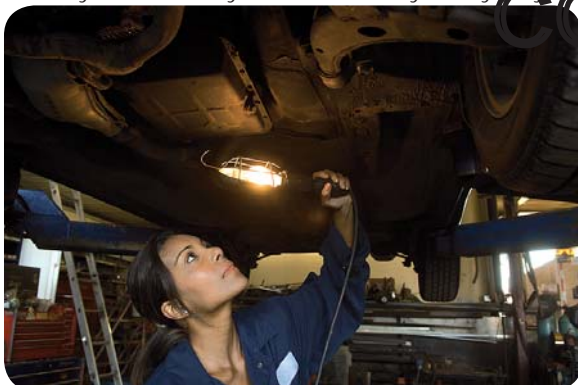
#### 2. Work environments:

##### The tasks performed by employees

Work environments reflect the nature of tasks performed by employees. Work environments will also vary within the same workplace depending on the particular task that employees are doing. Consider a hotel front-of-house role (on a reception desk) versus a back-of-house role (in catering).

Employees might work using industrial tools and equipment in a workshop or factory environment, or they might use advanced ICT in an office environment. They might excel at customer service in a retail environment or be good at helping people in an education, medical or community service work environment.

People might also be static, or stuck in one place (such as a cashier at VicRoads) or dynamic, and move around a lot (such as a nurse). They might also have very little personal contact (a writer), or a lot (a tour guide).





## 3. Work environments: The physical environment

The products provided by an organisation change the physical work environment of a workplace. Think of the differences between how the work environments of a car yard, a vet clinic and a café need to be set up.

Some industrial 'blue-collar' organisations might have noisy and dangerous work environments with lots of machinery; or they might even be outdoors such as construction worksites. Large corporations might have clean, modern office environments, but with many workers crammed into tiny cubicles. Service industries might have well-appointed client service areas, but their back offices might be basic administration departments or open warehouses and delivery environments.



Construction and trades workers often work outside and exposed to the elements. How would you cope with that?

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ONLY:

### Work environment C

1. Identify an occupation (job) that might match each of these descriptive terms.
2. Give each job a score out of 10 (highest), that indicates your interest in it.
3. Rank these (i.e. 1st, etc.) according to the rating (score) you gave them.

Description	Occupation	My rating (1-10)	My ranking (1st-10th)
a. clean			
b. busy			
c. dangerous			
d. smelly			
e. comfortable			
f. tiring			
g. friendly			
h. outdoors			
i. cramped			
(add one)			
k. one)			

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4. In your work folios write a summary paragraph describing the type of workplace, worksite and work environment that you would like to work in. Include 2 main reasons for wanting to work in this workplace. Find images that suit your preferences. Present this to the class.



## 1.13 Career Pathways

### Career pathway

When planning for your future goals it is important to plan your career pathway. A career pathway is a series of steps that you can take to enable you to get to where you want to be in life.

Very few of us get to where we want to be in just one step. Achieving your long-term goals usually occurs as part of a step-by-step process. Your career pathway is based on lifelong learning and will be a journey that you take over many years.

As part of your career pathway you will make yourself more employable by undertaking work experience, workplace learning, volunteer work and completing work-related activities as part of your VCAL program this year. This will help you develop some entry-level skills for a particular occupation or industry.

You should also look ahead to the future and try to see what you might be doing at different stages of your life.

### Ways to develop a career pathway

- ✓ Study and qualifications through school and TAFE.
- ✓ Both on-the-job and off-the-job training.
- ✓ Work experience and structured workplace learning.
- ✓ Volunteer and community work.
- ✓ Paid employment and industry experience.
- ✓ Developing personal competencies and skills.
- ✓ Building other transferable skills.

Image:  
Anne-Louise Quarforth;  
Photos.com

### A Career pathway timeline

1. In your work folio draw a timeline that maps out your life. Make sure that the graphic is large. Use a page turned to landscape or even use poster paper.
2. On your pathways timeline show major milestones that you hope to achieve, and the ages at which you hope to achieve these milestones. Include graphics or pictures that represent these key milestones. (Show at least 5 milestones.) Include personal and social milestones as well.
3. Show any education/training you think you will need.

*Tip: Do a rough plan or sketch first below.*



*This one is not  
good enough!  
You can do  
much better!*

### Why work?

There are many different reasons why people work. People expect to get some type of benefit from working such as income, satisfaction and self-respect. These expectations as an employee will influence your choice of work and career. People are more likely to seek work that satisfies their values. Choosing a suitable occupation means that your expectations of work are more likely to be fulfilled. So what do you expect to get from working?

Image: Adapted from...  
Adan Vielma; Photos.com



#### Income

You obtain wages and salaries from working or profits from businesses. Income allows you to buy goods and services and have a good lifestyle.

#### Working conditions

You get non-income benefits from working such as holidays, superannuation, leave and other add-ons.

#### Job satisfaction

This is the good feeling you get from doing useful work that you enjoy and which helps makes working more satisfying.

#### Security

Working allows you to plan for the future and can help you set achievable goals for your future lifestyle.

#### Socialisation

Working lets you meet new people, experience different cultures and gives you a sense of belonging in the world.

#### Self-esteem & respect

Working helps you feel good about yourself to lead a happier life. It makes you feel you are contributing to society.

## PURPOSES ONLY: Why work?

Briefly describe 2 reasons that are important to you in relation to working.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 1.15 Career Pathways

### Starting out

People don't reach their final career goals in one step - everybody needs to start somewhere. It is important to know about the minimum entry standards needed for a particular occupation. By qualifying for an occupation you can then build a career pathway within in an industry, or across different industries.

These minimum entry-level standards can be classified into three different areas

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



"I started by doing a VET course in Office Administration."

Image: George Doyle;  
Photos.com

### 1. Personal qualities and abilities

All jobs require potential employees to have a set of personal qualities. Workers need these generic work-related skills to function as effective employees. Some of these generic skills are shown below.

Occupations also require minimum acceptable standards for literacy, numeracy, punctuality, communication, following instructions and other skills. However, the standard expected of potential workers might vary depending on the occupation or the industry. For example, a personal trainer will require a higher level of fitness than an ICT technician. Carpenters will need different numeracy skills than a child-care worker. You can develop these generic or general skills through schooling and structured workplace learning.



### 2. Entry-level skills and qualifications

You've got to start somewhere. There is an expectation in all industries that workers will build a career by developing skills, gaining experience, completing qualifications and earning promotions. Entry-level skills is the general term that is used to describe the basic skills and qualifications you might need to enter an occupation in a particular industry. These might involve:

- ⇒ Training for generic knowledge and skills such as school-based education and work-readiness programs, or
- ⇒ Training for industry-specific competencies and skills such as Australian Apprenticeships, VET, TAFE and specialised training, or
- ⇒ Training for professional occupations such as higher-level TAFE, undergraduate university, post-graduate university and specialised training.

### 3. Minimum school-related entry requirements

Many professional and para-professional occupations require the completion of a university or higher level TAFE course as minimum entry. Entry into these courses can depend on the successful completion of VCE, HSC or other school certificates; along with an appropriate ATAR score and pre-requisite subjects.

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

Image: karelnoppe;  
Photos.com



### Entry-level requirements

C

Choose an occupation in an industry you are interested in. Find out the basic entry-level requirements usually needed to start work in that occupation. (Tip: Search for an occupation with the Job Guide online at: [www.jobguide.thegoodguides.com.au](http://www.jobguide.thegoodguides.com.au) )

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## 1.17 Building A Career

### Working

You know that people work for a variety of reasons but they also can build their career pathway in different ways. Often this is an evolving process based on training, experience, qualifications and the development of higher-level skills that come from maturity and industry-specific knowledge.

You should note that there is no one correct set of rules determining how a career pathway should evolve. As your career progresses you are likely to find the most suitable pathway for you. The key is to get a start in something you like doing, and to complete ongoing training as part of lifelong learning.

### Industry workers

Many people develop their career pathway within the one industry. Often their skills and interests suit that industry. They might move through a variety of occupational roles, in one or more workplaces, but still stay employed within the one industry.

For example, an entry-level employee might get a start as a kitchen assistant in a restaurant as part of a traineeship. After completing that qualification they might upgrade their Australian Apprenticeship to become a chef. After a few years experience they might be promoted to head chef. With further training they might progress to become restaurant manager. Essentially they are performing different, and higher-level occupations, but all within the same industry, hospitality.



### Specialist workers

On the other hand, some people will develop a career in a particular occupation. Although they might start out in a specific industry, they might find that they switch workplaces and industries depending upon how their career pathway evolves.

For example, an entry-level employee might start a traineeship as an administrative assistant in a transport company. After completing their qualification they might apply for a job as an administrative officer in a finance company.

After a few years experience they might end up as an administrative manager in a legal firm. Essentially they are developing their career pathway in administration, but doing so across different industries.



Image: Petr Gnuskin;  
Photos.com



### What type of work? A

1. For each image list the type of occupation shown and 3 different types of workplaces that each worker might be employed by.
2. List 3 different industries in which each worker might be able to develop their career pathway in the future.



Image: Jacob Wackerhausen; Photos.com

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Image: Stockbyte; Photos.com

## 1.19 Building A Career

### Work and you

So what type of work do you want to do in the future? What is your preferred pathway to get there? School, TAFE, perhaps an Australian Apprenticeship? It might surprise you to learn that many people don't have a clear idea what they want to do when starting out on their career pathway. Some will; that's good. But we could all develop a pathways personality profile to help us find our right direction.

### B Pathways personality profile

Fill out each box below to develop a pathways profile. Later, you will be able to match these to possible job interests. These will also help you prepare your résumé.

#### Aptitude:

What activities am I good at and what do I find easy to learn?

#### Interests:

What do I like doing and what work suits these things?

#### Personality:

What are my strengths and what are my weaknesses?

#### Skills:

What skills do I have and what tasks do I do well?

#### Needs:

What do I need to get from my job that will make me happy?

#### Responsibility:

How much can I be trusted to make decisions and be in control?

### Career opportunities

It is important that you are aware that the structure of the Australia job market is changing. Some jobs are being phased out and replaced with new technologies (e.g. bicycle couriers) while others are quite new and evolving (e.g. smart phone app developer).

Some industry sectors such as retail and professional services are experiencing significant jobs growth. However, others such as manufacturing are experiencing decline. This impacts on the types of jobs available in these industries in the future.

Certain occupations have very good future career prospects. In addition, there are many occupations facing a skills shortage, especially in selected trade areas. However, all jobs require potential employees to be more competent and skilled than ever before. This means that you are going to have to get qualified as an Australian Apprentice or by going on to further study such as TAFE.

One thing is for sure. If you are good at your job you are likely to stay employed. This is because you are likely to move into more sophisticated and senior roles over the course of your career. Do you really think that you will be doing the same job in 45 years time?

### Building a career

C

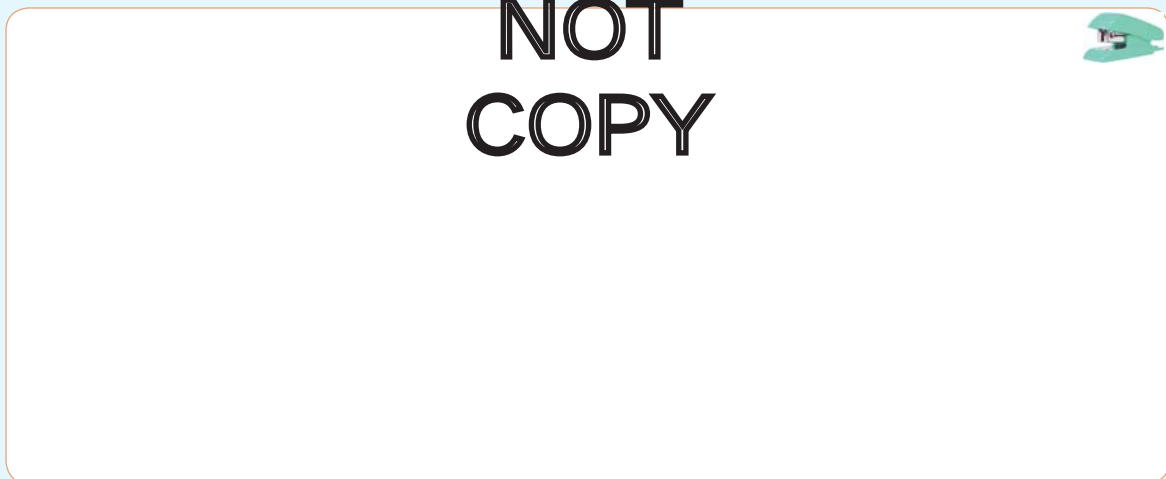
1. Explain whether your career pathway is likely to develop with you as more of an industry worker, or more as a specialist worker? Why so?

---

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2. Create or source a graphic or image that represents what you might look like in your career in 10 years time.



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## 1.21 Building a Career

### Work-related skills

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

The general types of work-related skills required for occupations are usually set down in an occupation's job description. These might relate closely to the set of eight employability skills that all workers are expected to have.

### Industry-specific competencies

Industry-specific competencies are developed by industry training boards and form the basis of competency-based training such as Australian Apprenticeships, VET and TAFE courses. Employees need to show competence in tasks related to their specific industry or industry sub-sector for particular occupations.

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

### Training, qualifications and experience

Entry-level training at certificate or diploma levels can be the first step towards your career pathways development in an industry. Some of you might already be doing a VET certificate. For entry into many trade-related occupations it is recommended that young people undertake a pre-apprenticeship so as to gain entry level knowledge and skills. Part-time and casual employment can also help young workers build a career, especially if the employment is in a related industry.

Some occupation areas such as law enforcement, and industries such as health and community services, want workers who have life skills and maturity.

As part of the Australian Qualifications Framework (AQF), a person can upgrade their qualification level to advance their career with lifelong learning. As your career progresses from entry-level roles into more senior positions you might be faced with new skills challenges with higher-level training requirements.

### Employability skills

All employees are expected to develop these eight employability skills as part of working and life-long learning. You will investigate these in more detail in Unit 2.

- ⇒ Planning & Organising
- ⇒ Teamwork
- ⇒ Communication
- ⇒ Problem-solving
- ⇒ Self-awareness
- ⇒ Technological Skills
- ⇒ Initiative and Enterprise Skills
- ⇒ Learning



## D Australian Apprenticeships

Visit the website [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au) and in your work folios complete a summary report that outlines 10 important things to know about Australian Apprenticeships for an occupation and/or industry you are interested in.



Job requirements **E**

Complete this table for an occupation using the information drawn from:

[www.joboutlook.gov.au](http://www.joboutlook.gov.au)



Select an Occupation, select Skills, (and then select the other categories from the drop down list.)

Occupation:		
<b>Skills</b>	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
	⇒	⇒
<b>Knowledge</b>	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
	⇒	⇒
<b>Abilities</b>	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
	⇒	⇒
<b>Interests</b>	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
	⇒	⇒
<b>Job environment</b>	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
	⇒	⇒
<b>Work values</b>	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
	⇒	⇒
<b>Activities</b>	Top 4: % importance	Top 4: Description
	⇒	⇒
	⇒	⇒
	⇒	⇒
	⇒	⇒



## 1.23 Workplace Conditions

### Workplace conditions

Workplace conditions refer to both the monetary and non-monetary benefits and rewards that an employee obtains from working. Workplace conditions are set down in law and will vary depending on the type of workplace agreement that you are employed under. The two main types of workplace agreements are modern awards and enterprise bargaining agreements. The main workplace conditions include:

- ⇒ Wages and salaries
- ⇒ Bonuses, commissions and piece-rates
- ⇒ Casual loadings
- ⇒ Junior rates of pay
- ⇒ Personal leave
- ⇒ Annual holiday leave
- ⇒ Long service leave
- ⇒ Superannuation
- ⇒ Career progression
- ⇒ Family leave provisions
- ⇒ Prescribed days and hours of work and minimum shift lengths
- ⇒ Allowances; and many other workplace conditions.

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### National Employment Standards

As at mid 2014, all employees working in Australia are protected by a set of 10 minimum workplace rights and conditions of employment. These minimum conditions act as a 'safety net' and include ten National Employment Standards (NES). The NES are the basic entitlements that apply to all full-time employees and to part-time employees (on a pro-rata basis).

Employees might be entitled to other and better conditions, as well as higher rates of pay, depending on the type of workplace arrangement they are employed under.

Those employed under modern awards and under enterprise bargaining agreements are likely to have more favourable conditions and higher rates of pay than the NES provides. However, the NES acts as a minimum.

### National Employment Standards

1. Standard full-time working week of 38 hours, plus 'reasonable' additional hours.
2. A right to request flexible working arrangements to care for a child under 18 or a child with a disability.
3. Parental and adoption leave of 12 months (unpaid) with a right to request an additional 12 months.
4. Four weeks paid annual leave each year (pro rata).
5. Ten days paid personal/carer's leave each year (pro rata), two days paid compassionate leave and two days unpaid carer's leave, when permissible.
6. Community service leave for jury service (paid up to 10 days) or activities dealing with certain emergencies or natural disasters (unpaid).
7. Long service leave.
8. Paid days off on public holidays unless required to work.
9. Notice of termination and redundancy pay.
10. The right for new employees to receive the Fair Work Information Statement.

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Workplace conditions **A**

Finding out your relevant workplace conditions can be quite a complex task! The easiest way to get help is by calling the **Fairwork Infoline** on **13 13 94** between 8.00am - 6.00pm, Mon to Fri. You should do this before starting a new job.

Another way is by asking employers and employees who are working. Complete the table below by interviewing an employer of, or an employee working as, an occupation in an industry in which you are interested.

Interviewee:	
Workplace:	Occupation:
Full-time/part-time or casual?	How long been working in this job?
Modern Award title? or EBA Title? or (other?)	
Rates of pay: (Include penalties, casual loadings and junior rates if applicable).	
Leave entitlements:	
Other conditions:	

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## 1.25 Assessment Task

### AT1 Industry/Workplace Investigation

For this assessment task you are required to complete a number of activities related to the investigation of a selected workplace or industry.

- ⇒ Your teacher will advise you of which workplace or industry to investigate.
- ⇒ Use the pro-forma below to record your progress.
- ⇒ Your teacher might add other activities to this.

**Workplace/industry is:**

Task	Activity	Re-quired	Due by	Done	Teacher initials
1. Summarise the key characteristics of a specific occupation or industry. Include at least 1 graphic or image. (Or complete 1.08A, 1.10B & 1.11A.)					
2. Identify the key skills, attributes and qualifications required for a specific occupation or industry. (Or complete 1.22E.)		✓			
3. Prepare a diagram that outlines a potential career pathway related to the specific occupation or industry. (Or complete 1.13A.)		✓			
4. Choose an occupation you are interested in pursuing as part of your career pathway. Complete the Occupational Summary on p.27 using <a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a> or the Job Guide book or online at: <a href="http://www.jobguide.megagoodguides.com.au">www.jobguide.megagoodguides.com.au</a> .					
5. Summarise basic workplace conditions of employment related to the specific occupation or industry. (Or complete 1.24A.)		✓			

Additional information:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



## Occupational Summary

Correct occupation title

⇒

Brief summary description:

⇒

3 main tasks as part of the job:

⇒

⇒

⇒

Specialisations (if applicable):

⇒

⇒

Work conditions:

⇒

⇒

Personal requirements:

⇒

⇒

Education and/or training required (include any competency requirements):

⇒

Employment opportunities:

⇒

Other relevant information (if applicable):

⇒

Contacts (for your state):

⇒

Related jobs and/or industry:

⇒

**DRAFT  
SAMPLE  
ONLY:**

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PURPOSES ONLY:  
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NOT  
COPY**

## 1.27 Self-Assessment

### Self Assessment Pro-Forma

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

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

Which tasks did I perform best at during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

Which tasks did I most enjoy doing and why?

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

Which areas should I focus on improving?

→ \_\_\_\_\_

→ \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

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# Job-Seeking Skills

# 2

## Contents

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2.03	Networking .....	32	2.13	Job Interviews .....	42
2.05	Job Applications .....	34	2.14	Job-Seeking Portfolio .....	43
2.07	Résumés .....	31	2.15	Self-Assessment .....	44

## Activity

Activity	Ready to go?	Done	Comment
2.02A Sources of jobs	31		
2.03A My network	32		
2.04B Community volunteering	33		
2.05A Application letter	34		
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Comments:

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COPY

## 2.01 Job-Seeking

### Introduction

In this section you will develop a range of skills that will help develop your job-seeking abilities. Some tasks will include:

- ⇒ Investigating sources of jobs
- ⇒ Identifying and building your job network
- ⇒ Writing a job application letter
- ⇒ Preparing a résumé
- ⇒ Participating in a mock interview process.

Your teacher might structure these activities so that together they form a portfolio of job-seeking skills as part of a basic work-related activity.



Image: Hamri  
Mohammed Samir  
Photos.com

### Successful job-seeking

Finding a job is hard work! You have to plan what you want to do and then work hard to organise your time.

At this stage of your career pathways development you probably have two main outcomes in relation to job-seeking.

1. Finding a work experience/work placement or volunteer opportunity related to your longer-term career goals and/or
2. Finding a casual or part-time job.

These outcomes might be directly related for some career pathways. For example, a casual job as a waiter/waitress might lead to a long-term career goal in hospitality. Or a work placement as a trades assistant might lead to an opportunity for an Australian Apprenticeship. Volunteer work in a charity shop might be the first step in a career in retail customer service.

## PURPOSES ONLY:

print newspaper  
classifieds

work placements  
and trials

volunteer work  
opportunities

business websites  
& online applications

youth-oriented  
agencies

professional and  
personal networks

direct approach/  
cold-calling

Job Services  
Australia

employment  
agencies



Image: lisafx;  
Photos.com

Sources of jobs A

1. After discussing these sources of jobs as a class, match the correct source with the most appropriate description.
2. Find an example(s) for each of these.

Job source	Description	Example
direct approach/ cold-calling	This is when you show initiative and approach potential employers by visiting or calling them. You must have all your information ready.	
	You can register with these organisations such as Drake and Stilled who can match you to jobs and potential employers.	
	You can use your contacts, friends and relatives to help you find employment. It is one of the best ways to find jobs and work placement opportunities.	
	Most jobs are advertised online; e.g. <a href="http://www.mycareer.com.au">www.mycareer.com.au</a> , <a href="http://www.seek.com.au">www.seek.com.au</a> , <a href="http://www.careerone.com.au">www.careerone.com.au</a> , <a href="http://www.jobsearch.gov.au">www.jobsearch.gov.au</a> and <a href="http://www.teenjobs.com.au">www.teenjobs.com.au</a> .	
	Many large organisations have dedicated online careers pages and application forms which allow you to directly apply for employment.	
	This is when you perform unpaid work for a charity, welfare or community service provider. It helps you to build skills and a professional network.	
	This is when you do a placement organised through your school study program which helps you to become more work-ready.	
	Some are RTOs and specialise in Australian Apprenticeships (such as MEGT), while others might focus on students at risk of not finishing school.	
	You should look at the dailies (Age & Herald-Sun in Vic.), especially Saturday, and your local papers. They also have websites.	
	This is the Commonwealth government's system of employment agencies that try to find jobs for the unemployed. Start with Centrelink or <a href="http://www.jobsearch.gov.au">www.jobsearch.gov.au</a> .	

## 2.03 Networking

### Networking

When it comes to successful job-seeking we know one thing for sure. Nobody is ever going to come knocking on your door to offer you a job. You have to get out there and actively search for work.

Networking involves using all of your contacts, friends and relatives to help you find employment. Networking is a very useful way to find out about job, work placement and volunteer opportunities. Networking

might sometimes even be the most effective way to find work, just as many professionals are discovering using online networking portals such as LinkedIn.

There are three main networks that can provide contacts for someone at your stage of career development.

