Work Related Skills: Foundation Workbook 2ed.

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Work Related Skills: Foundation Workbook 2ed.

By Michael Carolan

DELIVER Educational Consulting (978-1-925172-50-8)

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- Literacy - Intermediate 4ed (2019)
- Literacy - Senior 2ed (2019)
- Numeracy - Foundation 2ed (2019)
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Available for industry-specific work education

- Retail Trade Industry - Foundation (2014)
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- Community Services Industry - Foundation (2014)
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- I&E Unit 1: Workplace Participation 4ed (2019)
- I&E Unit 1: Workplace Participation - e-version (2019)
- I&E Units 1&2: Towards an Enterprising You 5ed (2019)
- I&E Units 3&4: Towards an Enterprising Australia 4ed (2019)

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VIC 2020

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

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

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

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

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

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

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

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

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

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

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

- ❑ **Career and Enterprise: Foundation 11**
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- ❑ **Career and Enterprise: CAE - General 11**
- ❑ **Career and Enterprise: CAE - General 12/ATAR11**
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Current resource list: 2020 (* = new)

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

Industry and Enterprise

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

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

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

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

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> Community Services Intermediate
> Retail Foundation
> Retail Intermediate

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

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

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Personal Development Activity Planner: Foundation	**2020**	____ @ $29.50	____ @ $220	_____
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I&E Units 1&2: Towards an Enterprising You 5ed.	2019	____ @ $49.50	na	_____
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Literacy Intermediate 4ed.	2019	___ @ $42.50	___ @ $27.50	__ @ $275	__ @ $99	or __ @ $330	or ___ @ $440
Literacy Senior 2ed.	2019	___ @ $42.50	___ @ $27.50	__ @ $275	__ @ $99	or __ @ $330	or ___ @ $440
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	Totals	_____	_____		_____	_____	_____

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Advice to students

- ✓ Use this resource 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 work folio 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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Introduction: Workplaces and Safety

1

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Comments:

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1.01 Introduction

Welcome to VCAL

Congratulations on starting your VCAL program at this Foundation level. In Unit 1 you will build an understanding of workplace safety and complete relevant OH&S/WHS induction activities. You will investigate the world of work by researching specific workplaces and employment opportunities. You will also develop employability skills by completing Work-Related Activities in Unit 1 and in 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 your classroom setting. This will involve talking to workplace stakeholders who might become part of your job-seeking network.

Work-Related Activity

In both units 1 and 2 you are required to complete a basic or simple 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 Co-ordinator. Some possible work-related activities include:

- an OH&S investigation (for Unit 1)
- 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 school-based project investigating a work-related issue (OH&S in Unit 1)
- an investigation of an occupation in which you might develop your career pathway
- completion of a portfolio of job-seeking activities
- participation in a community or volunteer project
- 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.

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A Work-Related Activity

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

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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	*A famous person I would invite to a dinner party is...*		
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 type of career is...*		
19	*The item I am most saving up for is...*		
20	*When I am 30 I will be...*		

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1.03 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 Brunswick, 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, clinics or even in schools. Chefs work in totally different types of workplaces from these other two occupations, often in restaurants, catering operations or cafés.

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

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Some nurses work in aged-care facilities.

Image: Lisa F. Young/ Photos.com

Some chefs work in catering businesses.

Image: lagereek/ Depositphotos.com

Industrial workplaces

Farmers, miners, manufacturers and other similiar workers most often produce **goods**. As a result, they work in industrial workplaces, with many of these set-up as production facilities. However, industrial worksites also vary widely due to the diverse types of goods produced by farming, mining and manufacturing firms. Some industrial workplaces even provide services, such as electricity generation and supply.

Some engineers work for energy producers and suppliers.

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

Image: Umkehrer Richard/Photos.com

Image: Catherine Yeulet/Photos.com

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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?	

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1.05 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. 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 in them. 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 worksites, even though all of these worksites 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.

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Worksites B

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:*
Worksite 1 (location/description/types of jobs).	
Worksite 2 (location/description/types of jobs).	
Worksite 3 (location/description/types of jobs).	

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1.07 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. The nature of a particular work environment also influences the types of workplace health and safety hazards and risks that might exist. Work environments can vary widely depending on:

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

Three 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. Also start to think about what type of safety hazards and risks might exist in work environments.

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.

Is a large open office environment suited to you?

Image: George Doyle/ Photos.com

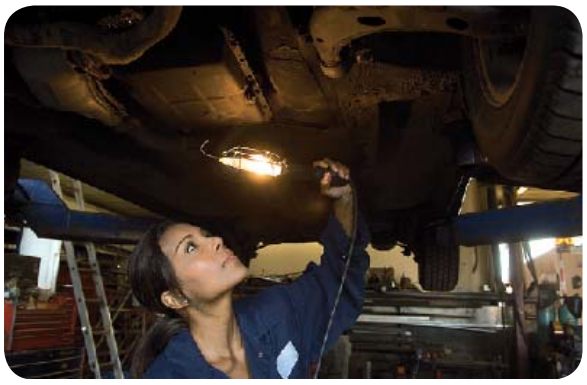
2. Work environments: The tasks performed by employees

Work environments reflect the nature of tasks performed by employees. Work environments will 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).

Can you work on your feet, all day, every day?



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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 big open warehouses and delivery bays.

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

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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 jobs, etc. according to the rating score you give 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**			
k.	(add one)			

4. In your work folios, write a summary paragraph describing the type of workplace, worskite 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.

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D Workplace investigation

Choose a workplace that you are interested in. Complete this investigation into that workplace. You might undertake this investigation on an ongoing basis throughout the unit as you learn more about workplaces and workplace safety.

You will need to arrange a visit to the workplace and may have to interview key workplace stakeholders and take some photos. This means you are going to have to organise some permissions. How would you do that?

Workplace:		Location:
What does the enterprise do? What types of goods and/or services are produced or provided?		
What are some of the main occupations at that workplace? What are the roles of employees in these jobs?		
Occupation 1:	Occupation 2:	Occupation 3:
What is your role (or possible future role) at this workplace; and what work tasks does this involve?		
What other information is important to know about this workplace?		

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What are some of the key **roles** and **responsibilities** of **employees** in that workplace?	
Employee roles and duties	Employee responsibilities and duties
What are some of the key **roles** and **responsibilities** of **employers** in that workplace?	
Employer roles and duties	Employer responsibilities and duties
What are the most important specific OH&S/WHS **roles, duties** and **responsibilities** for **employees** in that workplace?	
What are the most important specific OH&S/WHS **roles, duties** and **responsibilities** for **employers** in that workplace?	
What are the most important specific OH&S/WHS **issues** for other stakeholders in that workplace, such as **customers/clients, visitors** and **volunteers**?	
What are the most important and commonly used types of OH&S/WHS **information** in that workplace?	

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1.11 Workplace Health and Safety

Introduction

It is vitally important that you understand the roles and responsibilities related to **occupational health and safety/workplace health and safety** 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 also have to complete an **OH&S/WHS induction** process before you can undertake workplace learning.

As part of this process you will need to find out about workplace **OH&S/WHS procedures** to deal with workplace **safety hazards** and **risks**. You will also find out the roles and duties of **Health and Safety Representatives** (**HSRs**) and how they can help you be a safer worker. You will also start to investigate a **Hierarchy of Control** that can be used to manage workplace safety.

Occupational health & safety

One of the most important workplace rights that you have is the right to a safe workplace. In Victoria, occupational health & safety (**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. As at 2020, the term work health and safety (**WHS**) is used nationally, except for Victoria which uses **OH&S**, (and sometimes WA might use OSH). Before you can enter a workplace you must demonstrate that you can be a safe employee. If you are not aware of OH&S/WHS, then both your own and other people's safety, is at risk!

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A Workplace hazards

1. Pick one of these occupations, and suggest 4 potential workplace hazards that an employee working in this job might commonly face.

⇨ checkout operator, chef, furniture removalist, aged-care worker or office worker.

Occupation:

2. In your work folios, list all of the **bolded** term shown above. After discussing these as a class, give a brief definition of each of these in your own words.

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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.

Images: Adapted from Mike Elliot/Photos.com

If you see these dangers, then you should report them to a supervisor, manager or someone in a position of responsibility.

Employers are not always aware of every single thing that is going on in the workplace all of the time. So you have a **responsibility** to immediately inform your boss of any **potential hazards** that might occur.

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Hazard alert B

Describe the hazard(s) occurring in the workplace situations shown above. Name a possible workplace or worksite in which these employees might be working.

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1.13 Roles 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.

OH&S/WHS stakeholders

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

- owners and employers
- managers and supervisors
- health and safety representatives (HSRs)
- other OH&S/WHS reps
- employees
- contractors and sub-contractors
- State Government
- WorkSafe Victoria
- WorkSafe Inspectors
- unions
- employer/industry association.

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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. They are responsible for designing, maintaining, controlling and reviewing all of their work activities and processes to ensure that safety laws, rules or guidelines are met.