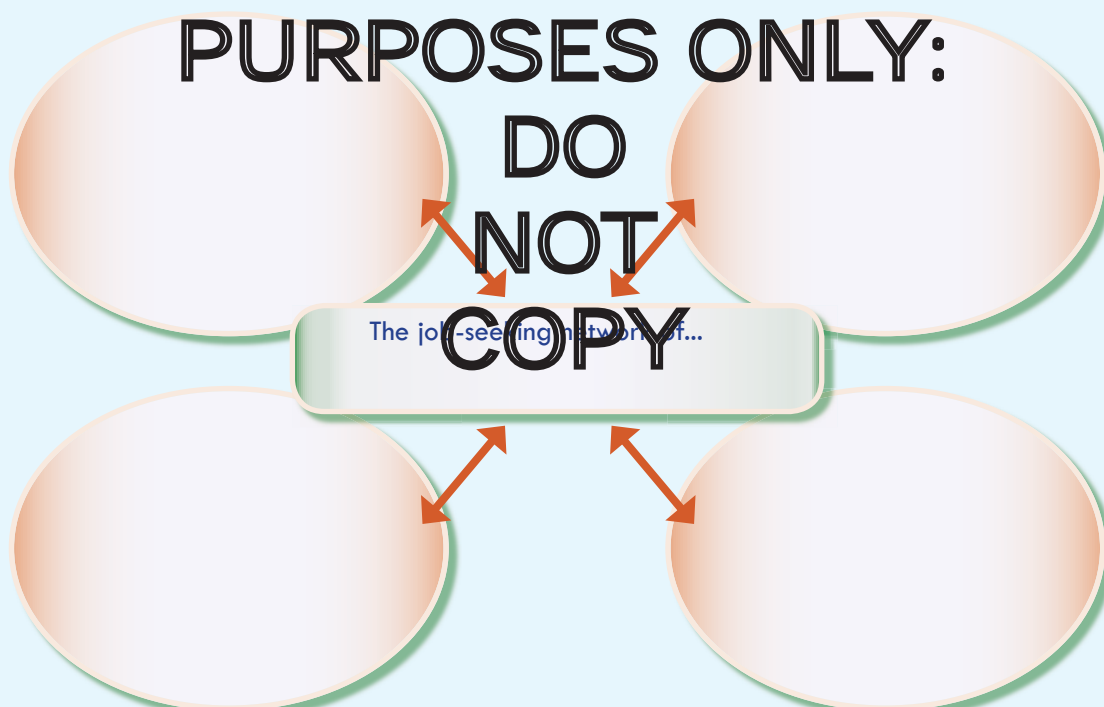
1. Personal network: Family, friends, social contacts and others.
2. Community network: Neighbours, other residents, social contacts, sporting, community and religious contacts, online friends, local traders, your classmates and others.
3. Professional network: Employers, employees, business owners, teachers, professionals, managers and supervisors, mentors and others.



Image: denphumi;  
Photos.com

### A My network

List the full name and numbers of 4 people who can be a part of your job-seeking network.



### Community work

When young people are trying to develop their careers they are often asked, “What experience do you have?” And often the answer is, “none!” This can make it hard to get your first job! However, there is one sure way to build experience! Volunteer and community work is an ideal platform to help develop your career pathway.

There are a number of benefits of volunteer and community work.

Volunteering and community service can help you to:

- ✓ Gain real work-related experience
- ✓ Develop demonstrable work-related skills and competencies
- ✓ Develop team-based skills by working with others
- ✓ Learn and apply industry-specific knowledge
- ✓ Demonstrate responsibility, initiative and leadership
- ✓ Broaden your job-seeking network and find a mentor, and of course,
- ✓ Help contribute to the community.

Image: Vicheslav;  
Photos.com



### Community volunteering

B

Community and volunteer organisations exist in many forms throughout your local and broader community including sporting, religious, environmental, performing arts, charity, welfare, community service and various other types of organisations.



1. Research 2 community organisations and complete the table below.
2. Prepare a report to the class about one of these organisations and describe the types of volunteer work that you could perform for them

Name/location/key people/contact details:	
<div style="text-align: center;"> <p><b>PREVIEW</b></p> <p><b>PURPOSES ONLY:</b></p> <p><b>DO</b></p> <p><b>NOT</b></p> <p><b>COPY</b></p> </div>	
Main services provided:	Main services provided:
Employee and volunteer jobs and tasks:	Employee and volunteer jobs and tasks:



## 2.05 Job Applications

### Application letter

An important part of successful job-seeking is writing a job application letter. Many job advertisements ask you to submit a letter along with a résumé. The ad might sometimes even ask for this letter to be in your own handwriting. You might also have to write an application letter for a volunteer, work placement or work experience position.

When applying for a position electronically or online you might also have to submit a letter by email or as part of the application.

When you apply the site might also ask you to attach a brief personal cover letter.

Application letters are very important. Employers use these letters to test your interest in the job, your suitability as well as your ability to use correct grammar and spelling.

### Applications letters

The job application letter should...

- ⇒ Be set out as a formal business letter
- ⇒ Be typed unless you are asked to handwrite your letter
- ⇒ Use plain fonts and spacing between paragraphs
- ⇒ Include the correct addressing, spelling and titles of anyone named in the advertisement
- ⇒ Relate specifically to the position and organisation
- ⇒ Show how your skills, competencies and experience makes you able to do the job (or learn to do the job)
- ⇒ Clearly explain how you could be a benefit to the organisation, (i.e. what can you offer that will make you a suitable employee?)

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SKILLS

### A Application letter

Use the table below to start drafting your relevant information for a job letter. (If you need more space use your workbooks).

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

106 Lumbuk Place,  
SPRINGTOWN, VIC, 3523

1 a. Your address, note the format!

March 24th, 2015

1 b. Date of writing the letter.

Ms. Onga Parinka  
Owner

Gourmet Scavenger Café  
17 Lemtack Avenue  
Springtown Heights VIC 3521

1 c. The name, title, and address of who you're sending to. Note the format.

**Note: If you are asked to apply using your own handwriting, do so!**

Dear Ms. Parinka

2. Intro title of letter.

I am applying for the position of casual café assistant that was listed on [www.seek.com.au](http://www.seek.com.au) on March 20th, 2015.

3. Reason for letter so it gets to the right person.

I am currently undertaking VCE Foundation (Year 11) at Springtown College and as part of this I am studying a Certificate II in Hospitality. I am hoping to develop a long term career in a hospitality retailer such as a café or restaurant.

4. About you now and where you want to go. Relevant subjects/courses show your suitability.

Some of the units I am doing as part of my course include:

- Prepare and serve espresso coffee
- Follow health, safety and security procedures
- Provide food and beverage services
- Provide responsible service of alcohol and
- Follow workplace hygiene procedures.

5. Specific experience or study examples related to the position, occupation and/or industry.

In June last year I completed work placement for 2 weeks at the Deject Shop in Springtown Plaza. During my placement I gained workplace competencies by dealing with customers, controlling stock and using equipment safely.

6. Any relevant experience and competencies that you have.

This experience made me very interested in building a career in customer service because I really enjoyed the fast pace of the shop and being able to make customers happy. My enjoyment of my hospitality course means that I want to work in a food and beverage environment that satisfies customers.

7. What you have got out of your experiences and what makes you happy at work?

I have enthusiasm and a range of retail and hospitality skills that can contribute positively to the Gourmet Scavenger Café. I also welcome the chance to gain more training from your organisation.

8. The win/win; for you and them. Also, how you are willing to grow.

I have included a copy of my résumé and 2 references. I look forward to hearing from you soon about the possibility of working at the Gourmet Scavenger Café.

9. The sign-off.

Yours Sincerely

Hyrem Weably  
enc: Résumé and references

10. Indicates you have enclosed other material such as a résumé.

## 2.07 Résumés

### Résumés

A résumé (or CV) is still the most commonly used initial selection tool for job applicants.

A résumé should clearly and concisely describe you, your skills, your training, your attributes and your experience to potential employers. It should sell you and get you an interview!

There are some common sections that you should use for your résumé. These are shown opposite. Your teacher will explain these in more detail when you do your own draft. There are also some useful résumé templates online. Find one that suits you.

### Résumé sections

1. Clear personal details.
2. Current education: Easy to follow.
3. School and VET subjects & units.
4. Other qualifications & certificates.
5. Brief career ambition.
6. Employment/work experience history.
7. Employment tasks/competencies.
8. Your other transferable skills.
9. Your professional/technical skills.
10. Other information/achievements.
11. References: Accurate and suitable.

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When it comes to preparing a good-looking résumé a computer might just be your 'bestie'!

Image: ongimages;  
Photos.com



## PURPOSES ONLY:

### What to do: Formatting...

- ✓ Use a word processing package.
- ✓ Use a 12 point plain font. Times New Roman is ok, Calibri is good, Arial looks good when printed.
- ✓ Use one consistent font only and use no more than 2 font sizes.
- ✓ Use headings and sub-headings.
- ✓ Use size, bold and italic to show different information/headings.
- ✓ Insert page numbers at the bottom.
- ✓ Include plenty of white space.
- ✓ Use tabs to indent and line up sections.

### What to do: Content...

- ✓ 2-3 well-spaced pages is enough at this stage of your career pathway.
- ✓ Include your name in a page header or footer on each page.
- ✓ List from most recent to earliest.
- ✓ Use work-related or employability skills to outline your competencies.
- ✓ Explain how you have contributed either in your work, school or volunteer/community settings.
- ✓ Include details of supporting referees.
- ✓ email your résumé using a widely used program such as Word or a PDF.

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My résumé A

1. Use a template (pp.40-41) and any existing résumés to complete a draft résumé.
2. Develop a career statement and include this.
3. This résumé should now be set up using a software package such as Word.
4. Check your résumé for accuracy and formatting. Make appropriate changes.
5. Have someone else in the class check your résumé. Make appropriate changes.
6. Present it to your teacher for final checking.
7. Complete this project planner before and during, this activity.

**DRAFT  
SAMPLE  
ONLY:**

Task/activity to be completed	By when?	Done?
1.		<input type="checkbox"/>
2.		<input type="checkbox"/>
3.		<input type="checkbox"/>
4.		<input type="checkbox"/>
5.		<input type="checkbox"/>
6.		<input type="checkbox"/>
7.		<input type="checkbox"/>
8.		<input type="checkbox"/>
9.		<input type="checkbox"/>
10.		<input type="checkbox"/>

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## 2.09 Sample Résumé

### Résumé: Ethelred Johnson, Mar 2015

Ethelred Johnson

215 Fredson Place, Springtown, 3523

DOB: 1/4/1999

P: (03) 9222 1111 M: 0412 0412 0412

ethelred@gmail.com.au

#### Education

2015: Springtown College, currently completing VCAL Foundation (Yr 11) and Certificate II in Retail.

VCAL & VCE subjects include:

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills.

Certificate II in Retail units include:

- Communicate in the workplace
- Apply point of sale handling procedures
- Minimise theft
- Operate retail equipment.

2011-2014: Completed Years 7-10, Springtown College

#### Qualifications & Training

- Apr 2014: Certificate in Basic First Aid
- Nov 2014: Certificate I in Food Hygiene

#### Career Ambition

I wish to enter the retail industry and develop a career supported by TAFE training, in customer service eventually moving through to management.

#### Employment History

##### Employment

→ The \$3 Shop, 202 Elcheapo St, Mayloika

Position: Retail sales assistant Duration: July 2014 - current

Tasks: Serving customers, answering phones, managing stock, cleaning, and working on registers.

Competencies: Some of the main competencies have demonstrated include:

- Effective communication with customers
- Working with other staff as part of a sales team
- Using electronic point-of-sale equipment and balancing register
- Maintaining stock levels and completing stocktakes
- Being flexible, working evenings and weekend shifts
- Following store OH&S processes
- Solving customer problems and complaints.



**Résumé: Ethelred Johnson, Mar 2015**

**Employment History (cont.)**

6

*Work Experience*

➔ The Deject Shop, Springtown Plaza, Springtown Hills.

Position: Retail assistant Duration: June 2014 - 2 weeks

Tasks: Helping customers, cleaning, sorting stock and packing shelves.

Competencies: During my work experience my key roles and tasks included:

- ➔ Dealing with customers in a professional manner
- ➔ Working with other staff to process orders
- ➔ Using hand pallet jacks
- ➔ Applying safe and effective lifting techniques
- ➔ Organising appropriate product presentation and packaging.

7

**Transferable Skills**

8

*Leadership*

- 2015, Springtown College Peer Support Program for new Year 7 students which involved supporting young students and guiding them through their new environment.
- 2014, coordinated Year 10 small business activity based on baking and selling cakes to raise money for Oxfam.

*Clubs*

- Member of Springtown Tennis Club since 2009.

*Professional Skills*

9

- Able to use Word, Excel, PowerPoint, internet and email applications.
- Current learner's permit.
- Can speak some German.
- Can use business and office equipment including photocopiers and faxes.
- Able to operate media equipment including projectors and digital cameras.
- Able to install computer hardware components.

*Achievements*

10

2014, school achievement award for best Small Business Student.

*Hobbies/Interests*

Computer games, internet and multimedia, tennis and keeping fit.

**Referees**

11

Mr. Ian Knott

VCAL Coordinator

Springtown College

P: 92222 2222 (BH)

Ms. Jay Duty

Store Manager

The \$3 Shop

M: 04 1404 1404

Mr. P. Enham

Supervisor

The Deject Shop

P: 4444 4444 (BH)

## 2.11 Sample Résumé

Résumé:

1

Education

2

3 DRAFT  
SAMPLE  
ONLY:

Qualifications & Training

4

Career Ambition

5

PREVIEW

Employment History  
Employment



Position:

Tasks:

Competencies: Some of the main competencies I have demonstrated include:



7

6 PURPOSES ONLY:

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Duration:

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Résumé:

Employment History (cont.)

6



Position:

Duration:

Tasks:

Competencies: Some of the main competencies I have demonstrated include:



7

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ONLY:

Transferable Skills

8

Leadership

Clubs

Professional Skills

9

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Achievements

10

Hobbies/Interests

Referees

11

## 2.13 Job Interviews

### The interview

Most organisations interview only a few people for each job. So if you do get an interview then they think that you are potentially suitable for the job. However, someone else might be more suitable. So they will want to interview the best candidates before making their selection.

If you do get an interview you are going to have to be confident so as to sell yourself. Employers want to see if your personality suits their organisation. They also want to see if you will be able to work effectively with their other staff.

This work-related skill is so important we could spend the entire unit on this topic alone. However, at this stage of your career you should focus on the five main tips that can make your interview experience more successful. But remember, you will only get better at job interviews by having interviews - just another work-related skill that can be built and developed.



It's up to you to present yourself as well as possible if you are going for a job interview.

Image: Stock Foundry /  
Design Pics; Photos.com

DRAFT  
SAMPLE  
ONLY:

### Job interview tips

1. Be prepared: Find out about the organisation, the job, tasks, etc..
2. Look the part: You can never be over-dressed for an interview.
3. Be personable: Use professional manners and active listening skills.
4. Sell yourself: Be confident; emphasise your strengths.
5. Reflect on your experience: Ask for feedback and improve for next time.

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SUPER  
SKILLS

PREVIEW  
PURPOSES ONLY:

### Common interview questions

Most job interviews ask similar questions of potential employees. The interviewer is not trying to trick you, nor are they out to embarrass you. They will want to focus on your positives and how you are prepared to grow and learn as part of their organisation. If you have done your homework then you will be well-prepared to shine! Some common questions are likely to be:

- ☹ Why do you want this job?
- ☹ Why should we employ you in this position?
- ☹ What skills/abilities/qualities/experience can you contribute to the organisation?
- ☹ Demonstrate how you have succeeded in a team environment and in dealing with other people.
- ☹ Where do you see yourself in 12 months time?

Your teacher will likely set up a mock interview process to help you build your interview skills.

DO  
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COPY

You are required to complete job-seeking activities for an occupation you are interested in. Alternatively it could be an occupation that you might pursue further along your career pathway. Add information/instructions/deadlines in the table.

1. List the contact details of 4 people in your job-seeking network who can help you find jobs. Contact them to see if they can help you source suitable positions.

Due?	Done?
------	-------

2. Investigate a range of online job sites and/or other sources to find suitable job opportunities. Print these out or save them on a portable device.

Due?	Done?
------	-------

3. Prepare a draft application letter for one of these jobs.

Due?	Done?
------	-------

4. Have your teacher check this draft; prepare a final copy using a word processing package.

Due?	Done?
------	-------

5. Find a sample/template of a résumé for someone at your stage of your career pathway.

Due?	Done?
------	-------

6. Prepare a draft of your résumé. Swap it with another student and check each other's. Then make changes to your draft.

Due?	Done?
------	-------

7. Have your teacher check this revised draft. Prepare a final copy using a computer.

Due?	Done?
------	-------

8. Anticipate 4-6 questions that may be asked in a job interview situation. Prepare summary answers to each of these. Be sure to include your key skills, competencies, experiences, etc..

Due?	Done?
------	-------

9. Participate in a mock interview with your teacher, a Careers teacher or someone from an industry. If appropriate, apply for the job; and hopefully get an interview!

Due?	Done?
------	-------

**DRAFT  
SAMPLE  
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## 2.15 Self-Assessment

### Self Assessment Pro-Forma

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

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

Which tasks did I perform best at during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

Which tasks did I most enjoy doing and why?

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

Which areas should I focus on improving?

→ \_\_\_\_\_

→ \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

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# Workplace Safety Introduction

3

## Contents

3.01	Introduction.....	46	3.11	Workplace Safety Induction...	56
3.03	Rights and Responsibilities...	48	3.15	Assessment Task.....	60
3.09	Health & Safety Representative	54	3.17	Self-Assessment.....	62

## Activity

p. Due date/Done?

## Comment

3.01A Workplace hazards

3.02B Hazard alert

3.03A OH&S stakeholders

3.04B Employer responsibilities

3.06C Worker responsibilities

3.06D Class OH&S rep

3.08E Stakeholders and hazards

3.10A OH&S rep

3.11A Potential hazards

3.13B Induction requirements

3.13C My OH&S training

3.14D OH&S induction

AT2 OH&S Rights and Responsibilities

3.17 Self-Assessment

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Comments:

## 3.01 Introduction

### Introduction

This section will introduce you to basic rights and responsibilities related to OH&S in a workplace context. Workplace safety is a shared responsibility and different workplace stakeholders play an important role in maintaining safe work practices. You will need to complete an OH&S induction process before you can undertake workplace learning.

As part of this process you will need to find out about workplace OH&S and Health and Representatives (HSRs).



### Occupational health & safety

One of the most important workplace rights that you have is the right to a safe workplace.

Occupational health & safety or OH&S is the general term used to describe all the rights, responsibilities, training, regulations, guidelines, laws and other issues that relate to a safe work environment.

Before you can enter a workplace you must demonstrate that you can be a safe employee. If you are not aware of OH&S, then both your own and other people's safety is at risk.

### A Workplace hazards

Pick one of these occupations and suggest 5 potential workplace hazards that an employee in this occupation might face.

⇒ checkout operator, chef, furniture removalist, aged carer or office worker.

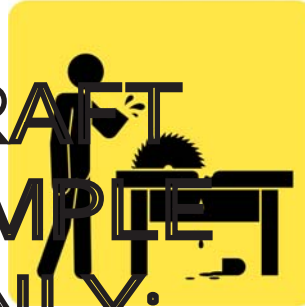
Occupation:


**Hazard alert**

As a potential employee you place your trust in an employer to take all possible steps to make sure that the workplace is safe. This also extends to having safe work practices, i.e. the way things are done. However, you should always be on the lookout for potential hazards or dangers in the workplace. These might include spillages, missing safety equipment, blocked fire exits, sharps, dangerous equipment, electrical hazards, incorrect lifting procedures and many, many others.

If you see these dangers then you should report them to someone with a position of responsibility.

Because employers are not always aware of everything that is going on in the workplace all of the time you have a responsibility to immediately inform your boss of any potential hazards that might occur.



Images: Adapted from Mike Elliot; Photos.com

**Hazard alert B**

Briefly identify the hazard(s) occurring in the workplace situations shown above. Also name a possible workplace or worksite in which these employees might be working.

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### 3.03 Rights and Responsibilities

#### WorkSafe Victoria

Occupational health and safety laws are governed by a regulatory body in each state. In Victoria, WorkSafe Victoria has the responsibility for managing the state's workplace safety system. Some of the main responsibilities of WorkSafe Victoria are:

- ⇒ It has a major responsibility in helping to avoid workplace injuries occurring
- ⇒ It has the power to enforce Victoria's OH&S laws
- ⇒ It is the provider of workplace injury insurance for employers
- ⇒ It plays a key role assisting injured workers to get back into the workforce
- ⇒ It manages the workers' compensation scheme for injured workers.

#### Workplace stakeholders

Workplace safety is a shared responsibility between all workplace stakeholders. However, it is the owners and employers who have the initial responsibility for ensuring an effective workplace. Owners and employers are responsible for designing, maintaining, controlling and reviewing all of their work activities and processes so that all safety laws, rules or guidelines are met.

#### OH&S stakeholders

A stakeholder is any individual, or group involved in, or effected by, a commercial decision. The main OH&S stakeholders are:

- ⇒ Owners and employers
- ⇒ Managers and supervisors
- ⇒ Health and Safety Representatives (HSRs)
- ⇒ Other OH&S representatives
- ⇒ Employees
- ⇒ Contractors and sub-contractors
- ⇒ State Government
- ⇒ WorkSafe Victoria
- ⇒ WorkSafe inspectors
- ⇒ Unions
- ⇒ Employer associations.



#### A OH&S stakeholders

Your teacher will discuss these OH&S stakeholders with the class. Pick 3 of these OH&S stakeholders and briefly summarise their role in workplace safety.

*e.g. Unions have a big role in working with employers to make sure that safe practices are followed and that suitable equipment and training is provided to employees.*

1. Employees

2. WorkSafe Victoria (or your state)

3. (your choice)



## Employer Rights and Responsibilities

"I have to provide and maintain safe machinery and equipment."

"I have to make sure that I have developed safe systems and processes associated with all work activities."

"I need to follow procedures for safe use, handling, storage and transport of machinery, equipment and any dangerous substances."

"My workplace has to have safe workplace conditions such as fire exits and emergency equipment."

"I need to provide facilities such as clean toilets, cool and clean drinking water and hygienic eating areas."

"I must give my workers proper information, instructions, training and supervision to enable them to work in a safe and healthy manner."

"I'm expected to monitor my workers' health and conditions in the workplace."

"I must keep information and records relevant to workers' OH&S."

"If needed I should engage experts to advise on health & safety issues."

"I need to ensure that any customers, visitors and the general public are not endangered by the conduct of my business."

### Employer responsibilities

B

Choose 3 of the employer responsibilities shown above. Choose a workplace you are familiar with and explain what that employer actually does to meet this responsibility.

**Employer/workplace:**

e.g. My employer Sal Gee at Sal's Tile Emporium contracted in an expert Safety Auditor to do a workplace safety audit because workers were starting to have a lot of little accidents when using the tile production machinery.

1.

2.

3.

### 3.05 Rights and Responsibilities

#### Employee rights and responsibilities

Workers have a natural and undeniable right to a safe workplace. This means that you not should be harmed by the work activities you perform in work-related situations.

To help protect this right governments develop and pass OH&S/WHS legislation that becomes law. For example, the licensing of tradespeople such as electricians.

WorkSafe enforces these laws, it prepares guidelines to help employers and employees work safely and offers training. Examples include industry specific hazard control resource packages, and training such as that offered to (HSRs).

However, you have to be an active participant in workplace safety. It is up to you to ensure that you follow all OH&S guidelines and that you report any issues and problems to the appropriate workplace personnel. This is part of your workplace responsibility.

You also have to take care not to harm yourself or any other workplace stakeholders while you are carrying out your work activities.

For example, truck drivers must not risk the safety of other road-users; manufacturers must dispose of chemicals and waste properly and hospitality workers must ensure that all food served to customers meets appropriate hygiene guidelines.

The key rights and responsibilities of workers, according to WorkSafe Victoria, are outlined opposite.

## Employee Rights and Responsibilities



"I'm expected to take care of my own health and safety by working safely."

**DRAFT  
SAMPLE  
ONLY:**

"I must always follow all safety guidelines/systems of work according to training and instructions."



"I must inform my supervisor about potential hazards or physical problems that I notice in the workplace."



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"I cannot operate any industrial equipment unless I have the appropriate certificate of competency."



"I need to take reasonable care not to affect the safety of others in what I do, and also not risk the safety of others by failing to act where needed."



"I must immediately report any injury to the HRS, OH&S supervisor or person responsible for WorkCover."



"I am expected to actively work with my employer to make the workplace safer."



## Worker responsibilities C

As a class, or in teams of 3-4, discuss and develop a list of workplace rules or guidelines that you must follow when undertaking work placement or doing a work-related activity safely. List these below.

e.g. *I will immediately ask my supervisor if I don't understand how to use equipment properly and safely*

1.	2.
3.	
5.	6.

**DRAFT  
SAMPLE  
ONLY:**

## Class OH&S rep D

Each of you will take turns being an OH&S rep for your class and/or as part of your work-related activity. Your teacher will inform you how this will work for your class. Essentially you are likely to be appointed as either:

- ⇒ The OHS rep for your class for a week or 2-week period
- ⇒ The OH&S rep for your group when completing work-related activity; and then rotating this role throughout the unit or year.

Start to draft some of the rules of associated with this role as the OH&S rep.

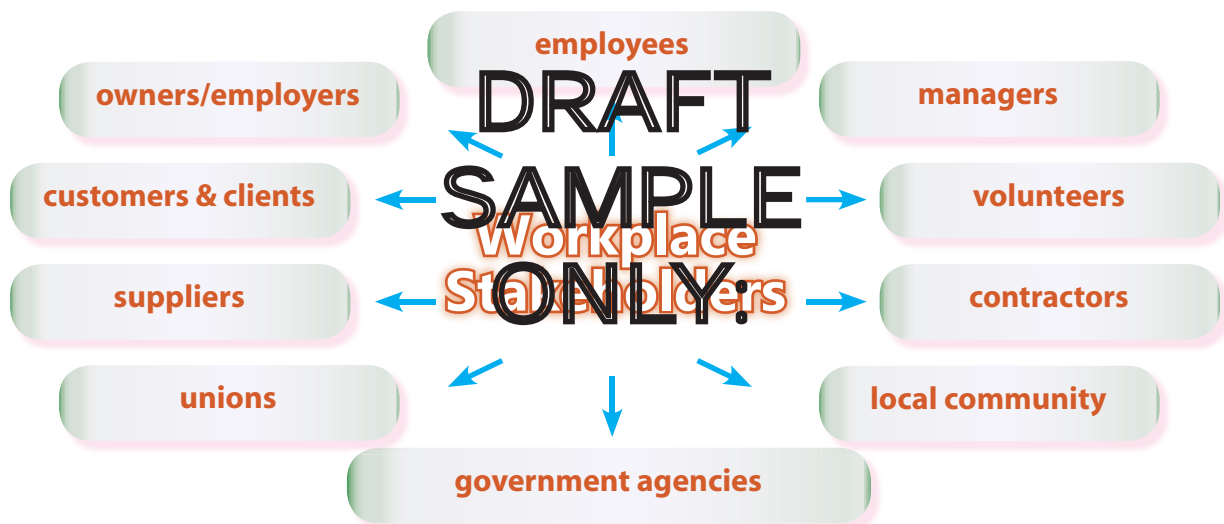
1. Monitor in-class activities that we have to do as part of any VCAL subject and report OH&S issues and concerns to WRS teacher.	2.
3.	
5.	6.
7.	8.

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NOT  
COPY**

## 3.07 Rights and Responsibilities

### Stakeholders

OH&S rights and responsibilities extend to a range of workplace stakeholders who come into contact with a workplace or its products. The term stakeholders refers to any individuals or groups that are involved in, or effected by, a commercial activity. Stakeholders can include people who work directly in an organisation, as well as any other people or groups that the organisation deals with as part of the commercial world.



### OH&S and external stakeholders

Workplaces deal with a range of external stakeholders as visitors on a daily basis. Workplaces must ensure that all work activities, products, services and facilities have been developed to minimise hazards for external stakeholders. Although this is once again a shared responsibility, you cannot expect all external stakeholders to be aware of every specific OH&S guideline and rule that applies in each workplace. Therefore employers, as OH&S leaders, and employees, as OH&S facilitators, must take an active role in ensuring the safety of all those workplace visitors. Some examples include:

- ⇒ Contractors might be brought in to perform a specific task such as fixing machinery. OH&S strategies might include only using licensed contractors, a sign-in register, and assigning a staff member as a direct liaison.
- ⇒ Suppliers might visit regularly but perform quite dangerous manual handling tasks. OH&S strategies might include signs displaying mandatory personal protective equipment, clear line-marking of traffic areas and designated staff to supervise deliveries.
- ⇒ Volunteers might only work a few hours a week and need extra supervision. OH&S strategies might include specialised induction and training programs, tours of emergency procedures and extra supervision of their work activities.
- ⇒ Customers and clients come into contact with many workplace activities on a continual basis. OH&S strategies might include separate employee/client areas, safe storage of hazardous products and ensuring that all walkways are free of spills and trip hazards.

### Stakeholders and hazards E

Complete the following for each of the images below.

- ⇒ Identify the type of workplace and/or occupations shown.
- ⇒ Identify the type of work-related stakeholders shown.
- ⇒ Describe the safety issue(s) and hazards that might occur, or are occurring.
- ⇒ Outline what employees and/or employers need to do to prevent the hazard.

**DRAFT  
SAMPLE  
ONLY:**

Image: johanna goodyear; Photos.com



Image: Jakob Jeske; Photos.com



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NOT  
COPY**



## 3.09 Health and Safety Representative

### OH&S safety representative

When you start to undertake work experience and work placement you will see that every workplace needs to have a person responsible for OH&S issues. Generally we call this person an OH&S representative. However, they might have a different title depending on the type and size of the workplace.

- ⇒ In many small businesses the owner or senior manager usually acts as the OH&S rep.
- ⇒ In larger organisations or industrial worksites the OH&S rep might be an elected employee or even an OH&S professional employed specifically for this OH&S role.



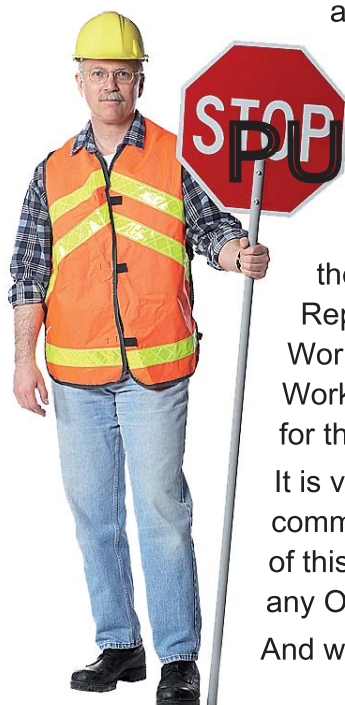
"Who do I speak to if I need to report an OH&S problem?"

### Role of OH&S safety representative

The main role of a workplace OH&S rep is to be the go-between for employers and workers in relation to OH&S issues. This means that the OH&S rep works with both workers and bosses to ensure that work activities and processes are carried out in a safe manner. When workers find or experience an OH&S issue, they know that they can go to a fellow employee who can take their issues and concerns to management. OH&S reps also work with owners and managers to develop safe work processes and procedures as part of proactive hazard control.

Workplace safety does not take a holiday; nor does it go home at the end of a shift. So it is important that the OH&S rep is onsite all the time. If the OH&S rep is not scheduled to work at certain times, if they work offsite or if they are on

leave the workplace should have some other employee to act in the role of a deputy. Sometimes the OH&S rep or deputy might even be the owner or senior manager.



"You can't start your placement until you have been inducted by me, your HSR!"

**PURPOSES ONLY:**  
Some workplaces get employees to elect their own OH&S rep to represent their safety interests. In these cases this person is called a Health and Safety Representative (HSR). This HSR then gets registered with WorkSafe Victoria. HSRs can get specific training from WorkSafe and have specially designed resources available for them on their own WorkSafe website.

It is vital that you meet with this person before you commence any work placement or work experience. As part of this induction you must ask them how you go about raising any OH&S issues that you might come across.

And while we're at it? Just who is the OH&S rep or HSR at your school or learning institution? Does your teacher know? Is it them?

## Health and Safety Representative 3.10

### HSR/OHS representative

So who might be the HSR or OHS rep? Depending on the size and structure of your workplace the OH&S safety rep might be one, or more, of the following.

- ⇒ The manager/owner (usually if it is a small workplace).
- ⇒ A full-time dedicated OH&S safety professional, especially in larger industrial workplaces.
- ⇒ An employee appointed to act as the OH&S safety rep on top of their other responsibilities. They might also be an elected HSR.
- ⇒ A shift supervisor or duty manager, who might also be an elected HSR.
- ⇒ A trained employee who is also an OH&S representative. They might also be an elected HSR.
- ⇒ Some other designated and trained employee who might be an elected HSR.

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SAMPLE

ONLY:

OH&S rep A

Interview an OH&S rep or HSR in a workplace you are interested in. Find out 10 duties associated with their role.

Workplace:

OH&S rep or HSR:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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### 3.11 Workplace Safety Induction

#### Work ready

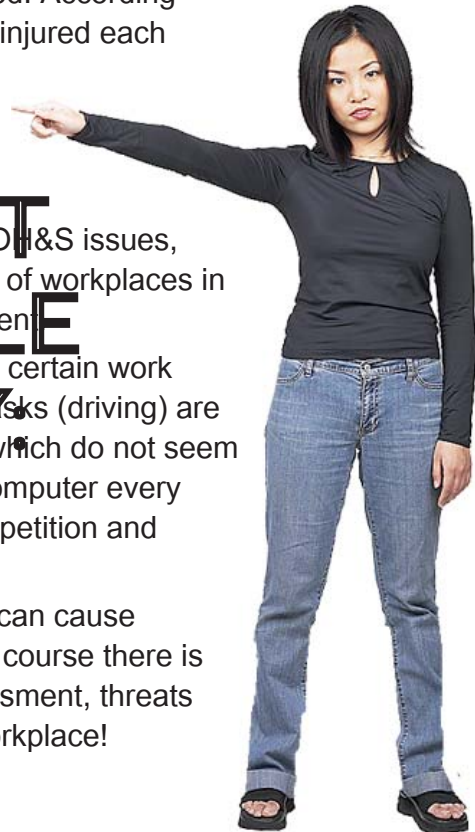
WorkSafe Victoria's vision is, "Victorian workers returning home safe every day". That means that nobody should get injured at work. When you set out for work each day you should expect to arrive home safely at the end of your workday.

Young workers have an increased risk of being injured. According to WorkSafe Victoria, 2,000 workers aged 15-24 are injured each year. Before you enter the workplace you need to be work ready. You need to have an awareness of common occupational health and safety issues, hazards and risks in workplaces generally.

You also need to build an understanding of specific OH&S issues, hazards and risks that are likely to occur in the types of workplaces in which you might do work experience or work placement.

Certain industries (mining), occupations (electrician), certain work environments (construction sites) and certain work tasks (driving) are inherently dangerous. In addition, some work tasks which do not seem obviously hazardous at first, such as working on a computer every day, can present hazards and risk associated with repetition and overuse.

A growing OH&S issue is increased workload which can cause workers to rush, cut corners and be careless. And of course there is the ever-present danger of workplace bullying, harassment, threats and intimidation. These are not acceptable in any workplace!



#### A Potential hazards

1. List 5 OH&S hazards that young workers might face generally.
2. List 5 OH&S hazards that you might have to deal with in a specific workplace (or (industry)); or as part of a particular occupation.

General OH&S hazards for young workers.	Specific OH&S hazards for workplace/occupation.
Workplace/occupation is:	

### OH&S student induction

As a student you are required by law to complete an appropriate OH&S induction program before you are allowed to go on work experience or a work placement. In Victorian schools that might be **safe@work**, or another similar program for your state.

If you are undertaking a TAFE certificate you will need to undertake the accredited OH&S unit of competency before commencing any work placement. Many VCAL students will complete the appropriate OH&S unit of competency as part of their VET certificate course, TAFE course or Australian Apprenticeship before they start any work placement in a workplace that is part of that industry.



### Work Related Skills Foundation

These are the OH&S induction requirements for VCAL Work Related Skills Foundation at 2014. (Note: they might change!)

- ⇒ You must successfully complete the **safe@work** General and Industry modules prior to any work experience or work placement.
- ⇒ You must have also successfully completed all of WRS Unit 1 before commencing structured workplace learning.
- ⇒ You might need to complete any other tasks as directed by your teacher, including relevant workplace induction.
- ⇒ If more than twelve months have passed since you completed the **safe@work** General and Industry Modules and you want to do work experience in the same industry, you must complete the **safe@work** Review Module and redo that Industry Module.
- ⇒ If you are planning to do a placement in a different industry, you must satisfactorily complete the **safe@work** Review Module and the Industry Module relevant to that industry.

If you are undertaking a nationally recognised VET certificate as part of your VCAL:

- ⇒ You will need to complete the relevant OH&S units before commencing any structured workplace learning placement as long as that placement is in the same industry as your certificate.
- ⇒ Your school might also require you to complete relevant **safe@work** modules before commencing your placement.

Your teacher and coordinator will give you the most accurate and up-to-date information about your specific OH&S induction requirements.

Your teacher will clarify these OH&S induction requirements for you and build these into your learning program for WRS Unit 1.



3.13 Workplace Safety Induction

B Induction requirements

- 1. Give the correct response for each of these questions about OH&S induction.
- 2. Is there any other information you need from each of the students in order to provide the right advice?



"I've done safe@work less than a year ago, what do I need to do?"



"I did safe@work more than a year ago but I'm going to do a placement in the same industry. What do I do?"

"I'm doing a VET certificate course. What are my requirements?"



"I'm going to do a placement in a different industry. What do I need to do?"



"I've done safe@work but I haven't passed WRS Unit 1 Foundation yet. Can I do a placement?"

C My OH&S training

Your teacher will lead a discussion about OH&S induction with your class. List the specific OH&S induction requirements you must successfully complete before you can undertake structured workplace learning, work experience or volunteer work.

OH&S training/induction that I must complete is:	By when?



Use the terms to complete the following passage about OH&S induction.

Workplace safety is a s\_\_\_\_\_ responsibility. However, when you are undertaking work experience or structured workplace learning it is the responsibility of your employer to ensure that your work e\_\_\_\_\_ is safe and free from h\_\_\_\_\_.

When working you must use the correct personal p\_\_\_\_\_ equipment. It might be your responsibility to be dressed in appropriate c\_\_\_\_\_ and to wear safety b\_\_\_\_\_. It will usually be your employer's responsibility to supply appropriate protective equipment. You need to be aware of these requirements b\_\_\_\_\_ you go on your placement.

At the start of your placement you must be given an i\_\_\_\_\_ tour of your work environment so that you are made aware of any potential d\_\_\_\_\_. You must also be made familiar with the location of f\_\_\_\_\_ facilities, be shown the emergency safety e\_\_\_\_\_ and be introduced to the h\_\_\_\_\_ representative.

Your employer is also responsible for giving you adequate t\_\_\_\_\_ and appropriate s\_\_\_\_\_ in order to safely carry out your day-to-day duties.

During your placement you must follow safe work p\_\_\_\_\_ and undertake your work a\_\_\_\_\_ in a safe manner. This ensures that you do not harm yourself, your c\_\_\_\_\_, the c\_\_\_\_\_ or any other person.

If you are ever unsure of anything you should speak up and ask; your H\_\_\_\_\_, your s\_\_\_\_\_, a fellow workmate, a safety or union rep or anyone s\_\_\_\_\_. If you feel you are in danger, are being h\_\_\_\_\_ or that you are not being looked after appropriately, ask to be excused and contact your school supervisor i\_\_\_\_\_.

- |                                     |  |                                      |                                      |
|-------------------------------------|--|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> activities | <input type="checkbox"/> dangers         | <input type="checkbox"/> HSR         | <input type="checkbox"/> shared      |
| <input type="checkbox"/> before     | <input type="checkbox"/> environment     | <input type="checkbox"/> immediately | <input type="checkbox"/> supervision |
| <input type="checkbox"/> boots      | <input type="checkbox"/> exits           | <input type="checkbox"/> induction   | <input type="checkbox"/> supervisor  |
| <input type="checkbox"/> clothing   | <input type="checkbox"/> first-aid       | <input type="checkbox"/> practices   | <input type="checkbox"/> threatened  |
| <input type="checkbox"/> colleagues | <input type="checkbox"/> hazards         | <input type="checkbox"/> protective  | <input type="checkbox"/> training    |
| <input type="checkbox"/> customers  | <input type="checkbox"/> health & safety | <input type="checkbox"/> senior      |                                      |

### 3.15 Assessment Task

#### AT2 OH&S Rights and Responsibilities

For this assessment task you are required to complete a number of activities related to the OH&S rights and responsibilities of work-related stakeholders; and also in relation to your own OH&S induction.

- ⇒ Your teacher will advise you whether you are required to investigate OH&S rights and responsibilities generally; or for a specific workplace or industry.
- ⇒ Use the pro-forma below to record your progress.
- ⇒ Your teacher might add other activities to this task. If so list them opposite.
- ⇒ Use the planner below to organise specific tasks you have to complete for each section.

AT2: OH&S Rights and Responsibilities Planner	
What specific tasks do I have to do for each section?	By when/Done?
1. Complete my school-based OH&S induction.	
2. Complete workplace induction( if required).	
3. Summarise OH&S roles and responsibilities of employers.	
4. Summarise OH&S roles and responsibilities of employees.	
5. Summarise OH&S roles and responsibilities of business customers.	
6. Interview a workplace HSR or OH&S representative.	
7. Prepare summary report about OH&S roles and responsibilities.	
8. Present report (if required)?	
9. Other (if required)?	

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

Task	Activity	Re- quired	Due by	Done	Teacher initials
1.	Complete compulsory school-based <b>OH&amp;S induction</b> program such as <b>safe@work</b> or relevant VET OH&S units of competency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Meet with a workplace OH&S rep to undertake <b>work-related induction</b> (if required for this unit).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Summarise the most important <b>OH&amp;S roles and responsibilities of employers</b> . Develop a visual to support this such as a poster, flowchart, diagram or multimedia resource.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Summarise the most important <b>OH&amp;S roles and responsibilities of employees</b> . Develop a visual to support this such as a poster, flowchart, diagram or multimedia resource.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Describe the most important <b>OH&amp;S roles and responsibilities</b> of other work-related stakeholders such as <b>visitors and/or volunteers</b> . Develop a visual to support this such as a poster, flowchart, diagram or multimedia resource.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Interview a <b>workplace HSR or OH&amp;S representative</b> . Outline 6-10 responsibilities associated with their position.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<b>Prepare a report</b> that summarise the OH&S roles and responsibilities of employers, employees and other work-related stakeholders as well as the role of HSRs or OH&S representatives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<b>Present this report</b> to the class (if instructed by your teacher).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### 3.17 Self-Assessment

#### Self Assessment Pro-Forma

What were the 3 key things I learned this unit?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

- \_\_\_\_\_
- \_\_\_\_\_

Which tasks did I perform best at during this unit?

- \_\_\_\_\_
- \_\_\_\_\_

Which tasks did I most enjoy doing and why?

- \_\_\_\_\_
- \_\_\_\_\_

Which tasks (if any) did I least enjoy doing and why?

- \_\_\_\_\_
- \_\_\_\_\_

Which areas should I focus on improving?

- \_\_\_\_\_
- \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

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# Workplace Safety Issues

4

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Comments:



## 4.01 Workplace Hazards

### Introduction

It's quite likely that by now you would have completed a school-based or VET OH&S induction program. This induction has enabled you to be more aware of common safety issues in workplaces within one or more industries.

In this section you will investigate OH&S hazards, risks and control measures in a more detailed way. By undertaking this investigation you will be expected to be able to:

- ⇒ Identify OH&S signs and symbols
- ⇒ Identify OH&S hazards and risks
- ⇒ Describe and follow hazard control measures and procedures
- ⇒ Describe injury prevention strategies and emergency procedures
- ⇒ Safely undertake a teams-based, work-related activity investigating OH&S hazards and procedures.

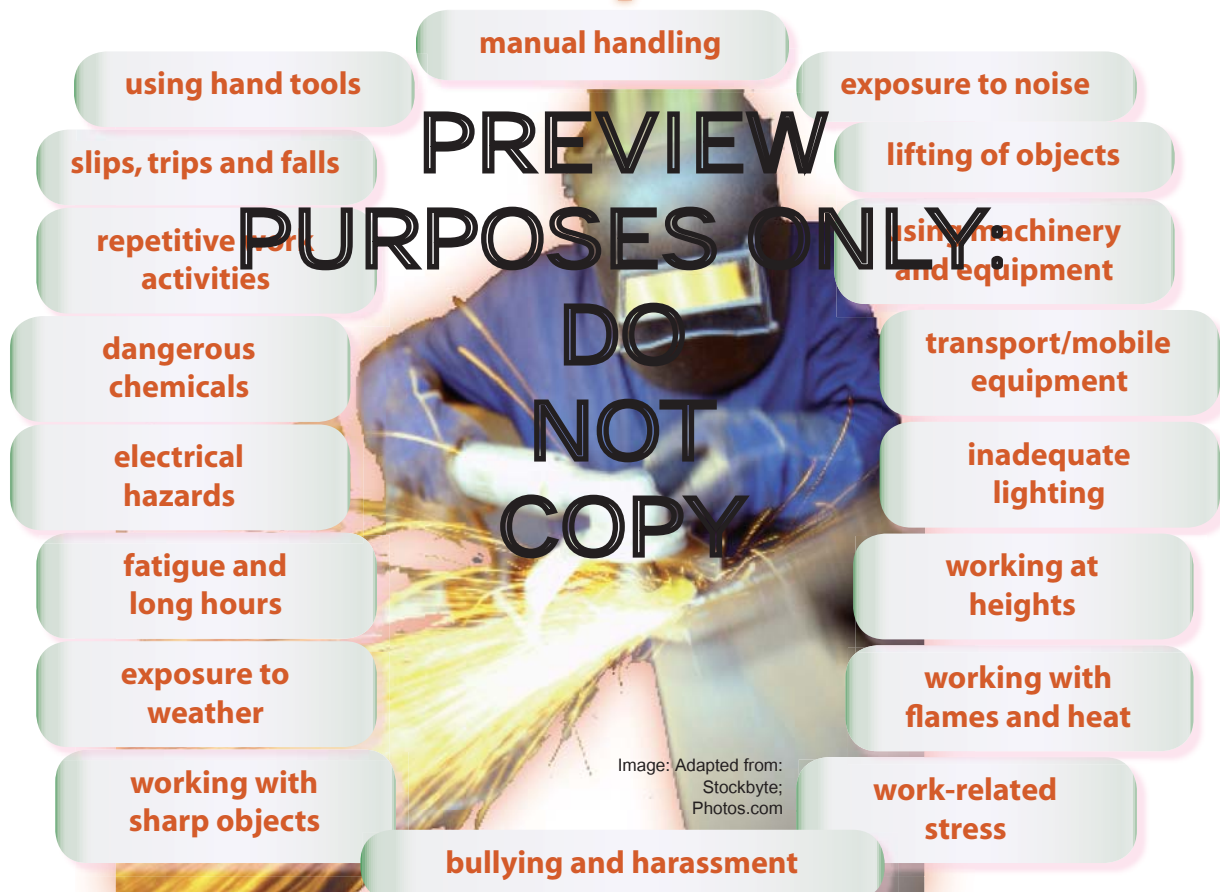


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### Hazards

Just about every activity we do in life has some sort of hazard associated with it. Risks abound in the food we eat (excessive fats and sugars), our leisure activities (sports injuries), travelling (vehicle collisions), our work lives (workplace accidents and stress) and other activities. We need to effectively control and manage risks and hazards.

## Common Workplace Hazards



### Risk assessment and hazard control

Just as in life, it is also vital that you are able to assess risks and control hazards in work-related settings. One way to help enable you to achieve this is by using a hazard control process. A hazard control process uses a procedure that has consistent steps which can be followed and applied for all workplace tasks, activities and jobs. Some industries even have their own specialised hazard control processes to deal with common work-related safety hazards, such as the handling of dangerous chemicals in the Manufacturing industry. You will be introduced to the ITEACM hazard control process later in this unit.

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### Workplace hazards

A

In pairs study the image below and identify all the potential work-related hazards and risks that might be associated with this workplace and its workers.

**Workplace:** Office/administrative work environment

1. Possible back-related injuries associated with the delivery person carrying the box.
2. Potential overuse injuries to hands from using information and technology equipment.

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## 4.03 Workplace Hazards

### B Classroom hazards

1. Look around your classroom right now and identify 4 potential hazards that exist.
2. As a class, discuss whether these hazards are being controlled effectively.

1.	<p style="text-align: center;"><b>DRAFT SAMPLE ONLY:</b></p>
2.	
3.	
4.	

### C Occupational hazards

1. Choose 2 occupations you are interested in.
2. For each one identify and briefly explain how a worker might be exposed to hazards as part of their day-to-day work-related activities.

Hazard	Occupation 1	Occupation 2
e.g. electrical hazards	Electricians need to be very careful of shock because they work with live voltage as part of their job.	Electricians need to make sure that all electrical equipment has cords that are in good condition.

1. Visit the WorkSafe website at [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au) . Click on Safety and Prevention and then choose Health and Safety Topics and select a topic from the expandible list such as Manual Handling .
2. Outline some of the key issues and hazards associated with this work practice.
3. From the WorkSafe resources, find and list some possible strategies to deal with OH&S issues associated with this work practice.
4. Source or create images that illustrate both good and bad examples of this work practice in action.



**Health & Safety Topic:**

*Key issues and hazards:*

**DRAFT  
SAMPLE  
ONLY:**

*Possible strategies to deal with this hazard:*

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## 4.05 Workplace Hazards

### Risk assessment

As you have seen, all workplaces present many potential hazards. Once hazards have been identified it is important to both anticipate and assess potential risk associated with these hazards.

Risk assessment refers to identifying the likelihood of an injury/illness occurring, as well as assessing the potential level and seriousness of harm associated with a hazard.