A OH&S/WHS stakeholders

Your teacher will discuss OH&S/WHS stakeholders with the class. Briefly summarise the role of these stakeholders 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 for your state)
3. (your choice)

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Employer Roles 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' safety."

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

"I must make sure that any customers, visitors and the general public, are not endangered by the conduct of my business."

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Employer responsibilities B

Choose 3 of the employer responsibilities shown above. For a workplace you are familiar with, 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.

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1.15 Roles and Responsibilities

Employee roles, duties and responsibilities

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

Governments develop and pass OH&S/WHS **legislation** that becomes law. This helps protect this right to workplace safety. For example, the licensing of tradespeople such as electricians.

WorkSafe enforces these laws. It does this by preparing **guidelines** to help employers and employees work safely, as well as by offering **training**.

Examples include industry-specific hazard control resource packages, and training such as that offered to workplace safety reps (in some workplaces these safety reps will be called HSRs).

WorkSafe also provides a range of **support services** and resources to ensure that employers develop, design and implement **safe work procedures** for all employees and other work-related stakeholders.

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

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.

Some of the key **roles**, **duties** and **responsibilities** of workers (according to WorkSafe Victoria) are outlined opposite.

Employee Roles, Duties and Responsibilities

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

"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."

"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 HSR, OH&S supervisor or person responsible for WorkCover."

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

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Worker responsibilities C

As a class, or in teams of 3-4, discuss and develop a list of workplace safety rules or guidelines, that you must follow when undertaking work placement or doing a Work-Related Activity. 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.	4.
5.	6.

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Class OH&S/WHS rep D

Each of you will take turns being an OH&S/WHS 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/WHS rep for your class for a week or 2-week period
- ⇨ the OH&S/WHS rep for your group when completing a Work-Related Activity; and then rotating this role throughout the unit or year.

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

1. Monitor in-class activities that we have to do as part of any VCAL subject, and report OH&S/WHS issues and concerns to WRS teacher.	2.
3.	4.
5.	6.
7.	8.

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1.17 Stakeholders

Stakeholders

OH&S/WHS roles, duties 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 affected 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. Stakeholders also include visitors such as suppliers, contractors, volunteers and others.

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OH&S/WHS and external stakeholders

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

- **Contractors** might be brought in to perform a specific task such as fixing machinery. OH&S/WHS 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/WHS 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/WHS 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/WHS strategies might include separate employee/client areas, safe storage of hazardous products, and ensuring that all walkways are free of spills and trip hazards.

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Stakeholders and hazards A

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.

Image: johanna goodyear/Photos.com

Image: Jakob Jeske/Photos.com

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1.19 Health and Safety Representative

OH&S/WHS 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 safety issues. Generally we call this person an OH&S or WHS representative. But 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/WHS rep.
- In larger organisations or industrial worksites the OH&S/WHS rep might be an elected employee, or even a professional employed specifically for this safety role.

"Who do I speak to if I need to report a safety problem?"

Role of OH&S/WHS safety representative

The main role of a workplace OH&S/WHS rep is to be the go-between for employers and workers in relation to workplace safety issues. This means that the OH&S/WHS 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 a workplace safety issue, they know that they can go to a fellow employee who can take their issues and concerns to management. OH&S/WHS 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 holidays, nor does it go home at the end of a shift. So it is important that the OH&S/WHS rep is on site all the time. If an 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/WHS rep or deputy might even be the owner or senior manager.

Health and Safety Representative

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

- inspect any part of a relevant workplace (with reasonable notice to employer)
- inspect any part of a relevant workplace immediately if there is an incident, or a situation involving an immediate safety risk
- accompany an inspector during an inspection of a relevant workplace
- establish a health and safety committee (HSC) for their work group (DWG)
- attend interviews about health or safety matters between workers and even independent contractors (both with consent); and an inspector or an employer
- seek the help of any person whenever necessary.

It is vital that you meet with the workplace safety rep or HSR 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/WHS issues that you might come across.

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HSR - OHS/WHS representative

So who might be the HSR or OHS/WHS rep? Depending on the size and structure of your workplace the 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/WHS safety professional, especially in larger industrial workplaces.
- An employee appointed to act as the OH&S/WHS 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 a union representative. They might also be an elected HSR.
- Some other designated and trained employee who might be an elected HSR.

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

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OH&S/WHS rep A

Interview an OH&S/WHS rep or HSR in a workplace you are interested in. Find out 8 duties, powers and entitlements associated with their roles and responsibilities.

Workplace: **OH&S/WHS rep or HSR:**	
1.	2.
3.	4.
5.	6.
7.	8.

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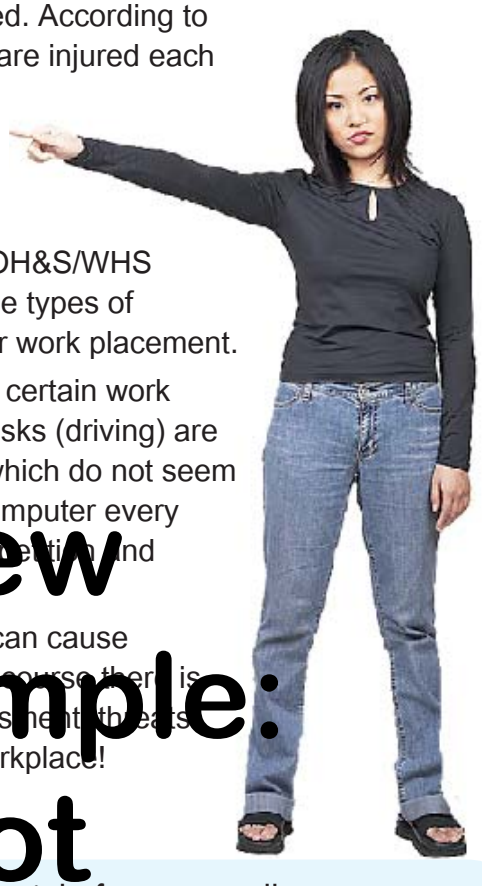
1.21 Workplace Safety Induction

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, about 2,500 workers aged 15-24 are injured each year. So before you enter a workplace, you need to be **work ready**. You need to build 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/WHS 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 risks associated with repetition and overuse.

A growing safety 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!

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A Potential hazards

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

General OH&S/WHS hazards for young workers.	Specific OH&S /WHS hazards for workplace/occupation.
1.	*Workplace/occupation is:* 1.
2.	2.
3.	3.
4.	4.
5.	5.

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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 unit 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 as at early 2020. (Note: They might change but your teacher will know!)

- 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 also 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/WHS 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.

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1.23 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 WHS Unit 1 Foundation yet. Can I do a placement?"

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C My OH&S/WHS training

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

OH&S/WHS training and induction that I must complete.	By when?

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OH&S/WHS induction D

Use the terms to complete the following passage about OH&S/WHS 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_____ nor 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 t_____ or that you are not being looked after appropriately, ask to be excused and contact your school supervisor i_____.

- ❑ activities
- ❑ before
- ❑ boots
- ❑ clothing
- ❑ colleagues
- ❑ customers
- ❑ dangers
- ❑ environment
- ❑ exits
- ❑ first-aid
- ❑ hazards
- ❑ health & safety
- ❑ HSR
- ❑ immediately
- ❑ induction
- ❑ practices
- ❑ protective
- ❑ senior
- ❑ shared
- ❑ supervision
- ❑ supervisor
- ❑ threatened
- ❑ training

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1.25 Workplace Safety Information

Workplace safety information

So, as you have seen throughout this introductory section, workplace safety is one of the main issues that impacts on workers, their managers and employers, customers, and all other people that come into contact with the operations of a workplace.

It is vital that workplaces use and communicate different workplace safety information. Workplace safety information might include safety **signs** and **symbols**, **induction** and **training** courses, safe use **guidelines** and specifications, **procedures** for undertaking **work practices**, **information guides**, and even **regulations** and **laws** from workplace safety agencies.

Workplace safety information can be communicated using **verbal** instructions, **written** words, **pictorial** signs and images, physical **modelling** and **training** and any combination of these; as well as other means of communication.

The most appropriate form and type of workplace safety information can depend on the:

- safety message being communicated
- workplace stakeholder(s) giving the message
- workplace stakeholder(s) receiving the message
- the urgency of the message
- the risk level related to the message and
- any combination of these factors, plus others, most suitable for specific type of workplace and work procedure

Image: Bytedust/Thinkstock.com

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A Safety information

Use examples from different workplaces and varied work environments to describe the purpose, and importance, of these types of safety information.

Safety signs	New employee safety induction
Worker safety training	Product safety specifications
Safe working procedures	Safety regulations and/or laws

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Safety information in action B

1. Choose a specific workplace to investigate. Consider each of these types of workplace safety information. Describe how each is used (or could be used) in this workplace. Use images as needed.

Workplace:	
Safety sign	**Warning/danger sign**
Verbal instruction	**Direct training**
Safe use guidelines	**Induction**

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2. Choose the example from above that you think is most effective at communicating its workplace safety message for your workplace. Outline the strengths of this workplace safety information.
3. Choose the example from above that you think is least effective at communicating its workplace safety message for your workplace. Outline the weaknesses of this workplace safety information.

Example:	*Example:*
Strengths:	*Weaknesses:*
-	-
-	-
-	-

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1.27 Workplace Safety Support

Safe workplace

Employers, employees and other work-related stakeholders need to work together to achieve a safe workplace.

Workplaces usually apply a **Hierarchy of Control** to prevent workplace hazards from causing harm. This process can go a long way to creating a safe workplace, with associated safe work environments, through the development of **safe work procedures**.

However, it then becomes the **shared responsibility** of all parties to ensure that they perform their duties in a safe manner - all the time!

The **Hierarchy of Control** is the 'big picture' approach to a safe workplace. It then becomes the responsibility of employers, working together with employees, HSRs, safety agencies and safety professionals (when needed), to develop, implement, maintain and monitor safe work procedures.

Consultation helps create a safe workplace. Employers need to consult with employees, or HSRs or workplace safety reps.

If the workplace has an HSR, then they must be involved in the consultation process.

Some of the most important situations requiring employers to consult with employees, or with an HSR, are when employers are:

- ⇨ identifying and assessing hazards or risks
- ⇨ making decisions on how to control risks
- ⇨ making decisions about facilities such as toilets, first-aid, meals areas, etc.
- ⇨ developing consultation procedures, or resolving health and safety issues, or providing information and training
- ⇨ deciding on the membership of any health and safety committee in the workplace
- ⇨ proposing changes that may affect workers' health or safety
- ⇨ doing anything else prescribed by the OHS regulations and laws.

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Hierarchy of Control (ESEAP)

Image: Technicsorn/ depositphotos.com

Elimination:

- Firstly, always try to remove (eliminate) the hazard.
  e.g. Toxic cleaning chemicals.

Substitution:

- If the hazard cannot be eliminated then make a change (substitute) to create a safer, or less hazardous, work practice or work environment.
  e.g. Switch to less toxic cleaning chemicals.

Engineering:

- Change the physical work environment to control the hazard more effectively.
  e.g. Create a safe chemical storage area.

Administration:

- Develop workplace procedures to improve 'people safety'. This usually involves reporting, training and support.
  e.g. Train workers about the potential dangers that could occur as a result of exposure to the chemicals as well as safe handling and safe use methods.

Personal Protective Equipment:

- Use PPE as a 'protective barrier' to prevent physical harm from contact with the hazard.
  e.g. Use gloves, eye protection and a suitable barrier mask.

WRS SUPER SKILLS

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WorkSafe resources

The various WorkSafe agencies in different Australian states operate to help support employers, workers and other work-related stakeholders develop, implement and maintain a safe workplace. Some of the key duties, services and resources provided by WorkSafe Victoria include:

- ✓ Laws and regulations
- ✓ WorkSafe Inspectors
- ✓ HSR training and dedicated portal
- ✓ WorkCover Insurance
- ✓ Incident reporting information
- ✓ Workplace safety injury and illness claims
- ✓ Return to work advice and guidelines
- ✓ Safety alerts
- ✓ Industry safety guides
- ✓ Workplace safety topics
- ✓ Information about licensing and registration for regulated and high risk work
- ✓ Young worker industry and workplace safety topics and videos
- ✓ WorkSafe advisory support, and emergency support (24/7) contact information.

WorkSafe Victoria

www.worksafe.vic.gov.au

Advisory Service: 1800 136 089 (7:30am to 6:30pm Mon-Fri)

Emergency: 24/7 132360

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1.29 Workplace Safety Support

A Workplace safety support

1. Your teacher will discuss some key issues and requirements with you in relation to workplace safety support.

   At this introductory stage, they will guide you to write the most important information that you need to be aware of for now. List key points below.

   But you will also have to add more information in your work folios, or even your diaries, as you continue your investigations throughout this unit into workplace safety in work environments and workplaces.

How can I 'spot' a **safe workplace**? What should I look for?	How can I 'spot' an **unsafe workplace**? What should I look for?
What does the **Hierarchy of Control** mean?	How does the **Hierarchy of Control apply**?
Who do I **contact** for **advice** and **support**?	What **advice** and **support** can I access through **WorkSafe**?
Other:	Other:

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The **ESEAP Hierarchy of Control** is an important big picture process to deal with workplace safety hazards. Some workplaces will use this process to deal effectively with workplace safety hazards. Other workplaces may apply their own specific hazard control process and procedures to deal with workplace hazards.

2. Your teacher will work with the class to apply the **ESEAP Hierarchy of Control** to a workplace safety issue in your school. Record important information in the table.
3. Work in pairs to apply the **ESEAP Hierarchy of Control** process for a work environment or workplace with which you are familiar.

Workplace/Work Environment:

Name(s): **Date:**

Hierarchy of Control	School workplace safety hazard(s)	Workplace safety hazard(s)
Elimination		
Substitution		
Engineering		
Administration		
Personal Protective Equipment		

Other information:

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1.31 Assessment Task

AT1 OH&S/WHS Roles and Responsibilities

For this assessment task you are required to complete a number of activities about the OH&S/WHS roles, duties and responsibilities of work-related stakeholders; as well as tasks related to your own safety induction. These are in the table on p.33.

- ⇨ Your teacher will guide you through these tasks, but as you progress you will be expected to take on more self-responsibility.
- ⇨ 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 record and organise important task information that will help you complete each section.

AT1: OH&S/WHS Roles, Duties and Responsibilities Planner What specific tasks do I have to do for each section?	By when/Done?
Choose a work environment from a specific workplace to investigate OH&S/WHS.	
*1. Complete my school-based **OH&S/WHS induction**. Complete **workplace induction** (if required).*	
*2. Summarise OH&S/WHS roles, duties and responsibilities of **employers**.*	
*3. Summarise OH&S/WHS roles, duties and responsibilities of **employees**.*	
*4. Summarise OH&S/WHS roles, duties and responsibilities of **visitors/volunteers**.*	
*5. Interview a workplace **HSR** or **OH&S/WHS representative**. Find out about workplace safety consultation processes.*	
*6. Discuss why it is important to provide **OH&S information** to employees, visitors and volunteers.*	
*7. Outline how you can access **help and support** related to workplace safety both in the **workplace**, and through **WorkSafe**.*	
*8. Describe the concept of a **safe workplace**, and how to **spot** this. Briefly summarise the **role** of the **Hierarchy of Control** in achieving this **safe workplace**.*	
*9. Prepare a summary **report/diagram** about OH&S/WHS roles, duties and responsibilities.*	
10. Present report (if required)?	
Other (if required)?	

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Name: **Date:**

Workplace/work environment:

Task	AT1: OH&S/WHS Roles and Responsibilities	Re-quired	Due by	Done	Teacher initials
1.	Complete compulsory school-based **OH&S/WHS induction** program such as **safe@work** or relevant VET OH&S units of competency.				
	Meet with a workplace OH&S/WHS rep to undertake **work-related induction** (if required).				
2.	Summarise the most important **OH&S/WHS roles, duties and responsibilities of employers.** Develop a visual to show this e.g. poster, flowchart, diagram or multimedia resource.				
3.	Summarise the most important **OH&S/WHS roles, duties and responsibilities of employees.** Develop a visual to show this e.g. poster, flowchart, diagram or multimedia resource.				
4.	Describe the most important **OH&S/WHS roles, duties and responsibilities** of other work-related stakeholders such as **visitors and/or volunteers.** Develop a visual to show this e.g. poster, flowchart, diagram or multimedia.				
5.	Interview a **workplace HSR or OH&S/WHS representative.** Outline their responsibilities as related with their position; as well as workplace safety **consultation processes.**				
6.	Discuss why it is important to provide **OH&S information** to **employees, visitors** and **volunteers.**				
7.	Outline how you can access **help** and **support** about workplace safety in the **workplace,** and through **WorkSafe.**				
8.	Describe the concept of a **safe workplace,** and how to spot this. Briefly summarise the **role** of the **Hierarchy of Control** in achieving this **safe workplace.**				
9.	**Prepare a report** and **diagram** that summarises the **OH&S/WHS roles, duties and responsibilities** of **employers, employees** and other **work-related stakeholders;** and the **role of HSRs** or **OHS/WHS reps.**				
10.	**Present this report** to the class (if instructed by your teacher).				

Additional information:

Signed: _____ Date: _____

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1.33 Self-Reflection

Self-Reflection Pro-Forma

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

→ _____

→ _____

→ _____

How have these work-related skills helped to improve my work readiness?

→ _____

→ _____

How have these work-related skills helped me in other ways?