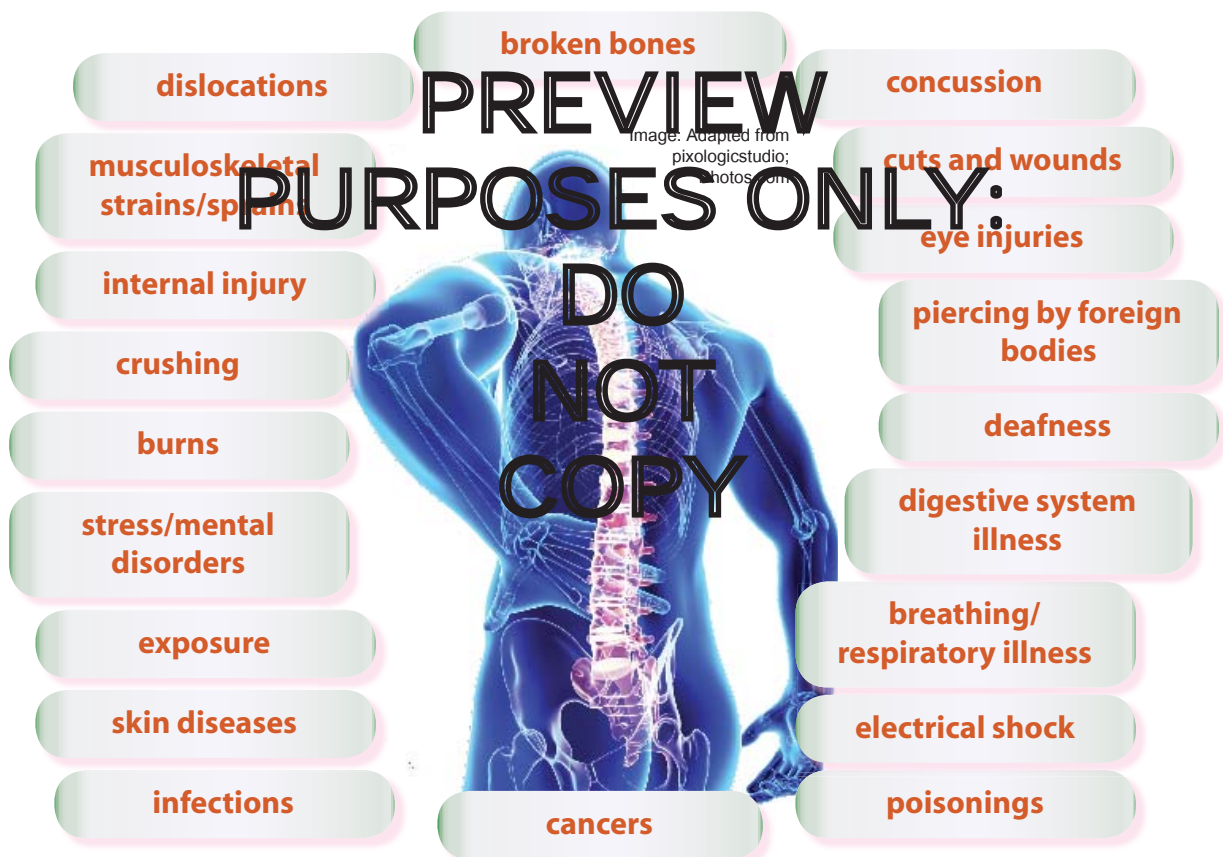
For example, hazards in the Construction industry include using industrial machinery and equipment. This presents associated noise hazards. Prolonged exposure to excessive noise is a risk to workers. This hazard can cause serious harm and permanent damage leading to hearing loss.

As another example, chefs working in hospitality also use hazardous tools and equipment such as cutting implements and food slicing and grinding equipment. This hazard presents the risk of cuts, abrasions and even potentially far worse injuries, such as permanent disfigurement or even amputations.



The risks associated with static desk work can often be greatly underestimated.

## Work-Related Risks: Injuries/ Illnesses





Work-related injuries E

1. Choose 5 of the *Work-Related Risks: Injuries/Illnesses* from the diagram opposite.  
For each one describe an example of a work activity that might potentially cause this OH&S problem for an occupation (or occupations) you are interested in.
2. Find or create an image that illustrates or matches one of these risks.

*Cancers: Construction workers can be exposed to deadly particles when removing old structures containing asbestos. This can lead to the development of potentially fatal mesothelioma disease.*

DRAFT  
SAMPLE  
ONLY:

1.

2.

3.

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PREVIEW  
PURPOSES ONLY:  
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## 4.07 Workplace Procedures

### Work practices

A work practice refers to the way that a workplace has organised its workers, tools, equipment, processes and other resources in order to complete work tasks.

For example, McDonald's have very clearly defined processes and procedures as part of its work practices. These include separation between customer service and food preparation areas, highly-specialised task roles and instructions, standardised cooking times and many more processes and procedures.

It is vital that employers design work practices so that all tasks are carried out safely. This will help assist workplace stakeholders to avoid hazards and minimise work-related safety risks.



Image: Adapted from: Jeremy; Photos.com

### Procedures

A procedure refers to the way that something is done. For example, a medical operation is sometimes called a procedure.

If you were having an operation on your foot you would hope that the surgeon would have the necessary training to be qualified to do the operation correctly. You would also expect that the surgeon would have the skills and expertise to carry out the operation competently. It is also reasonable to expect that the hospital had effective procedures in place to ensure that everything runs smoothly including accurate patient records, hygienic surroundings, appropriate instruments, correct anaesthetics as well as careful monitoring of patient recovery.

Obviously medical procedures are very complicated. However, all workplaces must ensure that they take care to develop and implement appropriate OH&S procedures as part of their day-to-day activities and work practices.

Occupational health and safety stakeholders are expected to develop safe work practices. Many of these process and procedures are set down in law. Employers can build these OH&S procedures into work practices so that safety becomes a natural part of the way that work is carried out.

So what OH&S procedures are you aware of, or have actually experienced? And which procedures do you think could be improved?



Medical operations follow very strict step-by-step procedures.

OH&S procedures A

1. Discuss each of these OH&S procedures below. Suggest 2 occupations for which this might be an appropriate form of hazard control. Add 1 more procedure you are aware of to the table. Source some suitable images for your work folios.
2. For each procedure, choose 1 of the occupations and explain how this procedure helps deal with hazards more effectively.
3. Source an image or create a graphic of a workplace OH&S procedure. Label this and include it in your work folios.

OH&S Procedure	Occupation	How it helps control hazards.
Using personal protective equipment - boots, gloves, vests, masks, helmets, eye and ear protection and so on.	Construction worker	By wearing PPE such as a face mask and protective clothing this stops a welder from seeing the arc which causes eye damage. This PPE also reduces fire risk.
Maintaining safety signs and emergency equipment - fire extinguishers, alarms, exit signs and so on.		
Installing appropriate guards, emergency cut-offs and barriers on machines such as power saws and conveyer belts.		
Following fall prevention and safe working at heights procedures.		
Following appropriate hygiene procedures such as preparing and serving food and sterilising equipment.		
Ensuring a workplace free from harassment, bullying, intimidation and violence.		
Clearly marking pedestrian/vehicle zones and traffic areas for use by forklifts and deliveries.		

## 4.09 Workplace Procedures

### Safety procedures

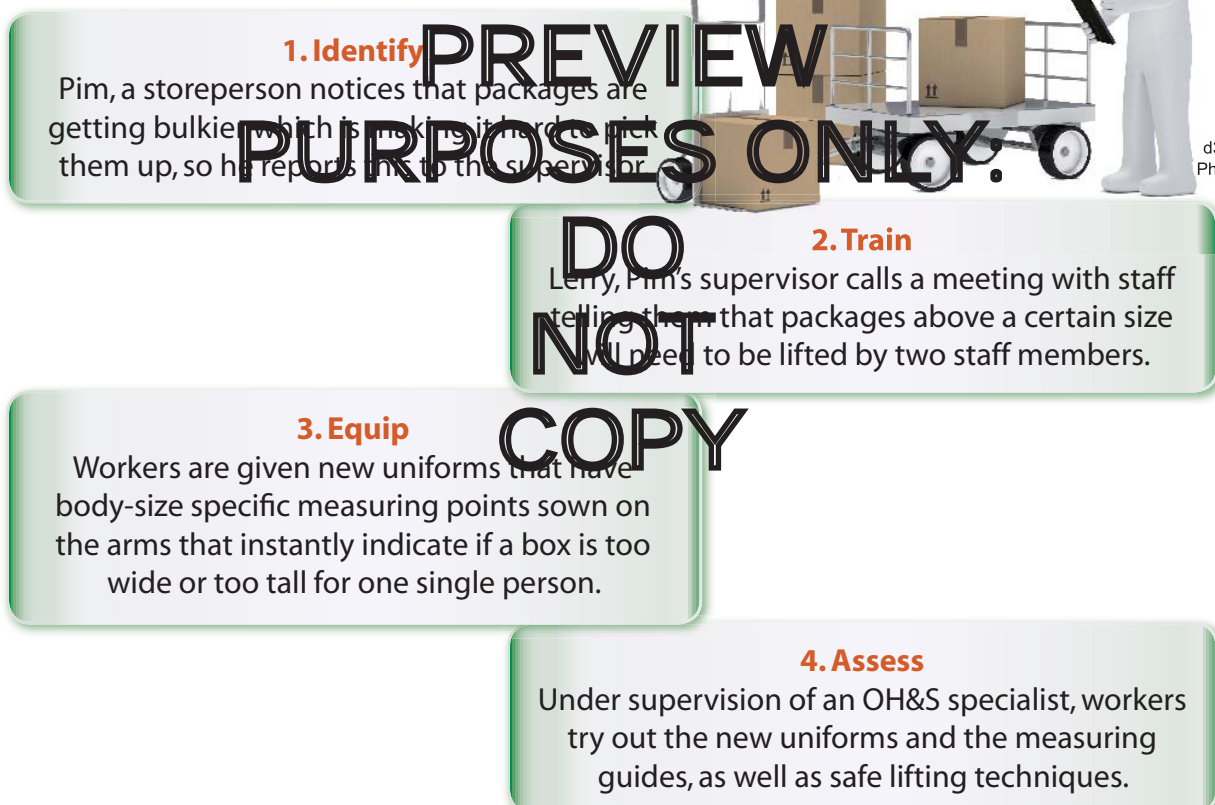
Workplaces can develop and implement specific OH&S procedures to deal with hazards and minimise harm and risk. You have just investigated some examples of OH&S procedures in activity 4.08B. All procedures work best when people follow a step-by-step process with clearly defined roles and responsibilities. One example is the ITEACM hazard control process. ITEACM uses six steps or stages that all work-related stakeholders should follow when dealing with workplace safety hazards.



### ITEACM Process: Things to consider

- ⇒ Workplace stakeholders should work together to identify potential hazards.
  - ⇒ Although the stages are sequential, some might need to be done at the same time. e.g. Employees being **trained**, and also shown how to use personal protective **equipment**, at the same time.
  - ⇒ Different employees and managers might have responsibility for particular stages. e.g. Managers and supervisors might have to **assess** new employees.
  - ⇒ Some tasks are required at all stages. e.g Safety issues need to be **controlled** and **monitored** continually.
  - ⇒ Some workplaces might change the order of these stages based on their own needs.
- Shown below is an example of ITEACM in action for a pick'n'pack warehouse.

### ITEACM in Action



### 5. Control

Management writes a policy that incorporates the new uniform and lifting techniques. Each employee gets a copy and new signs are posted in the loading area.

### 6. Monitor

Workers are asked to fill in a survey four weeks later to report on how the changes are going. Management will use the surveys to check to see if the policy is being followed and if any changes need to be made.

**DRAFT**

**Hazard control: ITEACM**

**B**

Using ITEACM, list 2 points for each of the 6 steps for either a plumber, beauty therapist, a retail worker or another occupation of your choosing.

#### 1. IDENTIFY

The hazard, associated risk and the potential for harm.

⇒

**ONLY:**

⇒

#### 2. TRAIN

Employees to manage the hazard safely and minimise risk.

⇒

⇒

#### 3. EQUIP

Workers with the correct personal protective equipment (PPE).

⇒

⇒

#### 4. ASSESS

That employees can effectively control the hazard.

⇒

⇒

#### 5. CONTROL

Ongoing work practices associated with the hazard.

⇒

⇒

#### 6. MONITOR

Check that hazards are being controlled consistently.

⇒

⇒

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## 4.11 Young Workers

### Young workers

Young workers face a greater risk of injury in the workplace than any other group of workers. According to WorkSafe Victoria:

- ☹ Over 2,000 young people are injured in Victorian workplaces each year
- ☹ In all types of employment, 15-24 year olds have a higher chance of an injury requiring hospitalisation than any other age group
- ☹ Males working in rural and regional areas are particularly at risk. (Source: WorkSafe Victoria, Annual Report, 2006-07)

Special care needs to be taken to ensure that young workers are safe in the workplace. So have you seen WorkSafe's ad campaign targeting younger workers? Discuss it now!

Image: Eris Reis;  
Photos.com



### A Young workers

Listed in the table are 6 common reasons why young workers are more likely to be injured at work. For each reason you are required to describe a workplace situation whereby a young worker might be more at risk of injury.

*Tip: Your description needn't be in writing. You might instead draw a picture, find a graphic, perform a role-play or provide some other description of the situation.*

1. May not be fully developed physically and mentally.	2. May lack the necessary skills/training.
3. Have little experience in assessing potential risks.	4. May not be aware of their OH&S rights and responsibilities.
5. Have had little exposure to positive OH&S behaviour.	6. Are more likely to be casual or part-time.



## Young workers' hotspots B

Visit the Young Workers Injury Hotspots at

[www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe/Home/Safety+and+Prevention/Injury+Hotspots](http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe/Home/Safety+and+Prevention/Injury+Hotspots) or search for the term directly, or use the 'Young Workers' CD.



List each of the industries. Circle one of the 5 (as at 2014) industries you will investigate.

Recreate the Injury Hotspot diagram for this industry, using the key statistics and a brief explanation of the common injury, e.g. 5%: Work related stress.

As a class discuss these Hotspots, including strategies to prevent injuries.





## 4.13 Safety Signs

### Signs and symbols

You probably have already been exposed to some safety signs as part of your everyday environment, or in your school or at a workplace.

In order for safety signs to be effective they have to be universal. The viewer must be able to understand the picture or phrase immediately. Signs need to use recognisable pictures and simple text. Signs can also use colour to convey their message such as red for danger, yellow for caution, green for exits and so on.



**DRAFT**  
**SAMPLE**  
**ONLY:**

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

- ⇒ Warn of potential hazards and dangers
- ⇒ Instruct on the correct personal safety equipment to wear and use
- ⇒ Display mandatory hygiene practices
- ⇒ Advise on first-aid equipment and procedures
- ⇒ Reinforce OH&S rules and laws that must be followed.

### A Signs I've seen

Identify 6 safety or warning signs that you are familiar with in your school or TAFE, home, workplaces, public areas and so on. Write/draw these signs below.

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**COPY**


## Warning signs B

1. Briefly explain the risk or hazard indicated by each of the warning signs shown below.
2. Add 3 more of your own. (You could generate these using a website such as [www.says-it.com/safety/index.php](http://www.says-it.com/safety/index.php) or source images from [www.seton.net.au](http://www.seton.net.au).)
3. Suggest an occupation that has each sign as part of its work environment.















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	<b>PREVIEW PURPOSES ONLY:</b>	
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## 4.15 Safety Signs

### C Danger signs

1. Fill in the missing letters to complete the danger signs shown below.
2. Create 3 danger signs of your own.
3. Suggest an occupation that might have each sign as part of its work environment.
4. Take and print photos of danger signs from industry and the wider world.

Which sign? D

1. Briefly explain the meaning of each of the workplace signs and symbols shown below.
2. Draw 6 of your own signs that you are familiar with.  
(You could perhaps source images from [www.seton.net.au](http://www.seton.net.au).)




## 4.17 Personal Protective Equipment

### Kit up

One of the most important ways to control workplace hazards is to use the appropriate personal protective equipment (PPE). This can include commercial grade safety boots and vests, eye and ear protection, special clothing, safety harnesses, respiratory barriers, gloves, mittens and many, many more. Before you commence work tasks you need to be:

- ⇒ **Informed** of the correct PPE required
- ⇒ **Supplied** with the appropriate equipment; in some cases you might have to supply your own PPE, (this is especially relevant for contractors)
- ⇒ **Instructed** on how to properly use this PPE to control hazards
- ⇒ **Monitored** on the safe and effective use of PPE.

Workplace supervisors, HSRs, OH&S reps and employers also have to check equipment periodically for signs of wear and tear, damage, whether the PPE is up-to-date with current guidelines as well as other issues. So what PPE have you used before?



My boss has given me the kit, so I'm fit to work!

### A Personal protective equipment

1. List the types of personal protective equipment required for an occupation in a workplace in which you are interested.
2. Briefly outline the hazard that this item of PPE is used to control.

Workplace:	Occupation:
Personal protective equipment	Hazard being controlled is...

1. Identify each item of equipment shown below.
2. Also suggest an occupation that might use this.
3. Find 3 other images of PPE and label these.

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	 <b>PREVIEW PURPOSES ONLY: DO NOT COPY</b>	



## 4.19 Emergency Procedures

### Emergency procedures

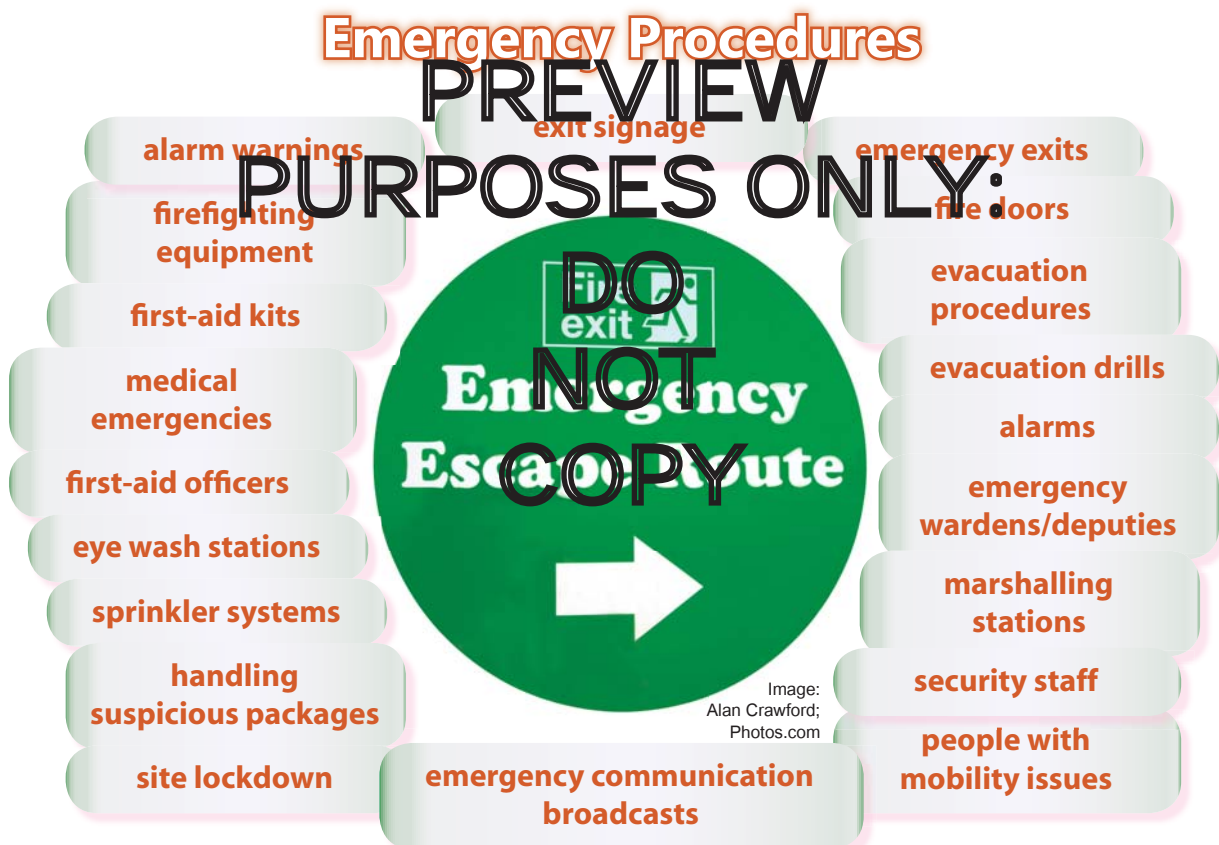
A vital OH&S issue affecting all workplaces is the development and ongoing management of emergency procedures in the case of incident, injury or threat. This includes hazard control strategies such as emergency equipment, evacuation plans and fire control and exits. Emergency situations may be unexpected, but they do happen. And some industries (manufacturing) and some occupations (nurses) experience these situations much more than others. Some types of emergency situations are listed below, but can you think of others?

- ⇒ Fire or other evacuation (including practice drills).
- ⇒ Workplace accidents and injuries.
- ⇒ Machine malfunction.
- ⇒ Electrical hazards.
- ⇒ Employees following unsafe practices or working dangerously.
- ⇒ Visitors such as customers, contractors or suppliers being exposed to hazards or performing tasks in an unsafe manner.
- ⇒ Workplace incidents (such as a customer/client becoming aggressive).
- ⇒ Issues with water such as roof and ceiling leaks, burst pipes and floods.
- ⇒ Delivery of unknown or suspicious goods.
- ⇒ Issues with hazardous chemicals; and many more.



Aged-care facilities need to have a pre-prepared evacuation plan for clients with mobility issues. Would you know what to do in an emergency if you were working with these types of clients?

Image:  
Lisa F. Young;  
Photos.com



## Emergency procedures A

1. Write the most relevant emergency procedure(s) for each of the scenarios below.
2. Briefly explain how this emergency should be dealt with. What would you do?
3. Find or create an image of an emergency procedure. Show this below.
4. Form into teams of 3-4 and role play an emergency procedure scenario.

*A customer in a restaurant passes out while sitting at the table waiting for her meal.*

*A worker in a panel beating business gets paint splashed in his eye when opening a bucket of paint.*

**DRAFT  
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ONLY:**

*A fire warning alarm rings suddenly in a primary school but then stops.*

*A small fire starts in the loading bay of a paper packaging wholesaler.*

*A distressed and angry patient threatens nursing staff in an emergency area of a hospital.*

*A backpack is left unattended at a busy train station during peak hour.*

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## 4.21 Safety Audit

### OH&S Audit

An OH&S audit is a process that can be used to identify potential hazards in a workplace. An audit is carried out by inspecting various workplace safety environments and assessing potential hazards and risks. Safety audits are usually carried out by professional OH&S experts, or by managers and supervisors with industry-specific knowledge and experience.

In order for an OH&S audit to be effective, the following points need to be followed.

- ⇒ The audit should focus on a workplace, a specific worksite or a particular work environment.
- ⇒ The audit must be carried out with utmost safety and care.
- ⇒ The audit should use a pre-prepared checklist that outlines the most common categories of safety hazards and risks.
- ⇒ The checklist should have space to add additional items in each category.
- ⇒ The checklist should have a section to add other OH&S hazards and risks.
- ⇒ The auditor should use a recording device such as a digital or phone camera.
- ⇒ There must be a process that allows the auditor/inspector to describe the OH&S issues to a supervisor, manager or owner.



Image:  
Lisa F. Young;  
Photos.com

"I'm gonna' audit my school. I can already tell you there's lots of hazards that they haven't even fully thought about!"

## PREVIEW

### A Safety Audit

#### Part A: OH&S audit

1. Perform an OH&S audit of a work environment in a workplace or worksite as part of a work-related activity.
2. Fill in an additional safety item for each of the 10 categories on the audit.
3. Add at least 6 other OH&S risks that relate specifically to this work environment.
4. Draw or photograph 2 OH&S hazards that are being controlled effectively.
5. Draw or photograph at least 1 OH&S hazard that could be controlled more effectively.

#### Part B: Interview an HSR, an OH&S rep or a relevant supervisor or employer.

1. Summarise the 5 main OH&S procedures that apply in this workplace to prevent injuries.
2. Describe an emergency procedure, such as what to do in an accident; or outline an evacuation procedure that exists in this workplace.

<b>Workplace:</b> _____ <b>Worksite:</b> _____	
<b>Inspected by:</b> _____ <b>Date(s):</b> _____ <b>Time(s):</b> _____	
<b>→ Floors...</b> <input type="checkbox"/> Coverings free from holes. <input type="checkbox"/> No spills, waste or rubbish. <input type="checkbox"/> No stock, boxes or materials on floor. <input type="checkbox"/> _____	<b>→ Aisles...</b> <input type="checkbox"/> Free from clutter and spillages. <input type="checkbox"/> Proper line-marking and/or traffic signs. <input type="checkbox"/> Adequate vision and illumination. <input type="checkbox"/> _____
<b>→ Windows...</b> <input type="checkbox"/> No broken panes. <input type="checkbox"/> Allowing adequate illumination. <input type="checkbox"/> Allowing appropriate ventilation if appropriate. <input type="checkbox"/> _____	<b>→ Illumination...</b> <input type="checkbox"/> Proper lighting for area. <input type="checkbox"/> Avoidance of shadowing. <input type="checkbox"/> Light fittings in good repair. <input type="checkbox"/> _____
<b>→ Workspace...</b> <input type="checkbox"/> Free from clutter. <input type="checkbox"/> Benches, desks, chairs correct height. <input type="checkbox"/> Adequate lighting. <input type="checkbox"/> _____	<b>→ Safety equipment...</b> <input type="checkbox"/> Proper protective equipment available. <input type="checkbox"/> Equipment in good repair. <input type="checkbox"/> All employees using equipment. <input type="checkbox"/> _____
<b>→ Machinery...</b> <input type="checkbox"/> Safety cutoffs accessible and working. <input type="checkbox"/> Proper guards in operation. <input type="checkbox"/> Adequate lighting. <input type="checkbox"/> _____	<b>→ First-aid...</b> <input type="checkbox"/> Trained first-aid officer available and known. <input type="checkbox"/> Equipment clean, maintained and locatable. <input type="checkbox"/> Emergency procedures known and displayed. <input type="checkbox"/> _____
<b>→ Electricals...</b> <input type="checkbox"/> Appliances tagged. <input type="checkbox"/> No frayed leads. <input type="checkbox"/> Appropriate storage of items. <input type="checkbox"/> _____	<b>→ Fire...</b> <input type="checkbox"/> Appropriate extinguishers in place & serviced. <input type="checkbox"/> Fire exits marked and kept clear. <input type="checkbox"/> Emergency procedures known and shown. <input type="checkbox"/> _____
<b>→ Other relevant OH&amp;S issues...</b> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> _____   <input type="checkbox"/> _____   <input type="checkbox"/> _____         </div> <div style="width: 48%;"> <input type="checkbox"/> _____   <input type="checkbox"/> _____   <input type="checkbox"/> _____         </div> </div>	

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## 4.23 Assessment Task

### AT3 Workplace Safety Investigation

#### Introduction

For this assessment task you are required to complete a teams-based, basic work-related activity that involves a safety investigation and report on a specific work environment within a workplace or worksite. Your teacher will discuss the requirements of the task, so tick the boxes that are relevant to you.