→ _____

→ _____

How would I rate my performance (use a circle) in developing my work-related skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

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Workplace Safety Issues 2

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Comments:

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2.01 Workplace Hazards

Introduction

It's quite likely that by now you would have started, or even completed, a school-based or VET OH&S/WHS 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/WHS hazards, risks, information and control measures in a more detailed way. By undertaking this investigation you will be expected to be able to:

- identify safety signs and symbols
- identify workplace safety hazards and risks
- explain and discuss different types of OH&S/WHS information
- describe and follow hazard control measures and procedures
- describe injury prevention strategies
- safely undertake a teams-based, Work-Related Activity investigating OH&S/WHS 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

- using hand tools
- manual handling
- exposure to noise
- slips, trips and falls
- lifting of objects
- repetitive work activities
- using machinery and equipment
- dangerous chemicals
- transport/mobile equipment
- electrical hazards
- inadequate lighting
- fatigue and long hours
- working at heights
- exposure to weather
- working with flames and heat
- working with sharp objects
- work-related stress
- bullying and harassment

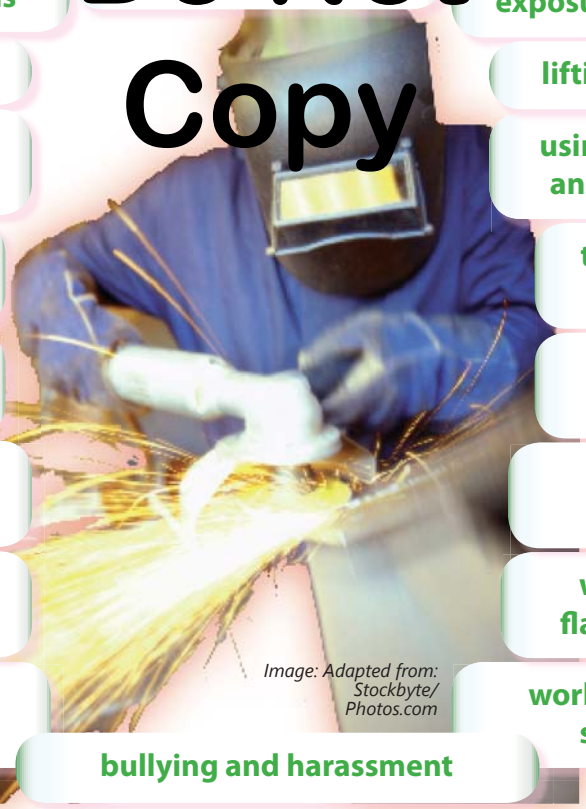

Image: Adapted from: Stockbyte/ Photos.com

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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 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, such as the **ESEAP Hierarchy of Control**. 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.

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 devices.*

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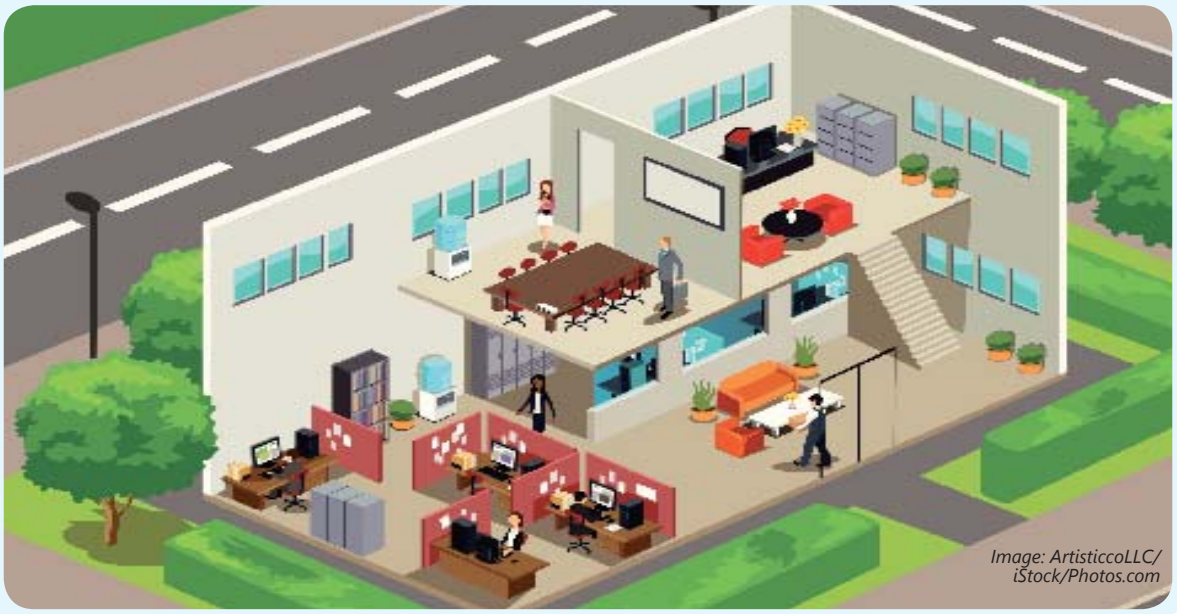

Image: ArtisticcoLLC/ iStock/Photos.com

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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.
2.
3.
4.

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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	*An electrician has to be very careful of shock because they work with live voltage as part of their job.*	*An IT teacher needs to make sure that all electrical equipment has cords that are in good condition.*

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WorkSafe advice D

1. Visit the WorkSafe website at **www.worksafe.vic.gov.au** (or relevant site for your state). Click on Create a safe workplace, select Find a safety topic and then choose a topic such as Hazardous manual handling. (Or search directly.)
2. Outline some of the key issues and hazards associated with this work procedure.
3. From the WorkSafe resources, find and list some possible strategies to deal with OH&S/WHS issues associated with this work procedure.
4. Source or create images that illustrate both good, and bad examples, of this work procedure in action.

Health & Safety Topic:
Key issues and hazards:
Possible strategies to deal with this hazard:

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2.05 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 **risks**, 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. Risk assessment is an important part of the **ESEAP Hierarchy of Control.**

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 machines 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.

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Work-Related Risks: Injuries/ Illnesses

Image: Adapted from photonics studio/ Pixabay.com

- broken bones
- dislocations
- musculoskeletal strains/sprains
- internal injury
- crushing
- burns
- stress/mental disorders
- exposure
- skin diseases
- infections
- cancers
- concussion
- cuts and wounds
- eye injuries
- piercing by foreign bodies
- deafness
- digestive system illness
- breathing/ respiratory illness
- electrical shock
- poisonings

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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/WHS problem, for an occupation you are interested in.
2. Find or create an image that illustrates or matches one of these risks.

e.g.	*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.*
1.	
2.	
3.	
4.	
5.	

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2.07 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.

Image: Adapted from: leremy/Photos.com

It is vital that employers design work practices so that all tasks are carried out safely. This requires the development and use of effective **OH&S/WHS work procedures**. The application of safe work procedures (as part of the **ESEAP Hierarchy of Control**) helps to assist workplace stakeholders to avoid hazards; and therefore minimise work-related safety risks.

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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.

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

Obviously medical procedures are very complicated. However, all workplaces must ensure that they take care to develop and implement appropriate OH&S/WHS 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 processes and procedures are set down in law. Employers can build safety procedures into work practices, so that safety becomes a natural part of the way that work is carried out.

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

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OH&S/WHS procedures A

1. Discuss the OH&S/WHS procedures below. Suggest 2 occupations for which this might be an appropriate form of hazard control. Add 1 more procedure you are aware of. 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/WHS procedure. Label this, and include it in your work folios.

OH&S/WHS Procedure	Occupations	How it helps control hazards.
Using personal protective equipment - boots, gloves, vests, masks, helmets, eye and ear protection and so on.	*Welder* *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 in machines such as power saws and conveyor 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 is free from harassment, bullying, intimidation and violence.		
Clearly marking pedestrian/vehicle zones and traffic areas for use by forklifts and deliveries.		

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2.09 Workplace Procedures

Safety procedures

Workplaces can develop and implement procedures to deal with hazards to minimise harm and risk. This may be done as part of the **ESEAP Hierarchy of Control** 'big picture' process.

You have just investigated some more specific examples of OH&S/WHS procedures in activity 2.08A. All procedures work best when people follow a step-by-step process with clearly defined roles, duties and responsibilities. One example is the ITEACM hazard control process. **ITEACM** uses six steps or stages that all work-related stakeholders should apply, 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.

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ITEACM in Action

Image: d3 images/ Photos.com

1. Identify

Pim, a storeperson notices that packages are getting bulkier which is making it hard to pick them up, so he reports this to the supervisor.

2. Train

Lerry, Pim's supervisor calls, a meeting with staff telling them that packages above a certain size will need to be lifted by two staff members.

3. Equip

Workers are given new uniforms that have body-size specific measuring points sown on the arms, that instantly indicate if a box is too wide or too tall for one single person.

4. Assess

Under supervision of an OH&S/WHS specialist, workers try out the new uniforms and the measuring guides, as well as safe lifting techniques.

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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.

Hazard control: ITEACM B

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

1. IDENTIFY The hazard, associated risk and the potential for harm.	⇨ ⇨
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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2.11 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:

- more than 2,500 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.

Special care needs to be taken to ensure that young workers are safe in the workplace. Do you remember WorkSafe's ad campaign targeting younger workers from a few years ago? 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.

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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/WHS rights and responsibilities.**
5. Have had little exposure to positive workplace safety behaviour.	**6. Are more likely to be casual or part-time.**

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Young workers' hotspots B

Search for the *Young Workers Injury Hotspots* through:

www.worksafe.vic.gov.au

List some key industries. Circle one of these 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.

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2.13 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.

Workplace safety signs

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 emergency procedures
- ⇨ reinforce OH&S/WHS rules and laws that must be followed

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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. Describe/draw these signs below.

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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.online-sign.com** or source images from **www.seton.net.au** .)
3. Suggest an occupation that has each sign as part of its work environment.

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2.15 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.

DANGER K _ _ P C _ E _ R	DANGER _ _R K L I_ _S I _ _ S _	DANGER H_ _H V _ L T _ _ E
DANGER F U _ L S T _ R A _ _ _	DANGER _ O N _ _ W _ _ _ _ _	DANGER M _ C H _ _ E _ T A _ T S W _ T _ O U T W _ _ N I N G
DANGER _ _V E W _ _E S	DANGER N_ O P _ N _ _ A M _ S	DANGER _N_ER_R_U_D _ _ B L E _
DANGER	DANGER	DANGER

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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.
   (Perhaps you could create images using **www.online-sign.com**)

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2.17 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:

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

- ⇨ **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/WHS 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?

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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...**

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Types of PPE B

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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2.19 Assessment Task

AT2 Workplace OH&S/WHS Procedures

Introduction

For this assessment task you are required to investigate and report on OH&S/WHS procedures for a selected workplace (or a worksite, or specific work environment within a larger workplace). 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 4 main requirements of this tasks are as follows.

1. Plan, organise and complete a safety investigation of a workplace.
2. Investigate a work-related OH&S/WHS problem, issue, risk or hazard in that workplace.
3. Work safely to investigate and report on the OH&S/WHS Procedures (perhaps in a team).
4. Prepare and present a report based on your investigation. Your teacher will advise you of the format and requirements of the report.

Which workplace (or worksite/work environment) will I/we investigate?

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

What workplace safety issues or problems will I/we investigate?

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

- ❑ A specific work-related OH&S/WHS issue occurring in a workplace.
- ❑ A workplace procedure performed by employees or volunteers.
- ❑ A workplace OH&S/WHS induction or training program.
- ❑ The correct use of Personal Protective Equipment (PPE) and training.
- ❑ A workplace safety issue impacting on customers/clients, or on visitors.
- ❑ A work-related injury prevention strategy.
- ❑ An OH&S/WHS audit of a workplace or specific work environment.
- ❑ An OH&S/WHS audit of workplace safety signs and information.
- ❑ Or some other relevant work-related OH&S/WHS issue or problem.

_____

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Workplace Safety Investigation: Planner Task(s) Required and Information/Explanation	Due by/Done
Select team members (if required):	
Choose a workplace (worksite or work environment):	
Select workplace safety issue/procedure(s):	
Organise permissions/contact information:	
Meet with workplace HSR or safety rep:	
Research and outline key OH&S/WHS information:	
Investigate and document relevant safety signs and symbols:	
Select suitable hazard control/risk assessment process to apply:	
Apply hazard control/risk assessment process to the safety issue(s):	
Evaluate the OH&S/WHS safety procedures:	
Make recommendations:	
Prepare your report including relevant images:	

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2.21 Assessment Task

AT2: Workplace OH&S/WHS Procedures - Report

When you have completed your investigation, you will need to produce a report to communicate your findings.

The report should include both written and image-based information. Your final report may take the form of a multimedia presentation.

Your teacher will advise you if you are required to present your report to the class.

In your report you need to address the following information.

1. Workplace and worksite/work environment details.

2. Safety problem/workplace procedure being investigated.

e.g. We are investigating how the warehouse staff unload deliveries from the truck. The unloading procedure involves...

3. Summary of types of OH&S/WHS information that are used.

e.g. 3 main types of OH&S information are a pre-training course, communication with co-workers and safety signs and symbols. For example...

4. Examples and description of safety signs and symbols.

e.g. The warehouse has lots of safety signs all around the work environment. The 5 main ones are....

5. Description of the nature of the specific OH&S/WHS problem (hazard).

e.g. Unloading deliveries can be a manual handling hazard because boxes can be too heavy and palettes might not be correctly packed. For example...

6. Description of the risks that come from the OH&S/WHS problem (hazard).

e.g. Manual handling is one of the most common types of workplace risk and can cause many injuries to different parts of the body. Incorrect lifting can...

7. Description of the hazard control measures used in the workplace.

e.g. At my workplace all workers must be trained in correct lifting methods and in using pallet jacks before they are allowed to work on deliveries. This training involves...

8. Explanation of how the hazard control measures help deal with the risks.

e.g. This manual lifting training means that workers practise and learn how to move heavy and large objects under supervision when they are first employed...

9. Discussion of other things that could be done to help deal with the hazard and reduce the risks.

e.g. Another method to help reduce the hazard could be the use of a lift-truck or even a forklift. This would mean less manual handling which could reduce...

10. Summary of how effectively the workplace is dealing with the issue. Consider the 'Hierarchy of Control'.

e.g. Through my investigation I saw that the training is good; but when the boss is not around the older workers do not do much paired lifting. This makes it hard for new workers who struggle when they lift heavy boxes by themselves...

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Name: **Date:**

Workplace (worksite/work environment):

Task	AT2: Workplace OH&S/WHS Procedures	Re-quired	Due by	Done	Teacher initials
1.	Select and negotiate a **suitable workplace,** or specific worksite/work environment to investigate.				
2.	Identify a range of potential **workplace safety problems** that could be investigated.				
3.	Choose **one main problem** and describe a **safe workplace procedure** that applies in that workplace.				
4.	Make **contact** with relevant **workplace stakeholders** for your investigation. **Interview** a **HSR** or **safety rep.**				
5.	Safely **investigate** a **workplace** to find out more about the problem, OHS/WHS information and safe work procedures. Take images (with permission).				
6.	Safely **model** the **work procedure** under supervision. or **Interview employee** about the safe work procedure.				
7.	**Document** the **hazards, risks, control measures** and other **OH&S information** related to this workplace safety problem/procedure.				
8.	Prepare a **draft report** with **images;** and have this checked by your teacher with **feedback.**				
9.	Prepare and submit your **final report.**				
10.	**Present** this **report** to the class (if required).				

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Additional information:

Signed: _____ Date: _____

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2.23 Self-Reflection

Self-Reflection Pro-Forma

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

→ _____

→ _____

→ _____

How have these work-related skills helped to improve my work readiness?

→ _____

→ _____

How have these work-related skills helped me in other ways?

→ _____

→ _____

How would I rate my performance (use a circle) in developing my work-related skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

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Workplace Safety in Action 3

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Comments:

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3.01 Working Safely

Work-Related Safety Activity

Now that you have developed an introductory understanding of workplace health and safety information, risks, hazards and safe working procedures, you are required to apply your knowledge to plan, organise, do and review a teams-based Work-Related Safety Activity. Your safety activity might relate to varied work-related contexts such as:

- your work placement or work experience
- your own casual or part-time work
- the VET course you are studying
- participation in community and/or volunteer work or programs
- OH&S/WHS requirements for a small team Personal Development Skills activity
- OH&S/WHS requirements for a whole-class WRS or PDS activity
- OH&S/WHS issues in the school environment
- investigation of emergency and/or evacuation procedures, or a general safety issue, in a workplace or worksite (or possibly your school), or
- some other relevant work-related setting that your teacher recommends or approves.

Requirements

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The basic step-by-step requirements of the activity require you to:

- ✓ work safely in a team
- ✓ plan a basic Workplace Safety Activity
- ✓ identify, plan and organise the tasks required as part of the safety activity
- ✓ organise and agree on each team members' roles as part of the activity
- ✓ organise and clearly communicate the responsibilities of each team member
- ✓ safely do the tasks associated with the OH&S/WHS activity
- ✓ review how well your team went at planning, organising and doing the OH&S/WHS activity.

Shown below are some possible OH&S/WHS work-related activities that you and your team might undertake. Your teacher will discuss the suitability of these, and will also introduce other potential ideas for your team, or for the whole class to do.

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PODR - OH&S/WHS activity A

For your teams-based, Work-Related Safety Activity you should follow the PODR Planning Process. This involves four stages: Plan, Organise, Do and Review. This process is explained in much more detail in Section 7; and your teacher will discuss how to apply PODR with you now.

Use this pro-forma to record different task requirements and responsibilities associated with each stage of PODR for your Workplace Safety Activity. Add to this pro-forma as you undertake planning, organising, doing and reviewing as required for this Workplace Safety Activity.

Workplace Safety Activity is:		Team members are:	
Stage	**Tasks required**	**Roles and responsibilities**	**Key dates**
Planning			
Organising			
Doing			
Reviewing			
Other information			

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3.03 Taking Responsibility

Be LASER sharp

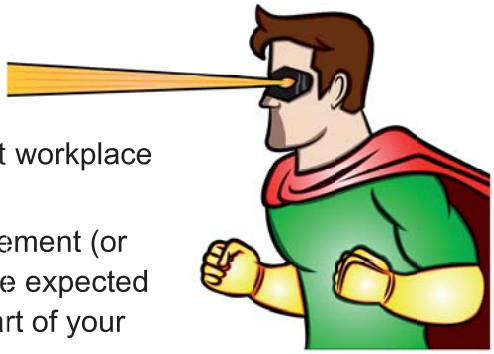

Image: putragin/depositphotos.com

As you know, workplace safety is a shared responsibility. This means that all workplace stakeholders need to be responsible for ensuring that workplace safety is a priority.