#### What do I/we have to do?

The 3 main requirements of this task are to:

- Plan, organise and complete a safety investigation of a work environment
- Investigate a work-related OH&S problem, issue or hazard in that work environment
- Work safely in a team and plan a safe work procedure.

You then have to prepare and present a report based on your investigation. Your teacher will advise you of the format and requirements of the report.

#### Which work environment will I/we investigate?

The work environment might be related to:

- ☐ An area or location within your school
- ☐ A worksite or workplace with which you are familiar
- ☐ A workplace in which you are employed
- ☐ A workplace in which you have undertaken work experience or work placement
- ☐ A volunteer or community setting
- ☐ An enterprise activity or community project or
- ☐ Some other relevant work environment as negotiated with your teacher.

#### What OH&S issues or problems will I/we investigate?

The safety investigation might be based on one or more of the following:

- ☐ An OH&S audit of a work environment
- ☐ An OH&S audit of workplace safety signs and information
- ☐ A specific work-related OH&S issue/problem occurring in a work environment
- ☐ A workplace procedure performed by employees or volunteers
- ☐ A workplace safety issue impacting on customers/clients, or on visitors
- ☐ A work-related injury prevention strategy
- ☐ A workplace emergency procedure
- ☐ A workplace OH&S induction or training program or
- ☐ Another relevant work-related OH&S issue or problem.

### Work-Related Activity: Workplace Safety Investigation of a Work Environment

#### Part A: Plan, organise and complete a safety investigation

- ☐ Form into suitable teams.
- ☐ Negotiate a suitable work environment to investigate.
- ☐ Discuss, allocate and write down roles and responsibilities of each team member.
- ☐ Meet with an appropriate supervisor to discuss your plan and team member roles.
- ☐ As a team, undertake a safety investigation (Part B).

(Note: There is lots of information about planning, organising and working in teams, including planning pro-formas, in the Unit 7 sections. Your teacher might go through some of these with you before starting this activity.)

#### Part B: Investigate a work-related OH&S problem, issue or hazard

- ☐ Undertake an OH&S Audit of a specific work environment (4.21A).
- ☐ Interview an OH&S rep or HSR to discuss your findings.
- ☐ Choose at least 1 work-related task and outline suitable hazard control procedures for this. (Include: Training, supervision, personal protective equipment and other relevant safety guidelines.)
- ☐ Identify and explain the purpose of at least 3 OH&S signs.
- ☐ Describe and illustrate at least 1 more OH&S sign that could be used in this work environment.
- ☐ Describe a relevant emergency procedure.
- ☐ Explain at least 1 ongoing OH&S problem for this work environment.
- ☐ Suggest possible solutions to the OH&S problem.
- ☐ Discuss these solutions with an OH&S rep, HSR or an appropriate supervisor.

#### Part C: Work safely in a team

- ☐ Outline safety procedures that your team members must follow while undertaking your work-related activity.
- ☐ Review your team's performance by discussing the strengths and weaknesses that occurred as part of your work-related activity.
- ☐ Evaluate your team's performance and discuss the safety benefits of working within a team.

#### Report

- ☐ Prepare a report about the safety investigation and how your team performed.
- ☐ Include at least 1 graphic and also 1 example that models effective OH&S in action.
- ☐ Present this report according to your teacher's instructions.



## 4.25 Assessment Task

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

Team members: \_\_\_\_\_

Workplace/work environment: \_\_\_\_\_

Activity	Re- quired	Due by	Done	Teacher initials
<b>Part A: Plan, organise and complete a safety investigation.</b>				
1 ⇒ Form into suitable teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Negotiate a suitable work environment to investigate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ⇒ Allocate team member roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Discuss your plan and team roles with supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part B: Investigate a work-related OH&amp;S problem, issue or hazard.</b>				
1 Undertake an OH&S Audit of a specific work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Interview an OH&S rep or HSR to discuss your findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Outline suitable hazard control procedures for a work-related task(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 ⇒ Identify and explain the purpose of OH&S signs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Describe another OH&S sign that could be used in this work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Describe a relevant emergency procedure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 ⇒ Explain an ongoing OH&S problem for this work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Suggest possible solutions to this OH&S problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Discuss these solutions with an OH&S rep, HSR or an appropriate supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part C: Work safely in a team.</b>				
⇒ Outline the team's safety procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Review and evaluate your team's performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Prepare and present a report.</b>				
⇒ Prepare your report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Present your report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Self Assessment Pro-Forma

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Which tasks did I perform best at during this unit?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Which tasks did I most enjoy doing and why?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Which tasks (if any) did I least enjoy doing and why?

- \_\_\_\_\_
- \_\_\_\_\_

Which areas should I focus on improving?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

4.27 Unit 1 Assessment

Name:		Teacher:		Final due date:							
WORK RELATED SKILLS FOUNDATION - UNIT 1 SUMMARY RECORD SHEET											
LO1: Investigate a workplace or industry.		LO2: Identify OH&S roles and responsibilities.		LO3: Explain OH&S/WH&S problems. LO4: Work-related activity: Safety plan and organise. LO5: Work-related activity: Safe teamwork. LO6: Work-related activity: Using ICT and technology.							
<p>Your teacher may direct you to list specific tasks that you are required to complete for LO1. List these below.</p>	<p>Due date</p> <p>Done?</p>	<p>Your teacher may direct you to list specific tasks that you are required to complete for LO2. List these below.</p>	<p>Due date</p> <p>Done?</p>	<p>Your teacher may direct you to list specific tasks that you are required to complete for LOs 3-6. List these below.</p>	<p>Due date</p> <p>Done?</p>						
<div>DRAFT SAMPLE ONLY:</div> <div>PREVIEW PURPOSES ONLY:</div> <div>DO NOT COPY</div>											
<p>or AT1B, pp.26-27 Industry/Workplace Investigation</p>		<p>or AT2, pp.60-61 OH&amp;S Rights and Responsibilities</p>		<p>or AT3, pp.86-88 OH&amp;S Safety Investigation</p>							
<p>Are all tasks completed for this outcome?</p> <p>Date:</p>	<p>Are all tasks completed for this outcome?</p> <p>Date:</p>	<p>Are all tasks completed for this outcome?</p> <p>Date:</p>	<p>Are all tasks completed for this outcome?</p> <p>Date:</p>	<p>Are all tasks completed for this outcome?</p> <p>Date:</p>	<p>Are all tasks completed for this outcome?</p> <p>Date:</p>						

# Developing Your Work-Related Skills

# 5

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Activity	p.	Due date/Done?	Comment
5.03A Work-related activity	94	<input type="checkbox"/>	
5.04B What could we do?	95	<input type="checkbox"/>	
5.04C My unit requirements	95	<input type="checkbox"/>	
5.06A Competencies	97	<input type="checkbox"/>	
5.06B Transferable skills	97	<input type="checkbox"/>	
5.08A Employability skills	99	<input type="checkbox"/>	
5.09A Industry-specific competencies	100	<input type="checkbox"/>	
5.10B What can I do?	101	<input type="checkbox"/>	
5.12A Australian Apprenticeships	103	<input type="checkbox"/>	
5.13 Self-Assessment	104	<input type="checkbox"/>	

Comments:

## 5.01 Work-Related Activity

### Introduction

Welcome to Unit 2 of Work Related Skills Foundation. As part of Unit 1 you developed a range of skills by investigating a workplace or industry, career pathways and OH&S induction and issues.

In Unit 2 you will have more chance to develop your own work-related skills by completing one or more basic work-related activities. Perhaps you might even undertake a structured work placement related to your course or VET certificate.

### Basic work-related activity

You already know that in both units 1 and units 2 you are required to complete a basic work-related activity. In Unit 1 it was likely that your work-related activity was relevant to your career pathway in a workplace, or to an industry and/or an investigation into work-related OH&S induction and workplace safety issues.

For Unit 2 specifically you are required to demonstrate achievement of a range of learning outcomes by planning, organising and completing one or more work-related activities. You will be expected to negotiate suitable work-related activities with your Work Related Skills teacher and/or VCAL coordinator.

Some possible work-related activities that might suit Unit 2 include:

- ⇒ Undertaking a suitable work placement or structured workplace learning opportunity
- ⇒ Planning, organising and completing a school-based project investigating a work-related issue or problem
- ⇒ Participating in a one-off or ongoing community or volunteer placement or project
- ⇒ A teams-based, basic work-related activity planned under direction from your teacher
- ⇒ A specialised activity developed by your school and completed on a whole-class basis.

In all cases you must demonstrate effective planning, organising and managing of this work-related activity. The activity will also require you to show effective communication, teamwork, problem-solving and use of technology.

Examples of possible work-related activities are shown opposite. Why not discuss the suitability of some of these now as a class.



Image: Dolgachov;  
iStock/Thinkstock

## Work-Related Activity 5.02

- ☐ Appropriate VET, TAFE and short courses.
- ☐ relevant industry/workplace simulations
- ☐ Australian Business Week
- ☐ industry design competitions
- ☐ MyFuture occupation videos
- ☐ peer-support leadership
- ☐ first-aid course and training
- ☐ industry-specific training
- ⇒ Responsible Service of Alcohol
- ⇒ various licenses and certification
- ⇒ fitness instruction
- ⇒ 'White Card'

⇒ \_\_\_\_\_

⇒ \_\_\_\_\_

⇒ \_\_\_\_\_

- ☐ cross-age tutoring for:
  - ⇒ primary school kids
  - ⇒ Year 7&8s
  - ⇒ older people
  - ⇒ migrants

- ☐ volunteer work
- ☐ team-building activities
- ☐ outdoor education activities
- ☐ mentoring programs
- ☐ community work
- ☐ Landcare programs
- ☐ coaching clinics
- ☐ fund-raising activities such as:
  - ⇒ child sponsorship
  - ⇒ Red Shield
  - ⇒ Red Cross
  - ⇒ Clean Up Australia
  - ⇒ RSPCA
  - ⇒ Smith Family
  - ⇒ Red Nose Day
  - ⇒ Good Friday Appeal
  - ⇒ Jeans for Genes Day
  - ⇒ Walk Against Want
  - ⇒ World's Greatest Shave

- ⇒ Pink Ribbon
- ⇒ Movember
- ⇒ Live Below the Line
- ⇒ CanTeen
- ⇒ Guide Dogs Australia
- ⇒ Zoo Sponsorship
- ⇒ \_\_\_\_\_

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- ☐ school activity organisation
- ☐ radio station
- ☐ fashion show
- ☐ school uniform designs
- ☐ visual arts show
- ☐ enterprise activities
- ☐ functions catering
- ☐ small business day

## Work-Related Activities

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- ☐ shopping businesses such as:
  - ⇒ school canteen
  - ⇒ second-hand book
  - ⇒ retail enterprise
  - ⇒ catering/meal kits
  - ⇒ environmental work
  - ⇒ shopping services
  - ⇒ office administration
  - ⇒ teacher training (in ICT)
- ⇒ \_\_\_\_\_

⇒ \_\_\_\_\_

- ☐ recycling program
- ☐ school website design
- ☐ aged-care visits
- ☐ community gardening
- ☐ cultural days

- ☐ parent-teacher night hosts
- ☐ school guides/ambassadors
- ☐ catering for staff luncheon
- ☐ primary school mentoring
- ☐ OH&S/WHS audit
- ☐ school signage
- ☐ school furniture rejuvenation
- ☐ car wash
- ☐ street-art mural
- ☐ cross-class quizzes
- ☐ publications/websites such as:
  - ⇒ careers factsheets
  - ⇒ comics/zines
  - ⇒ youth guides
  - ⇒ school magazine/blog
  - ⇒ IT/device guides
  - ⇒ birthday cards
  - ⇒ safety factsheets
- ☐ school functions/expos
- ☐ open-day activities
- ☐ school marketing design
- ☐ sporting competitions
- ☐ eisteddfods
- ☐ school environment cleanup
- ☐ media/video productions
- ☐ community TV and radio
- ☐ school band
- ☐ music CD
- ☐ dance performances
- ☐ sporting and fitness seminars
- ☐ martial arts displays
- ☐ drama/theatre productions
- ☐ school environmental audits
- ☐ school beautification programs
- ☐ water-saving programs
- ☐ student competitions

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_



## 5.03 Work-Related Activity

### Work-related tasks

As part of your basic work-related activity you might have to:

- ☹ Safely complete tasks in a work environment
- ☹ Plan, organise & manage work-related responsibilities and tasks
- ☹ Complete tasks related to an enterprise activity or community project
- ☹ Undertake tasks that demonstrate employability skills
- ☹ Develop specific work-related competencies on the job
- ☹ Work effectively with others as part of a team
- ☹ Deal effectively with work-related problems
- ☹ Collect, analyse and record work-related information
- ☹ Communicate effectively with stakeholders such as employees, colleagues, customers and others
- ☹ Safely use technology and equipment and
- ☹ many more, as approved through negotiation with your educational institution, supervisor(s) and other relevant stakeholders.

So you should consider how you might go about fulfilling these tasks by discussing the suitability of the potential work-related activities listed on p.93.

Image: Voygaeix/  
iStock/Thinkstock



### A Work-related activity

Outline the type of work-related activity(ies) that you will be required to do as part of your educational institution's learning programme. List also some possible ideas.

*Tip: Possible activities are listed on p.93. Discuss these as a class and in smaller teams.*

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## Work-Related Activity 5.04

### What could we do? B

Choose 2 possible work-related activities and for each list some reasons for, and against, undertaking this as a work-related activity for WRS Foundation: Unit 2.

Possible work-related activity 1	Possible work-related activity 2
Reasons why this might be a good choice....	Reasons why this might be a good choice....
Reasons why this might not be a good choice...	Reasons why this might not be a good choice...

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### My unit requirements C

After consulting with your teacher, list the tasks that need to be completed this semester in order to satisfy the Learning Outcomes for this unit. Update these throughout the semester as you get more information.

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## 5.05 Work-Related Skills

### Skills-sets

One of the aims of this unit is for you to develop a suite of work-related skills by participating in one or more work-related activities. Work-related skills can be developed through lifelong learning, on-the-job and off-the-job training, work placement, volunteer work and by other methods.

It is important that you also recognise that work-related skills are both interdependent and complementary. This means that you don't just develop one single skill in isolation. Skills are developed in clusters or groups. For example, if you improve your customer service skills, you are also likely to develop both communication and problem-solving skills.

When we talk about work-related skills in VCAL, we can generally consider three different types of skills-sets.

1. **Transferable skills** that represent your personal and social competencies.
2. **Employability skills** expected of all employees in all jobs.
3. **Industry-specific competencies** related to a particular industry or occupations within an industry.

### Transferable skills

Transferable skills are all of those skills and abilities that you develop naturally through your personal, social, recreation, sporting and other activities. You can refine these over the course of your life and also apply them to work-related situations. You can also build transferable skills while still at school, especially through VCAL activities.

**Personal competencies** are those skills that you have a natural ability for and are usually the things that you naturally enjoy doing. Personal competencies usually reflect your personality and come from your abilities. Consider things such as managing your finances, looking after children, cooking, playing sport, fixing engines, using computers, art, music, dancing and many more.

**Social competencies** refer to your skills in dealing with people, your ability to communicate and interact with others and how you cope in social situations.

Personal and social competencies are transferable to your job. Therefore, you should be aware of how these things you are both good at, and enjoy, in your everyday lives, can become transferable skills and help you to build your career. The idea is to build a career based on the things that you are naturally good at, while also developing skills and competencies through on and off-the-job training.



Image:  
Jaimie Duplas/  
iStock/Thinkstock

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Are you naturally good with kids?

If so, this can be transferred to work in child-care, teaching, nursing, children's retailing and other occupations.

Competencies A

Complete the following statements about you; and for one other person in the class.

⇒ A personal competency I seem to have developed really well is...

\_\_\_\_\_

⇒ A social competency I seem to have developed really well is...

\_\_\_\_\_

⇒ A personal competency that \_\_\_\_\_ seems to have developed well is...

\_\_\_\_\_

⇒ A social competency that \_\_\_\_\_ seems to have developed well is...

\_\_\_\_\_

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Transferable skills B

For each of these images identify 3 transferable skills that this person could apply to work-related situations. List some possible jobs as well.

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Image:  
AntonioGuillem/  
iStock/Thinkstock

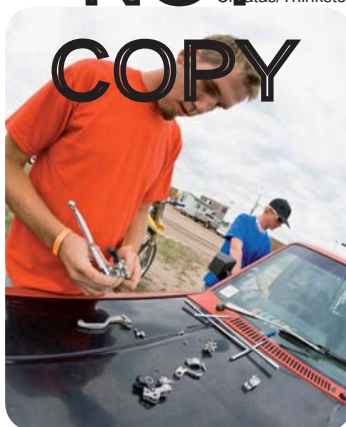


Image: Jupiterimages/  
Creatas/Thinkstock



Image: Photo Disc/  
Digital Vision/Thinkstock

## 5.07 Employability Skills

### Employability skills

This set of eight employability skills is a key driver of lifelong and work-related skills. It is expected that all employees in all jobs throughout all industries will be able to demonstrate these eight key employability skills. You should develop and improve in each of these eight skills throughout your entire career. These skills can be developed through working, education, training and your personal life experiences.

When workers develop their employability skills they become more productive employees for their organisation. This then makes them even more employable.

So it follows that as you build your employability skills you too will become more employable. You probably have already noticed how VCAL Work Related Skills units are based on these eight employability skills. This unit in particular is structured to assist you to develop these skills.

## DRAFT SAMPLE ONLY: Employability Skills

### Planning & organising

Managing your own and other peoples' time, meeting deadlines, being responsible and carrying out activities successfully.

### Teamwork

Being able to work effectively with others, help out, ask questions when needed and seek feedback from others.

### Self-awareness

Honestly knowing your strengths and weaknesses and being able to take steps to improve yourself.

### Communication

Being able to effectively speak, listen, read and write for workmates, supervisors, customers and others.

### Technological

Being able to use ICT computing devices, machinery, equipment and tools safely and effectively.

### Problem-solving

Being able to work out the best solutions, persevere, use maths and logic and seek help when needed.

### Learning

Involves both on-the-job training under supervision and off-the-job training by doing relevant courses.

### Initiative and enterprise skills

Being able to use all your skills to develop better ways of completing tasks, being flexible, negotiating, communicating and solving problems.

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Employability skills A

1. For each of these images identify 2 employability skills that the employee might be demonstrating. What job(s) might they be doing? (Try to identify all 8 skills).



Image: moodboard/moodboard/Thinkstock  
Image: Goodluz/iStock/Thinkstock



Image: stokkete/iStock/Thinkstock  
Image: dmitrydesign/iStock/Thinkstock

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2. Briefly outline how you have demonstrated each of the 8 employability skills in work-related situations.

PURPOSES ONLY:

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

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## 5.09 Industry-Specific Competencies

### Industry-specific competencies

You were introduced to industry-specific competencies in Unit 1. Industry-specific competencies refer to particular competencies (or skills) that an individual must demonstrate for a specific occupation within an industry. Many of these industry-specific competencies are closely related to employability skills and require a worker to develop specialised task knowledge.



Image:  
Peter M. Fisher/Fuse/Thinkstock

For example, in the Accommodation and Food Services industry a barista would need to know how to use technology (an employability skill). However, specific Accommodation and Food Services industry technology may include coffee machines, cash registers and coffee roasters. Therefore, baristas must show that they can competently use the items of technology that are related to their industry and to their specific job tasks.

In the Construction industry a plasterer would also need to know how to use technology (an employability skill). However, specific Construction industry technology may include hand & power tools, platforms and ladders and measuring tools and equipment. Construction workers such as plasterers must show that they can competently use the items of technology that are related to their industry and to their specific job tasks.

### A Industry-specific competencies

What jobs might these workers be doing? Which industry-specific competencies might they need for their jobs. Add and explain 1 image of your own.



Image: Wavebreakmedia Ltd/  
Wavebreak Media/Thinkstock

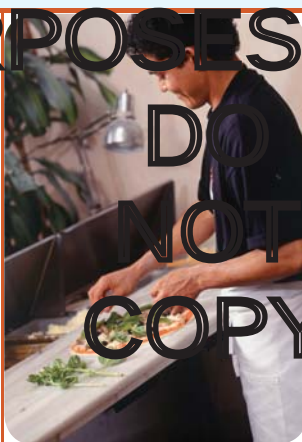


Image: Steve Mason/Photodisc/  
Thinkstock

## What can I do? B

Now is a good time to consider how your various skills and competencies could be useful for your work-related activity. So what could you contribute as an effective member of a team?

List your top 10 work-related skills or competencies. Briefly explain how each could be used for various tasks associated with a work-related activity.

My best skills and competencies are...	For a work-related activity I could...
e.g. I am able to prepare PowerPoints and use ICT audio-visual equipment.	I could be responsible for setting up the PowerPoint and the AV equipment as part of a group presentation on our activity.

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## 5.11 Australian Apprenticeships

### Australian Apprenticeships

An Australian Apprenticeship is one of the most common types of entry-level training that you can do in order to develop your career pathway. Australian Apprenticeships combine practical work with structured training.

An Australian Apprenticeship will involve both formal and informal on-the-job training as well as more formal off-the-job training at TAFE or a registered training organisation.

### Apprenticeships and traineeships

Apprenticeships usually apply to skilled 'trades related' occupations such as a carpenter, plumber, mechanic, chef, hairdresser as well as many more. Apprenticeships usually involve 2-4 years of structured training. Many apprentices undertake further training to qualify in a specific occupation, such as a plumber/gasfitter.

Traineeships usually apply to trades-support occupations such as a labourer, tyre-fitter, kitchenhand; and to service types of roles such as an IT technician, customer service officer or administration assistant. Traineeships usually involve 12-24 months of structured training. Many trainees go on to complete further TAFE studies to enhance their qualifications.

For example, in the Retail Trade industry an apprentice such as a painter or butcher might complete a 3-4 year trades-based apprenticeship. However, a retail customer service officer might complete a 12-18 month traineeship type of apprenticeship.

### School-based Australian Apprenticeships

Students can commence an apprenticeship or traineeship, part-time, while completing their studies. This allows students to gain an advantage when they enter the workforce because they have already developed a range of entry-level skills and experience. Sometimes students might do a 'pre-apprenticeship' to improve their chances of entry into the industry and occupation of their choice. Sounds like a good idea. What do you think?

Image:  
leaf/iStock/Thinkstock



### Australian Apprenticeships

Australian Apprenticeships are available in more than 500 in industries such as:


- ⇒ Agriculture and horticulture
- ⇒ Automotive
- ⇒ Building and Construction
- ⇒ Business services
- ⇒ Finance services
- ⇒ Food
- ⇒ Hairdressing
- ⇒ Community services and health
- ⇒ Information technology
- ⇒ Light manufacturing
- ⇒ Local government
- ⇒ Metals and Engineering
- ⇒ Printing
- ⇒ Process manufacturing
- ⇒ Property services
- ⇒ Public services
- ⇒ Retail
- ⇒ Seafood
- ⇒ Sport and recreation
- ⇒ Telecommunications
- ⇒ Tourism
- ⇒ Transport and distribution
- ⇒ Utilities and energy.

Check out the Australian Apprenticeship website at:

[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)  
or [www.nacinfo.com.au](http://www.nacinfo.com.au)



## Australian Apprenticeship A

1. Research an Australian Apprenticeship that is available for an occupation in which you are interested. List 8 points of information about the Australian Apprenticeship for this occupation. 
2. Locate an advertised job for this Australian Apprenticeship either online or in print media. List up to 5 details about this job.
3. Present your information to the class in the form of a summary report.

Occupation:

Australian Apprenticeship:

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1.

2.

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6.

7.

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Advertised job:

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## 5.13 Self-Assessment

### Self Assessment Pro-Forma

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

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

Which tasks did I perform best at during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

Which tasks did I most enjoy doing and why?