If you are a paid employee, or undertaking work placement (or work experience), or even a volunteer worker, you are expected to take on key workplace safety responsibilities as part of your day-to-day work roles and duties.

One way that you can apply this responsibility is to be a **Workplace Safety LASER**. Being a Workplace Safety LASER involves these 5 inter-related responsibilities.

1. You must take responsibility for your workplace safety **Learning**.
2. You must take responsibility for your workplace **Actions** and do these safely.
3. You must take responsibility for the safety of other workplace **Stakeholders**.
4. You must take responsibility for workplace safety in your work **Environment**.
5. You must take responsibility for **Reporting** workplace safety issues.

So form into small groups and have a talk about what young workers, such as yourselves, would have to do to be a responsible **Workplace Safety LASER**.

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A Be LASER sharp

Use examples to outline the types of things a young worker would need to do for each of the 5 LASER responsibilities.

Workplace Safety LASER: Learning
Workplace Safety LASER: Actions
Workplace Safety LASER: Stakeholders
Workplace Safety LASER: Environment
Workplace Safety LASER: Reporting

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Communicating safety information

A vital part of your workplace safety **LASER** responsibilities involves effective communication of workplace safety information. The communication process involves you as a **message 'receiver'** (i.e. through your OH&S/WHS induction and VET training); and as a **message 'sender'** (i.e. as a worker on the lookout for dangers). So as a class have a discussion about how workplace safety information is communicated in workplaces with which you are familiar; (and don't forget to include your experiences as a customer).

Safety information B

1. Describe examples for each of these different types of workplace safety information. (Add two more of your own).
2. Explain how you might use these in a WRS and/or PDS activity.

Safety Information	Workplace Situation	WRS/PDS Activitiy
Safety advice		
Safety symbols		
Safety signs		
Emergency signs		
Operating instructions		
Personal protective equipment		
Safety training		
Safety monitoring		

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3.05 Taking Responsibility

Be on the lookout

As a worker, you are expected to take **responsibility** for your own actions. One of your main areas of responsibility is in relation to workplace safety. You need to undertake appropriate training, use mandated PPE, follow correct safe working procedures, be aware of safety signs and symbols, and clearly understand varied workplace safety information.

So, as a worker you have to step up and ensure that you work safely at all times. This also extends to you being on the **lookout** for potential workplace safety **hazards**. You need to take responsibility to ensure that someone else isn't harmed by your actions, or by the actions of others. This means that you have the responsibility for not only your own safety, but also for the safety of co-workers, customers and clients, contractors, volunteers and other visitors to the worksite.

Of course, as a new worker, you are not expected to be 'in charge' of workplace safety. Nor will you have the authority to tell others what to do. But it is vital that you know how to spot safety issues, who to contact about safety problems, and how to **communicate** your safety concerns.

C Taking responsibility

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1. Consider this situation, and identify the potential safety issues and the workplace stakeholders involved. Add or create another image of your own.

Image: adekvat/ Depositphotos.com

2. Assume it's your first day on the job when you see a safety issue happening. How would you communicate your concerns, and who would you talk to about these?

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Asking questions

When you start working, you are not expected to immediately know or understand everything about your workplace responsibilities. But many young people starting out in workplace situations are reluctant to ask questions - especially about workplace safety.

This can happen because the young worker does not want to appear to be stupid or dumb. But even after participating in induction training, situations will come up where a young worker might not necessarily know or understand the correct safety procedures.

However, if you are a new worker and you don't ask questions, then your boss might think that you already understand workplace safety information, instructions and processes! So that might lead to a situation that could jeopardise the safety of you, your co-workers, your customers and other work-related stakeholders.

If you are not sure, then ask! It's as simple as that!

Image: Monkey Business Images/ Depositphotos.com

Asking questions D

Consider a work-related situation, and describe specific examples that relate to each of these questions. You might need to interview someone in a workplace to find the most appropriate and relevant answers. Add 2 more of your own.

Note: These questions might also relate directly to your own team Workplace Safety Activity that you are planning.

1. Can you please show me the correct way to do (this work task) properly and safely?	*2. Can you please watch me to make sure that I do (this work task) properly and safely?*
3. What do I always need to check and make sure of before I do (this work task)?	*4. What are the things that could go wrong if I don't do (this work task) properly and safely?*
5. What do I do if someone asks me to do something that is unsafe?	*6. What do I do if I see a potential safety hazard, or if something goes wrong?*
7.	*8.*

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3.07 Risks and Hazards

Risk assessment and hazard control

Workers, managers and other work-related stakeholders, including visitors and volunteers, are exposed to workplace hazards on a regular basis.

Each workplace **hazard** (e.g. manual handling of heavy boxes) has an associated **risk** (e.g. it is quite likely that employees will be injured if boxes are too heavy).

The hazard and its associated risk could then result in physical or psychological **harm** (e.g. muscle strains could happen when lifting heavy boxes, especially in the back).

In order to eliminate or **control** this hazard, workers need to follow safe workplace procedures (e.g. appropriate paired-lifting techniques and use of lift-trucks).

So risk assessment and hazard control involves four inter-related elements. These are: **hazard**, **risk**, **harm** and **control**.

Workplaces might have dozens of different risk assessment and hazard controls for varied work-tasks, developed as part of the **ESEAP Hierarchy of Control**.

Image: leremy/ Depositphotos.com

For your team Workplace Safety Activity you are going to have to assess potential risks in order to control workplace hazards.

Your safety activity might be based on investigating, demonstrating, evaluating, or even developing a **risk assessment and hazard control process**. A sample pro-forma is given on p.67, but you should also check out other examples from your own workplace or from a suitable online source.

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A Risks and Hazards

Explain the hazard, risk, harm, and an appropriate control, that apply for these workplace occupations. Add 1 more of your own. (Use workbooks for more space.)

Fish'n'chip shop cook	**Courier driver**
Hazard: *Risk:* *Harm:* *Control:*	*Hazard:* *Risk:* *Harm:* *Control:*
Carpentry apprentice	
Hazard: *Risk:* *Harm:* *Control:*	*Hazard:* *Risk:* *Harm:* *Control:*

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HAZARD CONTROL AND RISK ASSESSMENT PRO-FORMA

Workplace/organisation:

Specific worksite location:

Description of task/activity/process:

Assessed by (& position): **Date:**

Outline the hazard	Identify the risk.	What controls exist?	What is the likelihood of occurrence? (H,M,L)	What is the potential for harm? (H,M,L)	Recommended action for control of hazard	List any training required.	Controlled by whom and by when?		Monitoring by whom and when?	
e.g. Forklifts are used in warehouse.	*Collision with foot traffic*	*Safety line marking*	*M*	*H*	*Hi-vis vests must be worn in warehouse.*	*Refresher training for all staff.*	*MC*	*7/4/20*	*HSR*	*9/4/20*

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3.09 Risks and Hazards

Safety Audit

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

Image: Lisa F. Young/ Photos.com

In order for an OH&S/WHS audit to be effective, the following points needs 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/WHS 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/WHS issues to a supervisor, manager or owner.

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

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B Safety audit

Part A: OH&S/WHS audit

1. Perform an OH&S/WHS 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/WHS risks that relate specifically to this work environment.
4. Draw or photograph 2 OH&S/WHS hazards that are being controlled effectively.
5. Draw or photograph at least 1 OH&S/WHS hazard that could be controlled more effectively.

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

1. Summarise the 5 main OH&S/WHS 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.

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Workplace: _____ **Worksite:** _____

Inspected by: _____ **Date(s):** _____ **Time(s):** _____

➔ **Floors...** ❑ *Coverings free from holes.* ❑ *No spills, waste or rubbish.* ❑ *No stock, boxes or materials on floor.* ❑ _____	➔ **Aisles...** ❑ *Free from clutter and spillages.* ❑ *Proper line-marking and/or traffic signs.* ❑ *Adequate vision and illumination.* ❑ _____
➔ **Noise...** ❑ *Are normal level conversations possible.* ❑ *Noise levels monitored.* ❑ *Appropriate PPE provided.* ❑ _____	➔ **Illumination...** ❑ *Proper lighting for area.* ❑ *Light fittings in good repair.* ❑ *Adequate natural light if required.* ❑ _____
➔ **Workspace...** ❑ *Free from clutter.* ❑ *Benches, desks, chairs correct height.* ❑ *Adequate lighting.* ❑ _____	➔ **Safety equipment...** ❑ *Proper protective equipment available.* ❑ *Equipment in good repair.* ❑ *All employees using PPE.* ❑ _____
➔ **Machinery...** ❑ *Safety cutoffs accessible and working.* ❑ *Proper guards in operation.* ❑ *Adequate lighting for work tasks* ❑ _____	➔ **First-aid...** ❑ *Trained first-aid officer available and known.* ❑ *Equipment clean, maintained and locatable.* ❑ *Emergency procedures known and displayed.* ❑ _____
➔ **Electricals...** ❑ *Appliances tagged.* ❑ *No frayed leads.* ❑ *Appropriate storage of items.* ❑ _____	➔ **Fire...** ❑ *Appropriate extinguishers in place & serviced.* ❑ *Fire exits marked and kept clear.* ❑ *Evacuation procedures known and shown.* ❑ _____
➔ **Other relevant OH&S/WHS issues...** ❑ _____ ❑ _____ ❑ _____	❑ _____ ❑ _____ ❑ _____

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C Assessing risks and hazards

As part of your Workplace Safety Activity, you are required to work in teams to identify and describe workplace safety hazards and assess risks.

In order to do this task effectively, it is likely that you will have to be guided by, talk with, or even formally interview, a workplace safety rep (or HSR).

You should use these pro-formas during, and after, your workplace safety audit to describe more detail. This is a part of a Risk Assessment and Hazard Control Investigation. You could also add other information that relates to specific workplace (or industry) hazards and risks.

Make a start by listing some of the main hazards in the workplace (or work-related situation) you are investigating. Then make sure you complete one of these pro-formas for each of these hazards. (Make copies and enlarge as needed.)

Preview Draft Sample: Do Not Copy

Risk Assessment and Hazard Control Investigation		
Workplace:	Specific worksite/work environment:	
Job/occupation role:	Assessed by:	Date(s):
Describe the hazard.	Outline the risk.	
Explain the potential harm.	Describe suitable controls.	
What is currently being done effectively to deal with the hazard?	What could/should be done to deal more effectively with the hazard?	

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Risk Assessment and Hazard Control Investigation		
Workplace:	Specific worksite/work environment:	
Job/occupation role:	Assessed by:	Date(s):
Describe the hazard.	Outline the risk.	
Explain the potential harm.	Describe suitable controls.	
What is currently being done effectively to deal with the hazard?	What could/should be done to deal more effectively with the hazard?	

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Risk Assessment and Hazard Control Investigation		
Workplace:	Specific worksite/work environment:	
Job/occupation role:	Assessed by:	Date(s):
Describe the hazard.	Outline the risk.	
Explain the potential harm.	Describe suitable controls.	
What is currently being done effectively to deal with the hazard?	What could/should be done to deal more effectively with the hazard?	

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3.13 Emergency Procedures

Emergency procedures

A vital OH&S/WHS 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 (e.g. manufacturing) and some occupations (e.g. 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

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Emergency Procedures

alarm warnings
firefighting equipment
first-aid kits
medical emergencies
first-aid officers
eye wash stations
sprinkler systems
handling suspicious packages
site lockdown
exit signage
emergency communication broadcasts
emergency exits
fire doors
evacuation procedures
evacuation drills
alarms
emergency wardens/deputies
marshalling stations
security staff
people with mobility issues

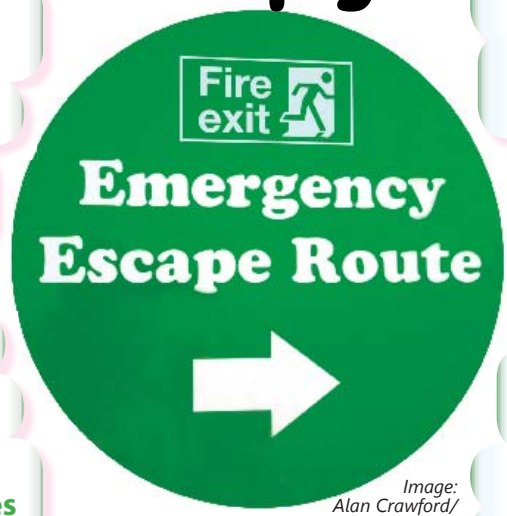

Image: Alan Crawford/ Photos.com

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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.*
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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3.15 Assessment Task

AT3 Workplace Safety Activity

Required:

Undertake a team-based investigation and report into workplace safety for a work setting (or relevant Work-Related Activity).

Part A: Plan, organise and complete a safety investigation

In the first stage you will discuss the benefits of teamwork, form into appropriate groups or teams; and then meet with your teacher (and/or supervisor) to get your investigation plan approved.

Planning and organising right at the beginning will make your investigation run more smoothly down the track. There is lots of information about planning, organising and working in teams, including planning pro-formas, in the Unit 2 sections. Your teacher might go through some of these with you before starting this activity.

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

This is where you do the investigation part of the task. Your teacher will let you know the types of things you need to investigate for this task.

Part C: Work safely in a team

You must plan and organise to make sure that you work safely while doing your investigation. This requires you to get relevant permissions beforehand; and also to identify and follow safety procedures.

Part D: Prepare a report (and if required present this report).

You will need to prepare your findings in a written report. Your teacher will discuss suitable report sections or headings. They will also give you guidelines about format, length and due dates.

And you may have to also prepare a team presentation that summarises your main findings. This is a good way to share information about different work settings.

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Part A: Plan, organise and complete a safety investigation

- ❑ Outline potential benefits of working in a team.
- ❑ Form into suitable teams.
- ❑ Negotiate a suitable workplace or work environment to investigate.
- ❑ Discuss, allocate and write down roles, duties 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).

Record requirements, key dates and other important information here.

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

- ❑ Undertake an OH&S/WHS Audit of a specific work environment (pp.68-9).
- ❑ Meet with an OH&S/WHS rep to discuss your findings.
- ❑ Choose at least 1 work-related task. Outline suitable hazard control procedures for this task. (Include: Training, supervision, personal protective equipment and other relevant safety guidelines.)
- ❑ Identify and explain the purpose of at least 3 OH&S/WHS signs.
- ❑ Describe and illustrate at least 1 more OH&S/WHS sign that could be used in this work environment.
- ❑ Describe a relevant emergency procedure.
- ❑ Explain at least 1 ongoing OH&S/WHS problem for this work environment.
- ❑ Suggest possible solutions to this OH&S/WHS problem.
- ❑ Discuss these solutions with an OH&S/WHS rep, or appropriate supervisor.
- ❑ Describe how effectively the 'ESEAP Hierarchy of Control' is being applied.

Record requirements, key dates and other important information here.

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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 existed as part of your Work-Related Activity.
- ❑ Evaluate your team's performance, and discuss the benefits of working as a team.

Record requirements, key dates and other important information here.

Part D: Prepare a report (and if required present this report).

- ❑ Prepare a report about the safety investigation, and how your team performed.
- ❑ Include at least 1 graphic, and also 1 example (this might be a photo or even a video) that models effective OH&S/WHS in action.
- ❑ Present this report according to your teacher's instructions.

Record requirements, key dates and other important information here.

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3.17 Assessment Task

Name:

Team members:

Workplace/work environment:

AT3: Workplace Safety Activity - Tasks	Re-quired	Due by	Done	Teacher initials
Part A: Plan, organise and complete a safety investigation.				
1 ⇨ Discuss teamwork, and form into suitable teams.				
⇨ Negotiate a suitable work environment to investigate.				
2 ⇨ Allocate team member roles and responsibilities.				
⇨ Discuss your plan and team roles with supervisor.				
Part B: Investigate a work-related OH&S/WHS problem, issue or hazard.				
1 Undertake an OH&S/WHS Audit of a specific work environment.				
2 Interview a safety rep to discuss your findings.				
3 Outline suitable hazard control procedures for work-related task(s).				
4 ⇨ Identify and explain the purpose of safety signs.				
⇨ Describe another OH&S/WHS sign that could be used in this work environment.				
5 Describe a relevant emergency procedure.				
6 ⇨ Explain an ongoing OH&S/WHS issue for this work environment.				
⇨ Suggest possible solutions to this safety issue.				
⇨ Discuss these solutions with an OH&S/WHS rep, HSR or an appropriate supervisor.				
⇨ Describe how effectively the 'ESEAP Hierarchy of Control' is being applied.				
Part C: Work safely in a team.				
⇨ Outline the team's safety procedures.				
⇨ Review and evaluate your team's performance.				
Prepare and present a report.				
⇨ Prepare your report.				
⇨ Present your report.				