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

Which areas should I focus on improving?

→ \_\_\_\_\_

→ \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

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# Goal-Setting and Planning

# 6

## Contents

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## Activity

p. Due date/Done?

## Comment

6.02A **My goals**

6.03B **Work-related activity planning**

6.06A **Planning**

6.08B **Planning in action**

6.10A **To-do list**

6.11B **Management guidelines**

6.14C **Budgeting**

AT1 **Planning a BDC**

6.17-  
6.18 **PODR Planning Pro-forma**

6.19 **PODR Journal**

Comments:



## 6.01 Goal-Setting

### Goals

A goal (or objective) is something positive you are aiming to achieve. It might be a personal goal such as getting your driver's license or a career goal such as getting your first paid job.

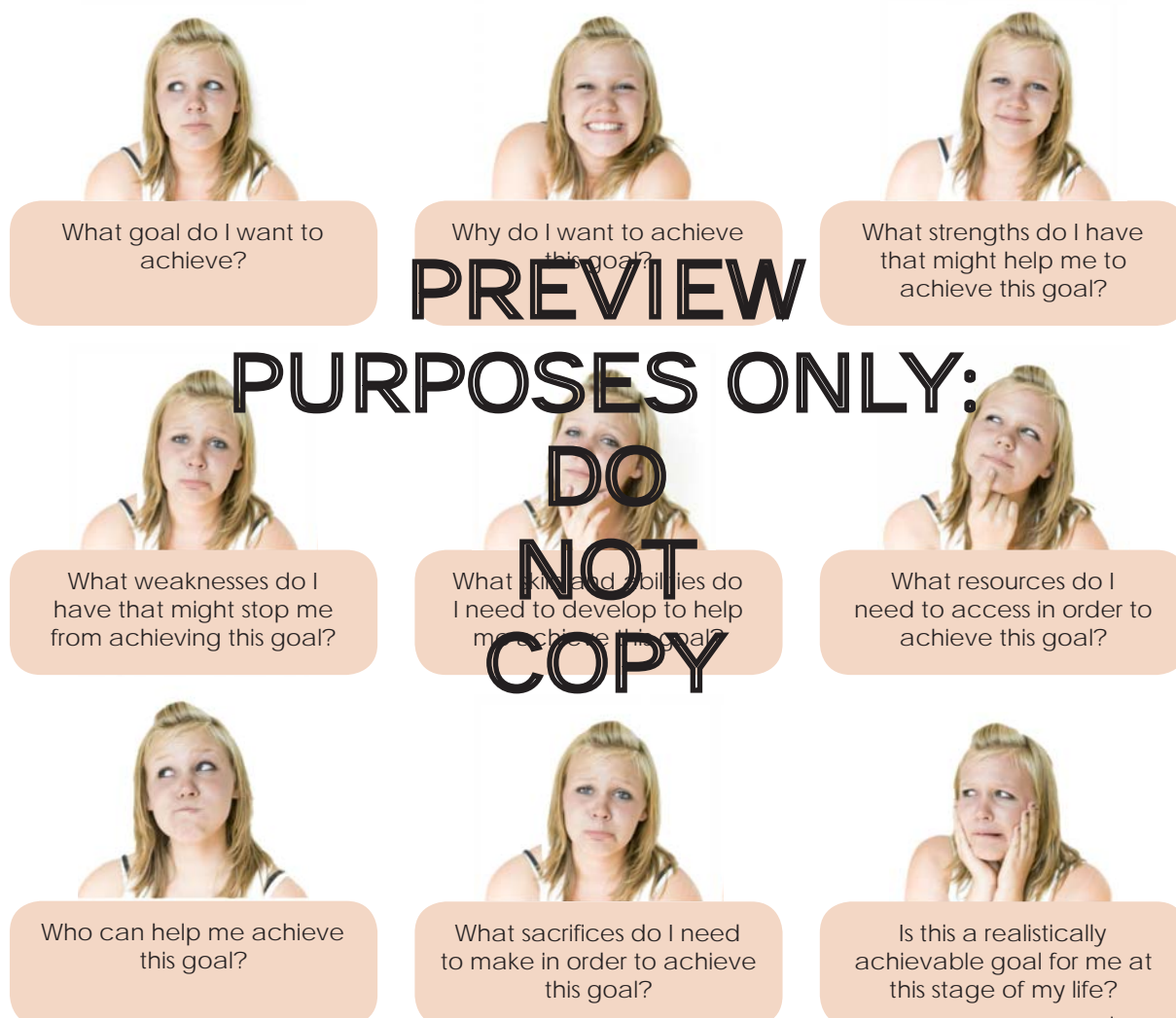
But the good things in life don't just happen by accident. Sometimes we hear people say, "Well, it just wasn't meant to be." However, some things in life are meant to be. You can enable these positives if you plan for them (providing they are realistically achievable of course). Planning is the key to achieving goals. Planning involves setting realistic goals then organising yourself and your resources so as to achieve those goals over appropriate timeframes.










All of our goals are much easier to achieve when they are broken down into smaller, bite-sized pieces. Planning involves setting small achievable goals, which when added together add up to one big achievement. Just like planning for and completing a successful work-related activity.

An important aspect of goal-setting and planning is choosing the right goals to achieve. So whenever you start planning to achieve your goals you should ask yourself the questions that the student below is asking herself. So, how do these apply to you?

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 <p>What goal do I want to achieve?</p>	 <p>Why do I want to achieve this goal?</p>	 <p>What strengths do I have that might help me to achieve this goal?</p>
 <p>What weaknesses do I have that might stop me from achieving this goal?</p>	 <p>What skills and abilities do I need to develop to help me achieve this goal?</p>	 <p>What resources do I need to access in order to achieve this goal?</p>
 <p>Who can help me achieve this goal?</p>	 <p>What sacrifices do I need to make in order to achieve this goal?</p>	 <p>Is this a realistically achievable goal for me at this stage of my life?</p>

Images: ChristiTolbert/  
iStock/Thinkstock

## Goal-Setting Process: 7 Key Steps

1. Break longer-term goals down into a series of **smaller achievable** goals.

2. **Visualise** your goals and **yourself** in these roles; (but don't daydream).

3. **Aim** high but still keep your goals **realistic**.

4. Find out as much **information** as possible about what you need to do in order to achieve your goal.

5. Make short-term **sacrifices** to achieve a longer-term **investment** in yourself.

6. **Plan** and use your **time** efficiently.

7. Ask for **help** and get **advice** when needed.

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SKILLS



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My goals A

Answer and discuss these questions honestly in relation to your life and/or career.

What will I be doing in 3 months time?

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What will I be doing in 12 months time?

What will I be doing in 2-3 years?

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What will I be doing in 6 years?

What will I be doing in 15 years?

## 6.03 Goal-Setting

### B Work-related activity planning

Now that your class has had some discussion about the work-related activity and goal-setting, think of a possible work-related activity you would like to complete for this unit. Write this below.

With your teacher leading the class, complete this planning pro-forma. This is the first stage of preparing for your work-related activity. Note: This planner should focus on you and your participation in this activity.

(Tip: You can copy this and enlarge to A3 for more space if needed.)

Choosing my own Goal Planner	
GOAL	- What <u>goal</u> do I want to achieve? <i>I want to complete a basic work-related activity that involves...</i>
WHY?	- <u>Why</u> do I want to achieve this goal?
STRENGTHS	- What <u>strengths</u> do I currently have that might help me to achieve this goal?
WEAKNESSES	- What <u>weaknesses</u> do I have that might prevent me from achieving this goal?

## Choosing the Right Goals - Planner

<b>OPPORTUNITIES &amp; THREATS</b>	- What <u>opportunities</u> & <u>threats</u> exist in the wider world that might impact on my ability to achieve this goal?
<b>LEARN</b>	- What skills do I need to <u>learn</u> and develop to help me achieve this goal? <div style="text-align: center;"> <h1>DRAFT SAMPLE ONLY:</h1> </div>
<b>RESOURCES</b>	- What <u>resources</u> do I need to access in order to achieve this goal?
<b>HELP</b>	- Who can <u>help</u> me achieve this goal? <div style="text-align: center;"> <h1>PREVIEW PURPOSES ONLY:</h1> </div>
<b>SACRIFICES</b>	- What <u>sacrifices</u> do I need to make in order to achieve this goal? <div style="text-align: center;"> <h1>DO NOT COPY</h1> </div>
<b>REALISTICALLY ACHIEVABLE</b>	- Is this a <u>realistically achievable</u> goal for me at this stage of my life?

## 6.05 Planning

### Achieving goals

The best way to deal with a significant or long-term goal is to break it down into a series of smaller, achievable, bite-sized objectives. The Plan-Organise-Do-Review process can help you tackle any task or activity. The Plan-Do-Review Process is a natural process that comes easily. This is why it's such a simple and useful tool to use when planning and making decisions. PODR steps are:

1. Work out and plan just what it is you are trying to do (your goal) and also how to best get it done
2. Organise yourself and any resources you need to successfully complete the task
3. Complete and do the task and
4. Monitor and review your work output and make any changes and adjustments if necessary.

The PODR Process is a continuous process. Planning leads to organising, which leads to doing, which leads to reviewing, which leads back to planning and so on. Also, each of the 4 stages of the Plan-Organise-Do-Review process are not separate. As part of planning you might be organising - which is doing, and also checking things - which is part of reviewing and so on.

What you need to remember is that for everything you need to do, just think: Plan-Organise Do-Review.

### PODR Planning

#### 1. Plan

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

#### 2. Organise

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

#### 3. Do

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

#### 4. Review

- ⇒ Monitor what you've achieved, evaluate your outcomes for quality and make any changes and adjustments if necessary.
- ⇒ Each of these 4 stages of Plan-Organise-Do-Review are not separate, so you should be reviewing throughout the whole activity process.

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SUPER  
SKILLS

Of course you all know that the way to get a task done is to break it down into a series of smaller, achievable goals. Then you can use the PODR to help manage the task so as to achieve your overall goal. In life you might do this:

- ⇒ When you are getting ready to go out or
- ⇒ If you are planning a party for your friends or
- ⇒ Even as you are learning to drive a car.

With each of these activities, as with just about everything else you do in life, it is best to break a large and difficult task into a series of smaller, more manageable goals.

1. Why is it good to break big tasks down into smaller, achievable goals?

---



---

2. Pick one of the tasks mentioned above and break it down into 5 smaller achievable goals. Identify if the particular goal is part of planning or organising or doing or reviewing. Give time estimates for each smaller goal. Make sure that the tasks are in the correct order.

**Task:**

1.

2.

3.

4.

5.

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## 6.07 Planning

### Effective planning

If you want to achieve your goals you will have to become good at planning. In the workplace, goal achievement is about being able to properly manage all of your resources. The same is true of your work-related activity. These resources consist of:

- ⇒ Time
- ⇒ Human resources (labour)
- ⇒ Inputs, tools and equipment
- ⇒ And money (capital).

A good manager has to plan to manage all of these resources effectively as part of all work-related tasks. Indeed many of the management issues shown in the four categories below are likely to be relevant to your work-related activity.

#### Time management

- ⇒ Timelines
- ⇒ Deadlines
- ⇒ Dairies
- ⇒ Appointments
- ⇒ Rosters
- ⇒ Travel times
- ⇒ Delivery times
- ⇒ Production times

#### People management

- ⇒ Tasks to do
- ⇒ Roles & responsibilities
- ⇒ Training & support
- ⇒ Team dynamics
- ⇒ Supervision
- ⇒ Mentoring
- ⇒ Motivation
- ⇒ Stress

Images: Jorge enrique Villalobos  
Hemera/Thinkstock

#### Inputs & equipment management

- ⇒ Consumables and raw materials
- ⇒ Ingredients
- ⇒ Components
- ⇒ Stock
- ⇒ Asset management
- ⇒ Hiring equipment
- ⇒ Appropriate training
- ⇒ Safety

#### Money management

- ⇒ Budgeting
- ⇒ Revenue and income
- ⇒ Expenses and costs
- ⇒ Profit and loss
- ⇒ Pricing
- ⇒ Market forecasts
- ⇒ Petty cash and security
- ⇒ Banking and borrowing

Planning in action B

As part of your work-related activity you will have to plan, organise and manage a number of issues related to time, people, inputs and equipment and money.

1. Discuss these in your team and identify some of these key issues. (Some possible examples are given below).
2. Develop strategies to deal with each of these issues as part of managing your work-related activity.

**Time management issues to consider:**

e.g. We are going to need to plan a timeline for the activity.

**People management issues to consider:**

e.g. We will need work out who is best suited for different tasks.

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ONLY:

PREVIEW

**Inputs/equipment management issues to consider:**

e.g. We will need to organise a projector for our presentation.

**Money management issues to consider:**

e.g. We will need to calculate all of our expected costs.

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NOT  
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## 6.09 Task Management Skills

### Effective time management

Each of us only has the same amount of hours available everyday. It's how a person uses their time that leads to effective time management. Some key issues of effective time management related to your work-related activity are outlined below. Discuss these as a class and think of how they might relate to the management of your activity.



Image: IvelinRadkov/  
iStock/Thinkstock

### 1. Timelines and deadlines

A timeline outlines the overall timeframe required to complete a project. A deadline is the actual date and time when a task needs to be completed by. There might be a number of deadlines that fall within a project's overall timeline.

- ⇒ A timeline should consider and outline long-term, mid-term and short-term goals.
- ⇒ Team members need to be aware of their deadlines.
- ⇒ Back-up plans may need to be considered if a task isn't completed by a certain time.

### 2. Rosters

A roster is used to allocate people to duties and tasks.

- ⇒ Rosters need to be planned well in advance.
- ⇒ They should take into account people's availability.
- ⇒ Rosters should ensure that workers with appropriate skills, training and authority are rostered on where needed and appropriate.

### 3. Delegation

Managers don't ever have time to do all the tasks required of them, so they need to delegate tasks. Delegation is when a person assigns tasks to others such as lower-level managers, employees and even outside contractors.

- ⇒ Someone else is given responsibility for doing the task by the manager or management team.
- ⇒ However, the person who delegated is still accountable for the task being done!
- ⇒ Delegation cannot be used to shift all of your tasks onto another worker.
- ⇒ Team members need adequate training to ensure that they can complete tasks delegated to them.

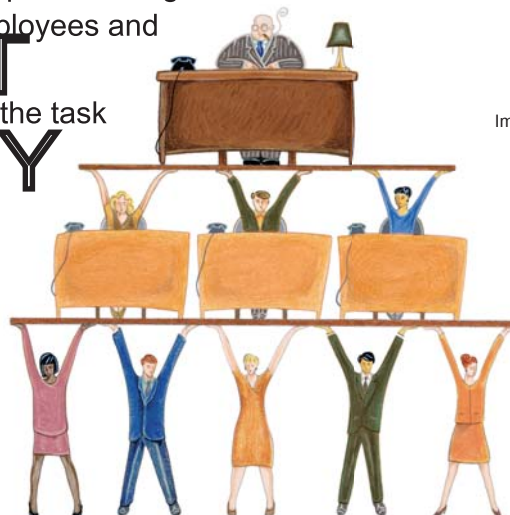


Image: Stockbyte/  
Stockbyte/  
Thinkstock

## To-do list A

One of the best ways to keep track of all of your required task skills is to create a to-do list.

To-do lists can be a simple list or ticksheet on a post-it note, a diary, a smart phone app or a summary planning list like the one shown below.



The way to use the to-do pro-forma below is to list all of your required tasks, identify any other relevant information that can help you, prioritise the tasks and then record when they are done. You should use this to help plan, organise and manage your work-related activity.

Image:  
Ron Chapple Stock/  
Ron Chapple Studios/  
Thinkstock

## TO DO LIST

- 1.
- 2.
- 3.



Image: IvelinRadkov/  
iStock/Thinkstock

\_\_\_\_\_ 's To-Do List for \_\_\_\_\_

List number: \_\_\_\_\_ Day: \_\_\_\_\_ Date: \_\_\_\_\_

Tasks I have to complete	Priority	Duration?	Time	Other information	Other people?	Contact info.	Task no.	Done/initials
e.g. Plan roster	high	1 hour	9.30-10.30	book complete	-	-	1	<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>
								<input type="checkbox"/>

Priorities for tomorrow:

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## 6.11 Task Management Skills

### Managing people

Managing people is the hardest part of being a manager and is actually most of the job! As part of your work-related activity you might have the opportunity to act as a manager or leader, as well as a worker. You will not only need to manage yourself effectively, but you will need to manage other people effectively.

There are some basic tips to follow when managing both yourself and others. Refer to these tips whenever you have management responsibility. If you are struggling, try to find out which of these you are not doing so well at, and make changes and improvements.



Image: Polka Dot/  
Polka Dot Images/Thinkstock

#### Self-management

1. Clearly identify your key objectives and goals.
2. Break larger tasks down into smaller, achievable, 'bite-sized' objectives.
3. Plan a realistic timeline to achieve your objectives and goals and use a diary to record this.
4. Construct and use a daily 'to-do' list.
5. Be honest about your strengths and weaknesses and get help and advice where needed.

#### Managing others

1. Clearly communicate key objectives and goals.
2. Identify and communicate peoples' roles and responsibilities.
3. Ensure that everyone has a printed copy of any deadlines and timelines.
4. Put anything important in writing.
5. Don't tell people off for what they have done wrong...instead show them how to do things right.

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SKILLS

### B Management guidelines

Develop a list of key tips, guidelines or rules that your team will follow as part of the work-related activity. These must relate to managing people effectively.

e.g. 1. Everyone has an equal right to have their say and be listened to.

e.g. 2. We will rotate and share key roles as part of the work-related activity

DO  
NOT  
COPY



### Managing inputs and equipment

It is vital to plan to ensure that you have suitable tools, equipment, technology and facilities in order to carry out a work-related activity.

Organisations invest billions in capital-intensive production processes. Therefore all employees who use this equipment must do so effectively. It is also important to analyse costs associated with the equipment, such as:

- ⇒ How much it costs to buy and install (fixed costs),
- ⇒ As well as the cost of electricity and other consumables to use the equipment (variable costs).

### Inputs

Inputs are all of the resources that go into the production of a good or service. As part of your studies for this unit we will consider inputs as the physical items that get used up or consumed as part of the production process. These inputs include items such as:

- ⇒ Raw materials such as wheat (flour mill) and wood (furniture maker)
- ⇒ Components such as engines (car makers) and circuit boards (electronics)
- ⇒ Stock such as soft drinks (milk bar) and TVs (electrical retailer)
- ⇒ Consumables such as paper bags (sandwich bar) and toner (printer).

When you purchase inputs you will usually find that the cost per item decreases if you buy in bulk. This is why the prices of groceries are much lower in supermarkets than in milk bars. This is called economies of scale. Discuss this concept as a class. Is it fair?

### Equipment

It is vital to plan that you have suitable tools, equipment, technology and facilities in order to carry out a work-related activity. When doing so you should consider these eight issues relevant to equipment management. The best way to do this is for your team to ask a series of questions related to each issue.

Three examples might be:

- ⇒ “What are the most suitable items of equipment, and why?” and
- ⇒ “What training do we need to learn how to use this equipment?” and
- ⇒ “Who is going to be responsible for looking after the equipment?”



Image: Ivory /Thinkstock

**PURPOSES ONLY:**

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### Equipment management

8 Key issues are:

1. Suitability
2. Cost
3. Durability
4. Training
5. Safety
6. Availability
7. Supervision
8. Responsibility.





## 6.13 Task Management Skills

### Managing money

A budget is a vital financial management planning tool. A budget lists all of the forecasted revenue and expenses over a period of time.

A budget allows you to see if you expect to have more money coming in (a surplus) or more money going out (a deficit).

Budgets are used for planning and managing personal and household finances.

They can also be used for planning and managing the finances of a work-related activity. Your teacher may even be responsible for their own departmental budget.

A budget can help you plan your spending more responsibly and allow you to take control of your finances.

An important aspect of budgeting is to compare your budgeted amounts with what actually occurs. This will help you plan more accurately in the future.

### Budgeting tips: Before

1. Be realistic.
2. Find out costs of all items before doing the budget.
3. Always underestimate revenue.
4. Always overestimate expenses.
5. Include amounts and allowances for unknown and 'other' items.
6. Calculate forecasted surplus/deficit.

### Budgeting tips: During & after

1. Keep all receipts.
2. Record daily expenses in a diary.
3. Tally and record the actual amounts.
4. Calculate variations and find out why these are happening.
5. If the budget is way off then change plans or implement a back-up.
6. Seek financial advice if needed.

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SKILLS



Image: adrian825/istock /Thinkstock

Cash Budget/Financial Planner							
Name(s): Johnny Moneybags				Date(s): August 2015			
Activity: Personal life							
Revenue items	Forecast \$	Actual \$	Variance \$	Expenditure items	Forecast \$	Actual \$	Variance \$
Work 40 hrs @\$12	480	364		Phone	30	30	0
Birthday	100	50		Socialising	80	120	40
				Snacks	40	80	40
				Downloads	25	50	25
				New runners	120	0	-120
				Transport	45	60	15
				Other	60	120	60
<b>Total Revenue</b>	<b>580</b>	<b>414</b>	<b>-166</b>	<b>Total Expenditure</b>	<b>400</b>	<b>460</b>	<b>+60</b>
<b>Forecasted Surplus</b>	<b>180</b>			<b>Forecasted Deficit</b>			
<b>Actual Surplus</b>				<b>Actual Deficit</b>		<b>-46</b>	
<b>Variation</b>				<b>Variation</b>			<b>-226</b>

1. How much did Johnny forecast as a surplus? What was the actual result?

2. Why did the forecast vary from the actual result?

3. Advise Johnny to help him manage his personal finances better.

**DRAFT**  
**SAMPLE**  
n manage his personal finan  
**ONLY:**

[illegible]

## 6.15 Assessment Task

### AT1 Planning a BBQ

#### Introduction

For this assessment task you are required to plan a teams-based, basic work-related activity that involves **planning and organising a school BBQ**; or some other activity as directed by your teacher.

The main aim of this assessment task is to get you used to the steps involved in planning a self-managed work-related activity. If you plan this effectively then your teacher might get you to actually run the BBQ. So give it your best shot!

#### What do I/we have to do?

The main requirements of this task are to:

- Prepare for a work-related activity by collecting and organising relevant information related to the BBQ
- Communicate this work-related information about the BBQ to the appropriate stakeholders
- Plan and organise the BBQ including a suitable timeline, budget and roster
- Solve any problems related to planning and organising this BBQ
- Work effectively in a team.



Image: TerricDelayn/  
iStock/Thinkstock

#### Activity Steps

- Form into suitable teams. Your teacher will direct you on this.
- As a team, complete a **PCDD Planning Pre-formal Team Activity** (pp.122-3) and have this checked by your teacher.
- Review and submit this **PCDD Planning Pre-formal** if required.
- Have a team planning meeting to start organising timelines, rosters, responsibilities and other issues. Who is going to do which tasks and why? Use to-do lists.
- Determine any materials, consumables, equipment and other inputs needed.
- Prepare a forecasted budget for the BBQ. Then find out actual costs of these inputs by searching online or visiting local traders. Compare to your estimates.
- Plan strategies to deal with any potential BBQ problems.
- Prepare a brief report to the class based on what your team is planning to do.

Your teacher might add some other steps. If so list these below.

---

---

---

Name:

Team members:

Activity:

Activity Steps	Re- quired	Due by	Done	Teacher initials
1 Form into teams. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Do PODR Planning Pro-forma: Team Activity Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Review/resubmit PODR Planning Pro-forma: Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Planning meeting re: deadlines & roles. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Determine materials, inputs & equipment. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Prepare budget. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 OH&S problems & strategies. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Brief report to the class. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information:

## 6.17 Assessment Task

### PODR Planning Pro-forma: Team Activity

Use this planning and goal-setting pro-forma when planning and organising an activity. Enlarge it to A3.  
When finished present this to your teacher for checking and discussion.

#### **Planning:**

*Write a brief description of your activity. What is your key goal/objective as part of this activity?*

*Which students are involved? What skills/expertise/background do you and they have?*

**DRAFT  
SAMPLE  
ONLY:**

#### **Organising:**

*What equipment do you need? How will this be supplied? What are the costs?*

*What other inputs and consumables do you require? How will these be supplied? What are the costs?*

*What are the specific roles and responsibilities of each person as part of this activity? (Attach page if needed.)*

**PREVIEW  
PURPOSES ONLY:**

*What is the general timeline and when do tasks need to be done by? (Attach page if needed.)*

**DO  
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*Will this involve classes being missed? How can this be organised?*

*What are some potential safety hazards and legal requirements and how will you deal with them?*

*What permission is needed? When will this be discussed and negotiated with your teacher?*

### PODR Planning Pro-forma: Team Activity

Use this planning and goal-setting pro-forma when planning and organising an activity. Enlarge it to A3.  
When finished present this to your teacher for checking and discussion.

**Doing:**

*When will the activity take place/what is the timeline?*

*What supervision is needed when carrying out the task?*

*Who will help supervise the setup and coordination of the activity?*

*Who will do specific tasks and when do these have to be done? Outline exactly what tasks need to be done, by whom and by when for your specific project ie: Complete and attach to-do lists.*

**Reviewing:**

*When will a progress report be prepared and discussed with your teacher?*

*Who will evaluate its progress and how?*

*Which criteria/key performance indicators will be used to monitor and evaluate progress?*

*What back-up is in place?*

DRAFT  
SAMPLE  
ONLY:

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PURPOSES ONLY:  
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## 6.19 PODR Journal

### PODR Journal (Plan-Organise-Do-Review)

(Copy and complete one of these journals for each day that you spend any time working on your work-related activity.)

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

Who else is involved?	Day:	Date:
	Time from:	Task no:
	Time to:	Duration:

<b>Plan...</b> ⇨ List broader goals/ objectives you are planning to achieve. ⇨ Include broad timelines and other information.	<h1 style="text-align: center;">DRAFT SAMPLE ONLY:</h1>
<b>Organise...</b> ⇨ List specific tasks that must be done. ⇨ Develop an action plan with dates, times, resources, responsibilities, etc..	
<b>Do...</b> ⇨ Create to-do lists. ⇨ Tick these tasks off as they are done. ⇨ List all people, resource & equipment needs.	
<b>Review...</b> ⇨ Reflect/comment on what went well. ⇨ If things didn't go too well outline changes that might need to be made.	
<b>Next task...</b> ⇨ Which is the next task that needs to be completed? ⇨ What arrangements are needed to move forward?	

PREVIEW  
PURPOSES ONLY:  
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Any other information that needs to be recorded?

Student  
signature:

Date:

Supervisor's  
signature:

Date:

WRS  
SUPER  
SKILLS

# Communicating Effectively

7

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Comments:

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## 7.01 Workplace Information

## Introduction

In many respects, being successful in the workplace can come down to how you deal with work-related information. Whether as an employee, a manager or even as an owner, success is based on both understanding and using information effectively. This means that you have to know:

1. What information you need?
2. Where to find this information?
3. How to interpret and understand information?
4. How to best use this information?



Image: barbecue/  
iStock/Thinkstock

**DRAFT**  
**SAMPLE**  
**Work-Related Information**  
**ONLY:**

# Do you know how to do your job properly?

## Do you know how much to charge?

# Do you know how to work safely?

## Do you know peoples' roles & responsibilities?

**Do you know  
what your  
customers want?**

## Do you know how to use tools & equipment?

**Are you able to communicate effectively with other employees?**

# REVIEW CASES

**Do you know  
the legal  
rules and  
responsibilities?**

**Do you know  
the best training  
for an entry-level  
position?**

**DO** Do you know  
where to find the  
**NOT** best suppliers?

**Do you know  
who you can best  
ask for help?**

# Do you know which career to choose?

# Do you know the emergency procedures?

## Can you access company policy and procedures?

**Do you know  
what your  
competitors are  
up to?**

## Are you able to identify emerging trends?

**Do you know  
the legal  
requirements for  
your industry?**

Work-related information A

Discuss examples of work-related information that might flow both to and from these workplace stakeholders. List some examples in these boxes below.

**Customers/clients**

⇒ Questions about product features.

⇒

⇒

⇒

⇒

**Managers & owners**

⇒ Instructions about which tasks to do next.

⇒

**Other employees**

⇒ Posting rosters for all staff to see.

⇒

⇒

⇒

⇒

**Suppliers & contractors**

⇒ Questions about delivery times.

⇒

⇒

PREVIEW  
PURPOSES ONLY:

DO  
Other  
NOT  
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⇒

⇒

⇒

⇒

⇒

## 7.03 Workplace Information

### B Workplace information example

Collect an example of a printed piece of information from a workplace you are familiar with. Use this to complete the following table.

Workplace:

Title of information example:

**DRAFT  
SAMPLE  
ONLY:**

Summarise what this information example is about:

List all the stakeholders mentioned on this information:

Outline any numerical information that forms part of the message:

**PREVIEW  
PURPOSES ONLY:**

List any instructions or legal requirements that form part of the information:

**DO  
NOT  
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Describe how easy this information is to understand:

List any other relevant information:

## Work task information C

In a workplace it is vital to have accurate information about how to perform work tasks properly and safely.

1. Select a work task that you need to do as part of a work-related activity.
2. Complete the table below by describing how to do this work task.

Work task:

Describe how to do the task properly.

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SAMPLE  
ONLY:**

Describe how this task requires teamwork.

**PREVIEW  
PURPOSES ONLY:**

**DO**

Describe how an employee is able to learn how to do this task.

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## 7.05 Organising Information

### Information

Successful people often say that one of the most critical success factors is having access to the best information. A normal part of all workers' day-to-day tasks requires them to constantly, and often immediately, analyse work-related information.

A lot of this information might be numerically-based. Examples include orders, prices, costs and expenses, accounts, invoices, timesheets, rosters, financial statements and more. You need to be able to collect, analyse and organise these types of information.

### Information overload

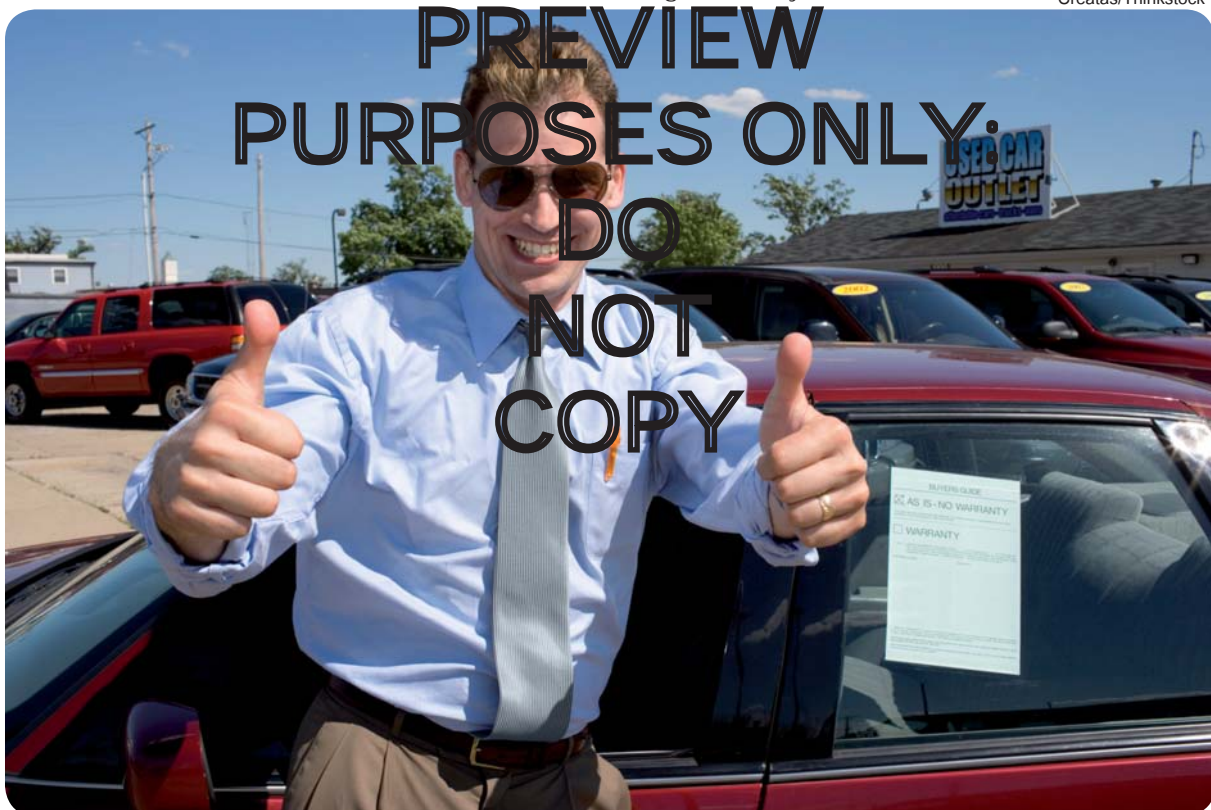
You are living in the digital information age with so much more information available than in the past. However, not all information and advice is useful, nor is it good, nor is it all bad. You need to be able to analyse this information - to be able to sort the good from the bad.

When you are presented with new information you should always ask yourself these four key questions. Your teacher will discuss these in more detail with you.

1. What is being said? ("This is best car in the yard!")
2. Who is saying it? (The salesguy!)
3. Why are they saying it? (To get a sale!)
4. How can I use this information? (To compare, e.g. features and price.)

"It's the best car on the lot. If I could, I'd get it for my wife!"

Image: Creatas/  
Creatas/Thinkstock



## Organising information A

1. In your work folios, rewrite these figures in the correct order.

5	5425	5236	5536
253	2532	5214	457
5652	2541	5632	13123456
56325	1254	589	13213123
5632	23564	6874	443132

2. How might these figures be better presented so as to make your task easier?

DRAFT  
SAMPLE

3. In your work folios, rewrite these customer details in the correct order.

Name	Customer No.	No. of days	Balance
O'Reilly & Sons	56	4	254.62DR
O. Reilly and Sons	55	144	21.56DR
O. O. R. Eilly & Daughters	66	24	1,256.32CR
Oreillyandsons	65	7	419.25DR

4. How did you decide the correct order?

5. How does the presentation of this information help you analyse it more easily?

PREVIEW

6. What does No. of days mean?

PURPOSES ONLY:

7. Which customer owes the most money? How do you know?

DO

NOT

8. Which customer has a long overdue debt? How do you know?

COPY

9. Which customer is owed money? How do you know?

10. Based on these 4 customers, what is the businesses' debt position?

## 7.07 Communicating Effectively

### Communication process

When you are performing work-related tasks, or planning, organising and managing your work-related activity, you have to demonstrate well-developed communication skills. The communication process always consists of three essential key components:

1. **The sender**
2. **The message**
3. **The recipient.**

You need to always clearly understand from where or from whom the message is originating; where or to whom it is going and what form the message should take.



Image: Jesussanz/  
iStock/Thinkstock

### Communication methods

In order to be an effective communicator you need to imagine how the message will be received from the point-of-view of the receiver. You have to tailor the message to the audience, to the occasion and also to the format in which it will best be received.

Your method of communication might take the form of:

- ⇒ Verbal communication such as meetings and instructions
- ⇒ Written communication such as memos and manuals
- ⇒ Electronic communication such as emails and telephone
- ⇒ Visual communication such as posters and signs
- ⇒ Physical communication such as demonstrations and signals.

There are also many other methods that can be used.

You should avoid asking the recipient if they “understand”. Very few people are willing to volunteer that they “don’t understand” (and therefore are not very bright!). The way to test whether the recipient has understood the message is to get them to feed the message back to you verbally.

Also, try not to give more than three verbal instructions together. And remember, anything really important or easily forgotten should be put in writing.

### Planning for communication

When you are planning to communicate any key message you should consider the following 4 questions.

1. What are you going to ‘say’?
2. How are you going to ‘say’ it?
3. How will you make sure that the way you ‘say’ it will be effective?
4. How will you check that what you’ve ‘said’ has been received, understood and acted upon?

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SKILLS

## Communication methods A

Match the description of communication methods with the appropriate description from the list. Use the first letter of each method to form an important phrase.

Description	Communication method	Letter
A video chat and tele-conferencing method.		
A directive given by someone with authority.		
Common name given to any type of communication.	m_____	
The general name given when staff or team members get together to discuss issues and exchange information.		
The general term given to whether the receivers 'gets' the message.	u_____	
The use of body language and other physical cues.		
A direction that informs or educates the receiver about what they have to do.		
An event where professionals and other like-minded people and employees gather to share and learn industry information.		
Paid promotion used to sell a product.		
Device to communicate the voice which was invented in the 1870s.		
Electronic sending and receiving of written messages.		
Much like a blog it posts updated information online.		
The electronic transmission of a document using phone lines.		
A social networking site which allows users to host their own site, chat, post status updates and join groups and networks.		
The process of learning, including training, which usually leads to a formal qualification.		
The name given whereby a caller approaches a potential customer or employee without prior information.		
Another name for Short Message Service, responsible for billions of messages sent every day.		
The general name given for the global system of interconnected computer networks hosting the world wide web.		
A spoken instruction.		
An announcement, usually by a person or organisation with authority, which must be followed.	<u>edict</u>	
A written form of communication which is still as important as a legal and professional document.		
A web hosting site allowing users to post videos.		

- |   |                                    |                                      |                                     |                                  |
|---|------------------------------------|--------------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> advertising      | <input type="checkbox"/> education | <input type="checkbox"/> instruction | <input type="checkbox"/> non-verbal | <input type="checkbox"/> verbal  |
| <input type="checkbox"/> cold-call        | <input type="checkbox"/> e-journal | <input type="checkbox"/> internet    | <input type="checkbox"/> order      | <input type="checkbox"/> youtube |
| <input type="checkbox"/> conference       | <input type="checkbox"/> email     | <input type="checkbox"/> letter      | <input type="checkbox"/> telephone  |                                  |
| <input type="checkbox"/> CUCME            | <input type="checkbox"/> Facebook  | <input type="checkbox"/> meeting     | <input type="checkbox"/> text       |                                  |
| <input checked="" type="checkbox"/> edict | <input type="checkbox"/> fax       | <input type="checkbox"/> message     | <input type="checkbox"/> understand |                                  |

## 7.09 Communicating Effectively

### Two-way process

Effective communication usually involves a two-way process. This allows for the sharing of ideas and feedback. Working in teams can create greater involvement and improved communication.

One-way communication, such as an order by a manager, can also be effective when clear instructions or guidelines are needed. In the workplace quick decisions are often better served by direct one-way communication.

However, longer-term planning and growth is usually more likely to be successful by sharing ideas and teamwork, that is; two-way communication.



Image: Adapted from Robert Churchill/iStock/Thinkstock

### Planning effective communication

You are required to communicate for work-related tasks involved with a work placement or work-related activity. If you have to create communication materials, or give a presentation, you must plan both what, and how, you are going to communicate. Careful planning will help ensure that your message suits the target audience. This will enable the message to be clear, 'heard' and understood.

On p.135 is an eight-step communications planner. You should use this planner to outline how you will plan, organise and deliver work-related communication. You should identify issues, strategies and tasks that need to be addressed as part of the communication process.

Below are 10 common communication mistakes to avoid. Always check that you are **not** doing any of these as part of your communication planning and delivery!

## PURPOSES ONLY:

10 common communication mistakes

Avoid these when planning your communication!

- ⊗ Poor planning, i.e. making it up as you go along.
- ⊗ Rushing the message.
- ⊗ Talking down to the audience.
- ⊗ Using language and concepts the audience can't understand.
- ⊗ Assuming the audience is as interested in the topic as you.
- ⊗ Relying too much on electronic communication tools and methods.
- ⊗ Not giving clear, easy-to-follow instructions.
- ⊗ Not engaging the audience, i.e. weak tone, poor body language.
- ⊗ Assuming the audience has understood the message.
- ⊗ Giving too much detail, long lists, too many graphics - information overload! (Hey perhaps 10 is too many?)

WRS  
SUPER  
SKILLS



## 8 Steps for effective communication

B

Complete this planner for the following task (or another suggested by your teacher):  
*A progress report to the class on your work-related activity or work placement that you are undertaking this unit.*

Work-related task: \_\_\_\_\_ Date: \_\_\_\_\_

Team members: \_\_\_\_\_

*Briefly, but clearly, explain what you are going to do for each of these 8 steps.*

1. Be **clear** in your **objective**.

**DRAFT  
SAMPLE  
ONLY:**

2. **Plan** your communication.

3. Choose the most appropriate **method** and **style**.

4. Choose appropriate **timing** and a suitable **location**.

5. **Tailor** the **message** to suit the audience.

**PREVIEW  
PURPOSES ONLY:**

6. **Eliminate** '**noise**' and **distractions**, including over-communicating.

**DO  
NOT  
COPY**

7. **Follow up** to ensure the message has been received and understood!

8. Allow **questioning** and modification if required.



## 7.11 Presentation Skills

### Giving a presentation

As part of planning, organising and managing your work-related activity for this unit you are likely to have to give a presentation to an appropriate audience.

Some key presentation tools that can assist you are PowerPoint or Keynote. These ICT applications are designed to enable you to compile professional-looking presentations that help engage the audience.

However, like all ICT applications, they won't do the work for you. In fact, misuse or overuse of these tools can make a presentation less engaging or more confusing.

Listed below are a number of do's and don'ts to help assist you to plan and deliver effective work-related presentations. These guidelines apply equally, no matter which presentation software or apps you use.



Image: AdamGregor/iStock/Thinkstock

## Presentation Tips

### PowerPoint presentations - Do!

- ☺ Use a big font.
- ☺ Include only 3-4 main points on each slide.
- ☺ Try for no more than 10 words for each point.
- ☺ Limit the total slides, 10 is plenty.
- ☺ Use appropriate visuals with suitable resolution.
- ☺ Time each slide and the overall presentation to suit the audience.
- ☺ Make the audience focus on you, not on the slides.
- ☺ Always have a timed run-through before your real presentation.

### PowerPoint presentations - Don't!

- ☹ Use fancy transitions or distracting animations.
- ☹ Use fancy fonts.
- ☹ Use text that is too small or crowded.
- ☹ Just read out what is on the slide.
- ☹ Jump from slide to slide too quickly or too slowly.
- ☹ Let your PowerPoint slides cause the presentation to drag on for too long.

### PowerPoint - Remember...

- ☹ Too many slides make a dull PowerPoint even duller!
- ☹ Talk to the audience, not the screen.
- ☹ Don't just read out what's on the screen.
- ☹ Complex graphics and cute pictures won't make a presentation better.

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SKILLS

Work-Related Communication AT2

For this assessment task you are required to prepare and present a teams-based oral presentation using appropriate AV equipment and software.

- ⇒ The presentation should act as a progress report on your work-related activity. (Unless your teacher advises you to present on a different topic.)
- ⇒ Use this pro-forma to add information for sections and to record your progress.
- ⇒ Your teacher might add other tasks to this.

Task	Activity	Re-quired	Due by	Done	Teacher initials
1. Determine topic, deadlines and other task information.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Complete relevant research to get your information together for the presentation.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Complete an 8-step Communication Planner.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Determine roles and responsibilities, prepare your presentation and have a timed practice run.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Give presentation to the appropriate audience.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other?		<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional information:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## 7.13 Self-Assessment

### Self Assessment Pro-Forma

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

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

Which tasks did I perform best at during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

Which tasks did I most enjoy doing and why?

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

Which areas should I focus on improving?

→ \_\_\_\_\_

→ \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

**DRAFT  
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# Interpersonal Skills

# 8

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## Activity

## Undone/Done?

## Comment

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Comments:

## 8.01 Effective Teamwork

## Introduction

One of the most important work-related skills is your ability to work as an effective member of a team. As part of this unit you are expected to plan, organise and manage a basic work-related activity as part of a team. This will require you to be able to:

- ⇒ Identify team roles and responsibilities
- ⇒ Work in a united way to plan and meet deadlines
- ⇒ Reflect on the benefits of working in a team and
- ⇒ Review the effectiveness of both your own and your team's performance.



Image: Michaeljung/  
iStock/Thinkstock

## Work teams

If you are in an interview for a job you are very likely to be asked to give examples of how you have worked effectively with others, or even have led others in teams-based situations.

Working with other people can be difficult. It's hard to deal with different communication styles, varied personalities and a clash of values. Sometimes we might think that working with our friends can be easier. However, this might lead to conflict and can end personal friendships.

An effective team can create synergy. Synergy happens when people with complementary strengths and weaknesses work in a united way to create a much more effective outcome than if they simply worked alone. Listed below are some of the outcomes associated with working in teams.

PREVIEW PURPOSES ONLY: DO NOT COPY

Team-Related Outcomes

Community college

Dealing with and o

Learning n

abil

workplace d tasks

r giving p or advice.

ing personal skills.

Image: b.../iStock/Thinkstock



- Developing interpersonal skills.

- ## Negotiating workplace roles and tasks

- Getting or giving  
feedback, help or advice.**

- ## Using ICT devices effectively.

- ## Planning and organising tasks and people.

- ## Solving work-related problems.

- ## ONLY: Communicating with colleagues.

- ## Dealing with customers and clients.

- ## Learning new skills and abilities.

- Developing cross-cultural communication.**

- ## Setting goals and making decisions.

- ## Dealing with work stress and conflict

### Teamwork in action A

1. Consider each of the images below. What sort of teamwork and/or team-related outcomes might be occurring?
2. List a possible job that each image might represent.
3. Find and explain one image of your own.



Image: Gringos12/iStock/Thinkstock



Image: Purestock/Thinkstock



Image: monkeybusinessimages/iStock/Thinkstock

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## 8.03 Multiple Intelligences

### Multiple intelligences

The real purpose of working in teams is to combine people to create a much better outcome than simply working alone. Of course we can't all be good at everything. That's how teamwork acts to build synergy.

When you work in a team each member is expected to bring a different set of skills. These skills might be specific to the task, such as being able to change a car tyre safely. Some skills might be more general, such as being able to communicate effectively with people.

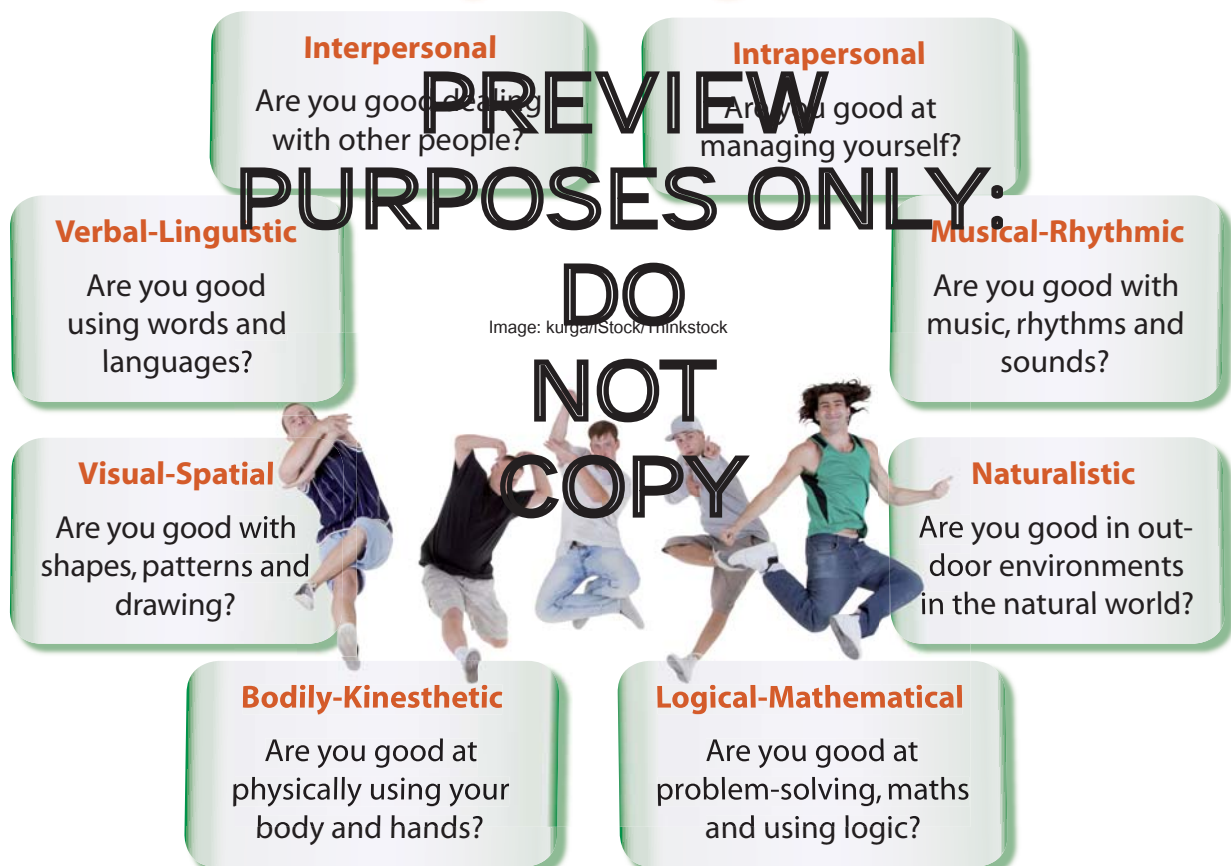
One way to identify your potential strengths (and of course weaknesses) is to consider the various multiple intelligences that you might have. Professor Howard Gardner of Harvard University developed these eight 'multiple intelligences'. Gardner says that people have varied skills and abilities, much different from 'the usual IQ'. Each of us is likely to have different levels of intelligence in each of these eight categories.

It is important that you don't just see yourself as being strong in only one category of multiple intelligence. Rather, it is important that you identify your potential strengths (and weaknesses) across a range of co-related intelligences. Then you should assemble a team to ensure that you have all bases covered! So which of these sound like you?



Image: George Doyle/Stockbyte/Thinkstock

## Multiple Intelligences



## Strengths and weaknesses

A

1. Identify 3 of your strengths that you can offer your team for your work-related activity. Ask yourself the question, "What am I good at that might be useful for our work-related activity?"
2. Identify 3 areas of weaknesses that you might have for your work-related activity. Ask yourself the question, "What skills and abilities would I need other members of the team to have for our work-related activity?"

My strengths...	My weaknesses...
1.	
2.	
3.	3.

3. As a class discuss and then list each multiple intelligence. Rank yourself using very low, low, medium, high, very high. Tabulate and discuss these results as a class.

My multiple intelligence rankings			
Interpersonal			
⇒	⇒	⇒	⇒
⇒	⇒	⇒	⇒

4. Match each of the 8 intelligences to the following occupations.

- |                          |                        |
|--------------------------|------------------------|
| 1. physiotherapist _____ | 5. social worker _____ |
| 2. musician _____        | 6. IT programmer _____ |
| 3. park ranger _____     | 7. author _____        |
| 4. architect _____       | 8. entrepreneur _____  |

## 8.05 Working in Teams

### Interpersonal relationships

People tend to take on roles when working in teams. The role(s) a person plays is influenced by a combination of their:

- ⇒ Personality
- ⇒ Position and responsibility
- ⇒ Skills and experience
- ⇒ Enthusiasm and motivation.

The way people interact in teams is a part of interpersonal relationships. It is the combination of differences that makes teams successful. Once again this is an aspect of synergy.

However, teams must be managed successfully. By following the '8 Tips For Effective Teams' you will function as a more effective, and therefore valuable, team member. This will also help minimise conflict.

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

### Team roles

People often take on one or more roles in team-based situations. Your teacher might explain these in more detail. Which of these roles sound like you?

- ⇒ Driver
- ⇒ Facilitator
- ⇒ Innovator
- ⇒ Timekeeper
- ⇒ Peacemaker
- ⇒ Critic
- ⇒ Influencer
- ⇒ Supporter
- ⇒ Recorder

Image: graphicsdunia4you/iStock/Thinkstock

## 8 Tips For Effective Teams PURPOSES ONLY:



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SKILLS

## Effective Teams

A

It is important that whenever you work as part of a team that you function as a cohesive unit. Match the '8 tips for effective teams' on p.145 with the appropriate examples below. These will help you to work effectively with each other.

- 
- ☺ Be willing and able to communicate effectively with people; including those from different backgrounds.
  - ☺ Pay careful attention to what people say.

- 
- ☺ Clearly understand and know the goals/objectives of the team.
  - ☺ Write down goals and objectives and make sure everybody has a copy.

- 
- ☺ Assign roles and responsibilities to team members including the role of the leader.
  - ☺ Rotate team roles and share responsibilities, including being the leader.

- 
- ☺ Establish a set of rules or agenda for group meetings and stick to this.
  - ☺ Follow team meeting rules/agenda and get people to report on their progress.

- 
- ☺ Someone must always take notes (minutes) of meetings. Set this responsibility around so that everyone gets a go.
  - ☺ Record important information, dates and responsibilities.

- 
- ☺ Listen to and consider other team-members' points of view.
  - ☺ Put aside personality differences; and work together. Don't ever yell or get personal.

- 
- ☺ Pair people together to help support and train team members.
  - ☺ Ensure that team members' strengths and weaknesses are complementary.

- 
- ☺ Decide on a decision-making process that everyone agrees to.
  - ☺ You might choose a majority vote and then stick with that, or some other method.

## 8.07 Problem-Solving

### Introduction

The ability to solve problems is an employability skill that can be built and developed. Solving problems will help you more easily achieve your goals. But sometimes it's not easy to solve problems, especially work-related problems.

You are likely to encounter a number of problems in the workplace or as part of your work-related activity. Some of these are listed in the diagram below. But I'm sure you can think of many more. However, there are various tools and processes that can help you to become better at solving problems. As part of this unit you will be required to use some of these tools to help assist you to solve a problem associated with a work-related activity.

### Problem-solving tools

Three useful problem-solving tools to help you with your work-related activity are:

1. **Brainstorming**
2. **Drilling-down** and the
3. **IASM** problem-solving process.

Each of these tools is explained in more detail throughout this section. You can use brainstorming as a creative first step to start generating words and phrases that can lead to ideas that might help solve problems. Drilling-down then enables you to start to analyse main issues and causes associated with a problem. Finally, the IASM process can support a more analytical approach to solving a major work-related problem.

Of course, your teacher might also introduce you to other problem-solving tools, techniques and processes,. You and your team might also research other ways of making your problem-solving more effective.



Work-related problems

A

1. For each of these 3 categories in the table, list 2 problems that you might have to deal with related to a workplace and/or as part of your work-related activity.

Work-related problems...		
...related to employees e.g. <i>I don't know the roles of other staff members so I don't know who to ask for help.</i>	...related to customers and clients. e.g. <i>Customers have to wait too long for service at the deli counter.</i>	...to do with equipment/technology. e.g. <i>I can never find the pallet jacks to move heavy pallets.</i>
1.	1.	1.
2.	2.	2.

2. Draw or role play a scenario that illustrates a common work-related problem.

Draft some ideas here:

DO  
NOT  
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## 8.09 Brainstorming

### Brainstorming

One of the keys to effective problem-solving is to be able to come up with ways of moving forward.

In brainstorming you list whatever thoughts come into your head that you relate to a key concept or idea. During the brainstorming process no suggestion is criticised or rejected. The initial idea is to generate a list of words/phrases related to a concept or problem. This way brainstorming acts as a great starting point to develop ideas.

Brainstorming is useful for generating creative ideas because one word, leads to another, and then to another which can help people come up with new ways of thinking about a concept, issue or problem.

In a team brainstorming situation, the words of other people can drive you or someone else to come up with new solutions. When the team is finished the brainstorming process, the group then focuses in on the 'best' ideas.

We all naturally brainstorm all the time. When we think of something specific we then start to think of other words, pictures and ideas. This enables our mind to follow different directions and see possible solutions to problems.



Image: Marek Uliasz/  
Hemera/Thinkstock

DRAFT  
SAMPLE  
ONLY:

### Effective brainstorming

- ☺ Write the key idea large and bold for everyone to see on a poster or whiteboard.
- ☺ Set a short time limit, between 30 seconds and 2-3 minutes.
- ☺ Get someone to write down all the responses for all to see.
- ☺ Use 'hands up' for ideas.
- ☺ Ideas are not criticised or rejected during the process.
- ☺ Encourage everyone to contribute.

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SUPER  
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### A Brainstorming

You have 120 seconds to list 12 words/terms associated with the key concept of:  
'Mobile phone bills'.


## Brainstorming in action

B

1. Use this page to record all of the words or terms that your team (or your class) generates in response to a key problem related to your work-related activity
2. Highlight those words/terms which will be further investigated as part of the problem-solving process. *(Tip: You should make a copy of this pro-forma before beginning and possibly enlarge it to A3.)*

**DRAFT  
SAMPLE  
ONLY:**

Work-related problem:

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NOT  
COPY**

## 8.11 Drilling-Down

### Drilling-down

A lot of problems seem too big and way too hard to overcome. The best way to tackle large problems is to break them down into smaller, more manageable, bite-sized chunks.

When you break a problem down into its smaller components you are able to work out the main causes of that problem. This makes it easier for you to tackle these causes. This also makes it easier for you to try and solve that big problem. Because drilling-down breaks complex problems into smaller issues it helps make complex problems easier to solve.

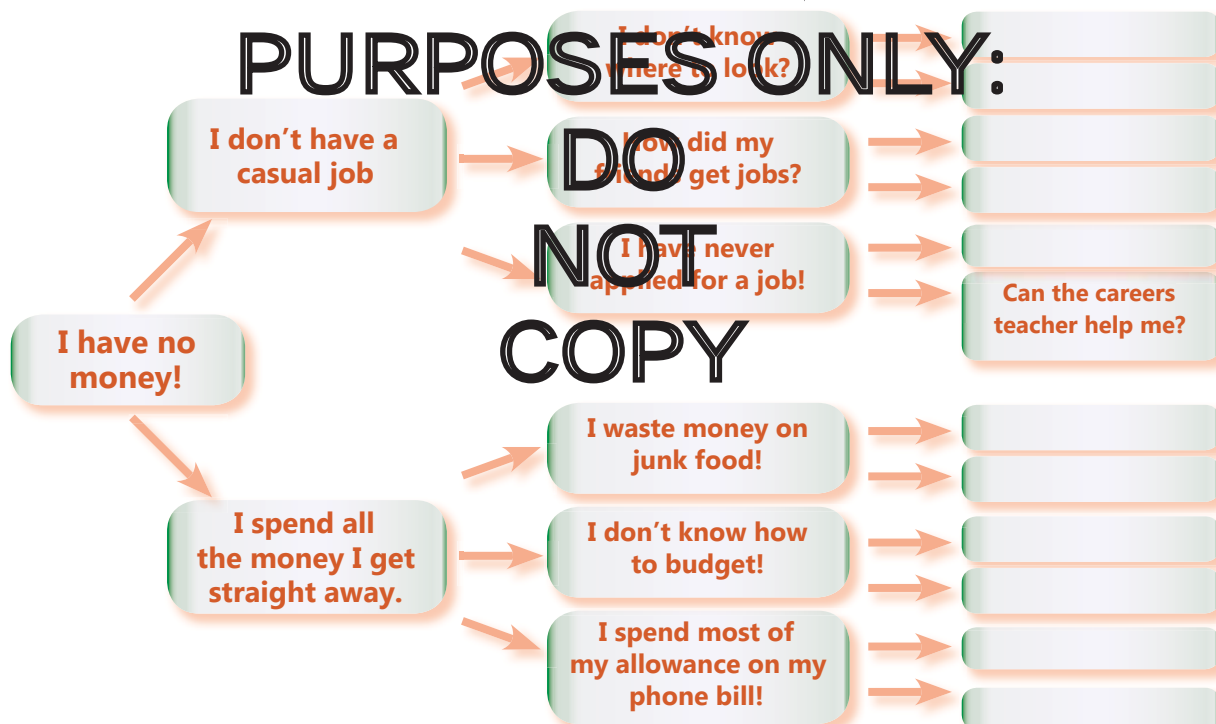
Here are five drilling-down process steps to follow:

1. Identify your 'big' problem; write it at the left of a sheet of paper.
2. List the main points, issues or questions that make up this larger problem. Try for 2-3. If stuck answer, 'why' or 'why not'?
3. List any points, issues and questions that influence these new issues. If stuck answer, 'why' or 'why not'?
4. Finally list some points for each of these. Try for 2-3. Once again if stuck answer, 'why' or 'why not'?
5. Analyse the right-hand side for some possible solutions.

When you 'drill-down' a problem you can see that as you get closer to the right-hand side that you might already be starting to come up with some solutions! And you might also find that once you've identified and dealt with all of those little problems, then you no longer have a big problem.



Image: YuliyaSemakova/iStock/Thinkstock



1. In your work folios complete the right hand side for the problem on p.150.
2. Use drilling-down for a problem you are facing related to your work-related activity. Turn this page to landscape or complete on a poster or A3-sized page.

**DRAFT  
SAMPLE  
ONLY:**

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Work-related  
problem:

## 8.13 Problem-Solving Process

### IASM

You might have used this IASM problem-solving process before. If so you might know how IASM can help you solve problems more easily. In this unit the IASM process will assist you to:

- ⇒ Solve a problem related to your work-related activity,
- ⇒ Solve a work-related problem that you or others may be faced with or
- ⇒ Solve a problem by combining with other problem-solving tools.



Image: robertprzybysz/  
iStock/Thinkstock

#### Identify the problem

- ⇒ Clearly identify what the problem really is.
- ⇒ Write this problem in one short sentence.

💀 *I'm not fit!*

#### Analyse the causes/facts

- ⇒ Work out what and/or who is causing the problem.
- ⇒ Use brainstorming and drilling-down.
- ⇒ Focus on the issues that can be controlled.
- ⇒ Consider secondary or 'because's' (i.e. The order is late...because workers are taking too many breaks.)
- ⇒ Aim to list 3-5 main reasons.

- ⇒ I eat too much junk food.
- ⇒ I don't exercise anymore.
- ⇒ I don't play any sports.
- ⇒ I get driven to and from school.
- ⇒ I spend too many hours in front of 'screens'.

#### Suggest some solutions

- ⇒ Come up with 2-4 possible solutions to help solve this problem.
- ⇒ Rank these based on how likely they are to deal with the problem.
- ⇒ Pick solutions that tackle more than one 'side' of a problem.

- ⇒ I need to get an exercise program or join a gym...1
- ⇒ I will walk home from school...3
- ⇒ I'll cut junk food to once a week...2
- ⇒ I might join the school soccer team...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.
- ⇒ Plan smaller changes as part of this solution.
- ⇒ Change any other things to stop the problem from happening again.
- ⇒ Check to see that the solution is working.

- ⇒ My school's gym is open at lunchtime and supervised by the PE teachers. I've started going 3 days a week.
- ⇒ I also eat more food from home before I go out with friends, so I'm less hungry.
- ⇒ I've dropped just 1 kilo but I am much leaner and I feel twice as fit.

Use the IASM problem-solving process to help solve a problem associated with your work-related activity. *(Tip: You should make a copy of this pro-forma before beginning and possibly enlarge it to A3.)*

1. Identify the problem. (Clearly identify what the problem really is.)

2. Analyse the causes/facts. (Work out what and/or who is causing the problem.)

3. Suggest some solutions. (Suggest and rank 2-4 possible solutions to help solve this problem.)

4. Manage the chosen solution. (Pick, manage and review solutions that best solve the problem.)

**DRAFT  
SAMPLE  
ONLY:**

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## 8.15 Using Technology

### Introduction

Information and communications technology and other work-related technology is a vital component for workplace success. Throughout the year you have learned how to use workplace technology safely and have probably investigated how it is an important part of an employee's day-to-day roles and responsibilities.



Image: Eyecandyimages/  
Eyecandyimages/Thinkstock

### Technological issues

However, there are a number of issues surrounding the social and ethical use of workplace technology. Different stakeholders have varied viewpoints about these issues.

For example, there are technological social and ethical issues related to job replacement, worker safety, customer service, consumption of power and disposal of outdated technology. There are also ethical issues related to people's information and privacy, especially with the use of online social media platforms.

For your work-related activity you are expected to understand how to responsibly use ICT and other technologies. This means you need to be aware of any likely social and ethical issues that might arise from your use of these technologies.

As part of the planning of your work-related activity you should identify how to minimise any social harm associated with using ICT and other work-related technologies. You should also plan to make sure that these technologies are used in an ethically responsible manner. Some key social and ethical issues for consideration are listed below.

## PURPOSES ONLY:

### Using technology: Social issues

- ⇒ Safety of workers
- ⇒ Safety of customers/clients
- ⇒ Impact on customer service
- ⇒ Impact on quality
- ⇒ Recycling/reusing
- ⇒ Consumption of power
- ⇒ Disposal of waste
- ⇒ Noise pollution
- ⇒ Worker training

### Using technology: Ethical issues

- ⇒ Sharing of information
- ⇒ Individual privacy
- ⇒ Online posting of photos
- ⇒ Client confidentiality
- ⇒ Job replacement
- ⇒ Cost versus functionality
- ⇒ Exploitation of overseas labour
- ⇒ Plagiarism
- ⇒ Copyright violations

## Using technology

A

1. List the items of ICT and other workplace technology that you will need to use to complete your teams-based, work-related activity.
2. Outline any training, supervision or special instructions needed to use this ICT and other workplace technology safely effectively.
3. Identify 2 potential social issues you will need to consider as part of using ICT and other workplace technology for your work-related activity.
4. Identify 2 potential ethical issues you will need to consider as part of using ICT and other workplace technology for your work-related activity.
5. Review how well your team used this ICT and other workplace technology during of your work-related activity.

ICT and other workplace technology needed...

Training, supervision or special instructions needed...

2 potential social issues...

2 potential ethical issues...

How can we review how effectively we have used this ICT and workplace technology?

## 8.17 Assessment Task

### AT3 Work-Related Activity

#### Introduction

For this assessment task you are required to plan, organise and manage a teams-based, basic work-related activity. The aim of this assessment task is for you to work safely as an effective member of a team in a suitable work-related activity. You will negotiate a suitable task with your teacher.

For example it might be the BBQ you planned earlier this unit, or an activity from p.93, or an appropriate activity related to a work placement or VET course.

The task is:

Our team is:

#### What do I/we have to do?

The 4 main requirements of this task (supported by effective communication) are to:

- Plan, organise and manage a basic work-related activity
- Solve-problems related to a basic work-related activity
- Work effectively in a team as part of a basic work-related activity
- Use ICT and other technology responsibly for this basic work-related activity.

#### Activity planning - 13 steps

1. Form into suitable teams. Your teacher will direct you on this.
  2. As a team, complete a *PODR Planning Pro-forma: Team Activity* and have this checked by your teacher.
  3. Review and resubmit this *PODR Planning Pro-forma* if required.
  4. Have a team planning meeting to start organising timelines, rosters, responsibilities and other issues. Who is going to do which tasks and why? Use to-do lists.
  5. Determine materials, consumables, equipment and other inputs needed.
  6. Prepare a budget if relevant.
  7. Plan strategies to deal with any potential problems.
  8. Plan for the responsible use of ICT and other technology.
  9. Prepare a brief report to the class on what your team is planning.
  10. Continue organising the activity.
  11. Undertake the activity.
  12. Review the effectiveness of the team's performance.
  13. Present a report to the class after the completion of the activity.
- Your teacher might add some other steps. If so list these opposite.

Name:

Team members:

Activity:

Activity Steps	Re- quired	Due by	Done	Teacher initials
1/2 Form into teams, PODR Planning Pro-forma. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Review/resubmit PODR Planning Pro-forma. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Planning meeting re: deadlines & roles. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Determine materials, inputs & equipment. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Prepare budget. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Plan strategies to deal with potential problems. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Plan for responsible use of ICT/other technology. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Brief report to the class. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Organise the work-related activity. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Undertake the activity. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Review effectiveness of team performance. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Present final report to the class. Details...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information:

## 8.19 Team Member/Individual Assessment

### Team Member/Individual Assessment

As part of working as a team you should undertake both self-assessment and assessment of your team-members. Copy and use this pro-forma to honestly assess the performance of your group members (or yourself) as part of your project.

Team member: \_\_\_\_\_

Overall project: \_\_\_\_\_

Specific task(s): \_\_\_\_\_

Assessed by: \_\_\_\_\_ Date: \_\_\_\_\_

Ability to effectively: \_\_\_\_\_

	Excellent	Very Good	Good	Basic	Not shown
i. Plan & organise.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Manage time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Work safely.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Demonstrate task skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Negotiate work tasks and roles.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Communicate information.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Solve problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Use technology appropriately.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Contribute to the team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly describe your/this student's 2 most successful contributions/areas of involvement.

1. \_\_\_\_\_

2. \_\_\_\_\_

Briefly suggest 2 areas that you/this student can improve upon in their next task.

1. \_\_\_\_\_

2. \_\_\_\_\_

Briefly describe 2 transferable skills that you/this student demonstrated doing this activity.

1. \_\_\_\_\_

2. \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Self Assessment Pro-Forma

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Which tasks did I perform best at during this unit?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Which tasks did I most enjoy doing and why?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Which tasks (if any) did I least enjoy doing and why?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Which areas should I focus on improving?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_



## 8.21 Unit 2 Assessment

WORK RELATED SKILLS FOUNDATION - UNIT 2 SUMMARY RECORD SHEET			
<b>Name:</b> _____		<b>Teacher:</b> _____	
<b>LO1: Work-related activity: Preparation.</b>		<b>LO2: Communicate work-related information.</b>	
Your teacher may direct you to list specific tasks that you are required to complete for LO1. List these below.	Due date Done?	Your teacher may direct you to list specific tasks that you are required to complete for LO2. List these below.	Due date Done?
Are all tasks completed for this outcome? <input type="checkbox"/>	Date: <input type="text"/>	Are all tasks completed for this outcome? <input type="checkbox"/>	Date: <input type="text"/>
<b>or AT1B, p.120-121 Planning a BBQ</b>		<b>or AT2, p.137 Work-Related Communication</b>	
Are all tasks completed for this outcome? <input type="checkbox"/>	Date: <input type="text"/>	Are all tasks completed for this outcome? <input type="checkbox"/>	Date: <input type="text"/>
<b>or AT3, pp.156-157 Work-Related Activity</b>		<b>or AT4, pp.158-159 Work-Related Activity</b>	
Are all tasks completed for this outcome? <input type="checkbox"/>	Date: <input type="text"/>	Are all tasks completed for this outcome? <input type="checkbox"/>	Date: <input type="text"/>

# Personal Development Activity Planner - Introductory

## Personal Development Project Planner - Advanced

New  
full colour PDS  
planners for 2015.

These new colour-coded planning guides have been created specifically for schools and students to support Personal Development activities and projects.

- ⇒ The planners are formatted as write-in booklets with colour-coded pages to support planning, organising, doing and reviewing a personal development activity or project.
- ⇒ The planners combine all the planning steps needed to successfully complete an individual or teams-based Personal Development project, with specifically designed planning pro-formas.
- ⇒ The formatting encourages students to brainstorm, discuss and document key points before finalising their actions using the pro-formas.
- ⇒ The planners offer the opportunity to use some or all of the planning steps, depending on the complexity of the activity/project.

- ⇒ **Personal Development Activity Planner - Introductory** has been designed for **foundation level** Personal Development activities; and can also be used for **introductory intermediate level** Personal Development activities/projects such as those that might occur in unit 1.
- ⇒ **Personal Development Project Planner - Advanced** has been designed for **more sophisticated intermediate level** Personal Development projects such as those that might occur in unit 2; and for **senior level** Personal Development projects.
- ⇒ Content includes advice, tips and guidelines. The Advanced planner also includes specially designed 'What would you do' scenarios so that students can problem-solve the types of issues that commonly occur in these types of projects.
- ⇒ Includes event planning pro-formas in addition to the activity/project planning steps.
- ⇒ Each planner acts as a student evidence journal with areas to gain teacher/supervisor feedback related to key planning stages.

### e-versions

Both the **Personal Development Activity Planner - Introductory** and the **Personal Development Project Planner - Advanced** resources are also available as fully reproducible e-versions through a site license. These e-versions include interactive write-in PDF files, as well as the PDF 'print' version of the planners.

### Pricing

#### Personal Development Activity Planner - Introductory:

- ⇒ e-version master license = \$165
- ⇒ Printed book = \$25

#### Personal Development Project Planner - Advanced:

- ⇒ e-version master license = \$220
- ⇒ Printed book = \$27.50

**Special offer: Buy both master licenses for \$385 and receive a free printed copy of each book.**

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

#### Personal Development Activity Planner - Introductory: Contents

Introduction.....	2-3
Activity Planning Steps .....	4
1. Brief .....	5
2. PODR Brainstorm.....	6-7
3. PODR Planner .....	8-11
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5. People Guidelines .....	14-15
6. TEMP-O .....	16-19
7. Timeline .....	20-21
8. Task Organiser .....	22-23
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19. Evaluation: Specific Comp's..	43
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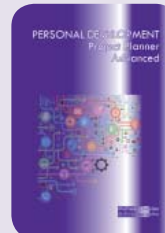
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Project Planning Steps .....	4
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2. Skills .....	6-7
3. PODR Brainstorm .....	8-9
4. PODR Planner .....	10-13
5. Task Skills .....	14-15
6. Team Guidelines .....	16-19
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- 3 Working in Retail (CS)
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- 5 Retail (CS) Skills in Action
- 6 Work Environment
- 7 Introductory OH&S
- 8 OH&S Induction
- 9 Working in Teams
- 10 Workplace Communication
- 11 Workplace Technology
- 12 Career Pathways
- 13 Job-Seeking Skills
- 14 Australian Apprenticeships
- 15 Dollars & Sense
- 16 Solving Problems
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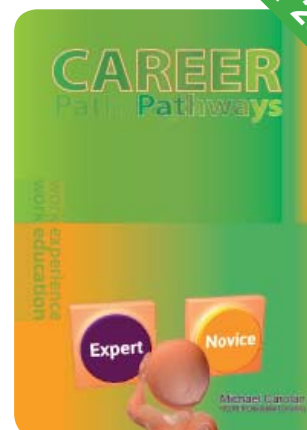
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### Career Pathways booklisting/previews

If you are planning on booklisting please contact me directly so I can arrange complimentary teacher copies to support your program. If you don't use a bookseller for booklist supply, parents (on behalf of students) are able to order these resources directly from us.

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1 Career Pathways  
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3 Multiple Career Pathways  
4 Values And Expectations  
5 Community Values  
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Assessment Task 6  
Unit summary record

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# Work Experience and Work Placement Journals

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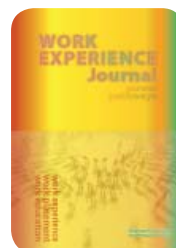
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- ⇒ 15(WE) and 40(WP) pages of daily journals
- ⇒ A range of activities specifically related to a student's work experience and work placement to complete before, during and/or after their work experience placement
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