Additional information:

Signed: _____ Date: _____

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Employment: Opportunities and Conditions 4

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Comments:

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4.01 Career Pathways

Career pathway

When planning for your future goals it is important to plan your career pathway. A career pathway is a series a 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 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 Quarfoth/ Photos.com

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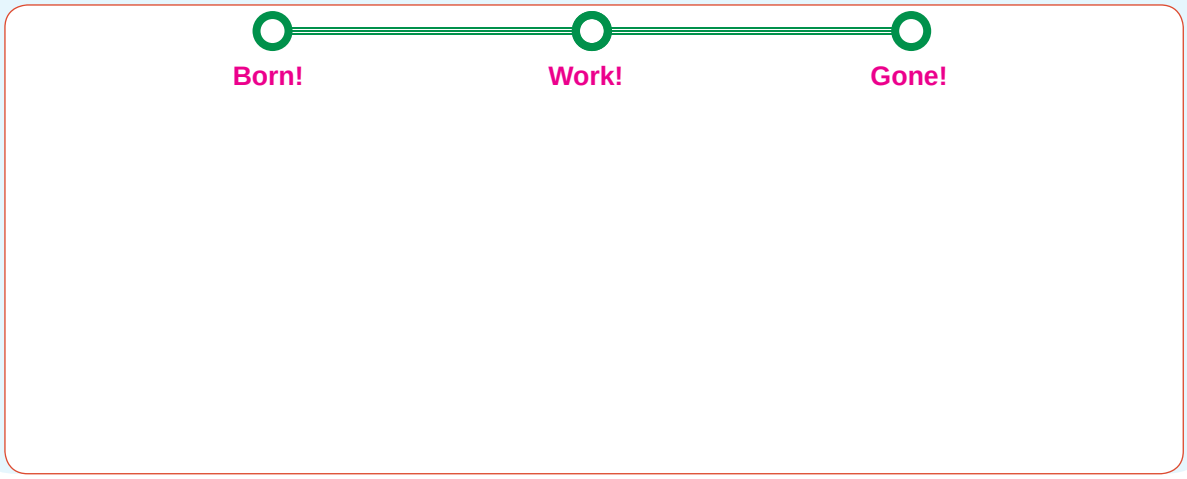
A Career pathway timeline

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!



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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 culture and gives you a sense of belonging in the world.

Self-esteem and respect

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

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Why work? B

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

1. _____

_____

_____

2. _____

_____

_____

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4.03 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 an industry, or across different industries.

Minimum **entry-level standards** can be classified into three different areas.

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

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

Image: George Doyle/ Photos.com

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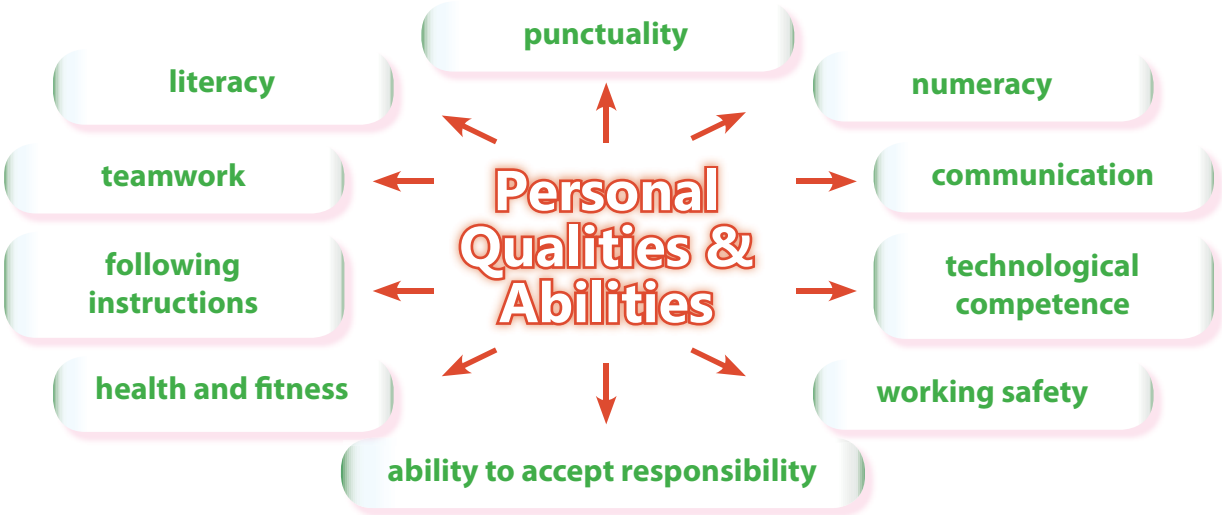
1. Personal qualities and abilities

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, health and fitness, 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. A carpenter will need different numeracy skills than a child-care worker. You can develop these generic or general skills through schooling and structured workplace learning.



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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.

Image: karelnoppe/ Photos.com

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, WACE 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.

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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 through myfuture online at:* **www.myfuture.edu.au** *)*

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4.05 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** (**RTO**).

Image: leaf/iStock/Thinkstock

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 usual involve 3-4 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 type of roles such as an ICT 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 baker or a 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?

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

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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. 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:*
1.	*2.*
3.	*4.*
5.	*6.*
7.	*8.*

Advertised job:

i.

ii.

iii.

iv.

v.

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4.07 Rights and Responsibilities

Rights and responsibilities

A key to your future success is your ability to deal with workplace issues, so that you become an effective member of the workplace. Both you, as an **employee**, and your **employer**, face certain workplace rights and responsibilities. Many workplace rights and responsibilities are set down in **law**.

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

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

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

"How do we find out our rights and responsibilities?"

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Basic employee rights

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

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

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Basic employee responsibilities

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

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

Rights and responsibilities A

Choose a workplace that you are interested in. Interview a key person in that workplace, such as a manger or supervisor, about a particular occupation that matches your career pathway interests. Find out the basic rights and responsibilities that apply for a worker in that occupation. Draft your responses below.

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Workplace:	Occupation:
Interviewee & position:	Date:
Basic worker rights	**Basic worker responsibilities**

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4.09 Basic 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 **awards** and **registered agreements** (sometimes still called EBAs). 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 2020, 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 registered 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. Right to request flexible working arrangements to care for a child under school age, 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 - Match'em A

When you are learning about pay and other workplace conditions, you are going to read and hear a lot of specific work-related terminology that you will need to understand. Your teacher will discuss each of these terms with your class. You are required to match the explanation with the appropriate term.

- ❑ allowance
- ❑ annual leave
- ❑ casual
- ❑ junior
- ❑ full-time
- ❑ National Employment Standards
- ❑ part-time
- ❑ personal (sick) leave
- ❑ pro-rata
- ❑ salary
- ❑ wage

	A rate of pay determined on an hourly basis. Weekly pay is calculated by 'hours worked' multiplied by 'rate of pay'. The rate might also include overtime, penalty rates, casual rates and other loadings.
	A set of 10 minimum workplace employment rights and conditions that apply for all employees working in Australia as a 'safety net'. Part-timers receive pro-rata 'amounts', but casuals usually forego these conditions.
	A work arrangement whereby a worker is employed for a standard working week. This is set at 38 hours per week in Australia; although some industries and occupations may set this as 35 hours/week.
	An 'extra' amount paid to workers for having specific skills, responsibilities or requirements related to their job.
	A way of allocating work conditions for workers who are not full-time. Part-timers receive the same working conditions as full-timers, but on a proportional basis. (i.e. Employed 2.5 days/week = 50%).
	Paid time off that workers earn each year. Normally set at 4 weeks per annum for full-time workers with part-timers given a pro-rata amount (i.e. 0.5 x 2 weeks).
	A rate of pay set on an annual basis. Weekly pay is calculated by 'annual pay' divided by 'number of pay periods'. Many of these types of workers forego overtime, penalties and other loadings.
	A work arrangement whereby a worker is employed for fewer hours than the accepted full-time amount. e.g. 2 days, (or 0.4 or 4 half days).
	A flexible work arrangement whereby a worker is engaged on an at-call basis, without regular set hours. Workers normally receive a higher rate of pay (% loading) but give up leave and other benefits and conditions.
	An employment classification that applies to many workers aged under 21. Lower rates of pay apply for younger workers; and this rate increases annually until they reach 'adult' age.
	A combination of paid and unpaid leave for sickness, caring responsibilities and other special circumstances. The NES sets minimum entitlements of these for workers. Casuals normally forego this for a higher rate of pay.

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4.11 Pay

Pay

One of the most basic work conditions that workers need to know about is their correct rate of pay. Remember that it is your right to receive a fair day's pay for your work. It is a legal responsibly of your employer to ensure that they are paying you at the appropriate and correct pay rate.

We are seeing too many cases of workers, especially younger or casual workers, being underpaid. In some cases this is accidental because the boss hasn't kept up with, or properly checked out, the correct pay rate, or recent changes to pay rates. But in some cases workers are being deliberately ripped off by dodgy employers. And this seems to be happening more and more in workplaces that consider themselves 'hip', 'cool' or 'on trend'.

Image: prettyvectors/ Depositphotos.com

Some of the different types of pay are summarised below. You are most likely to be paid a wage as a younger or new worker. You also have a responsibility to check that you are being paid the correct rate of pay. But how do you do know, and/or how can you find out what is the correct pay?

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Wages

- Wages are income amounts paid for an employee's labour and determined on an hourly basis. e.g $10.75 per hour.
- Wages normally apply in trades, for skilled and semi-skilled employees, and other employees.
- Junior wage rates usually apply to workers aged under 21. e.g. 55% of the adult rate for a 15 year-old.

Salaries

- Salaries are income amounts paid to professionals and 'higher-skilled' or managerial employees.
- Salaries are calculated (but not paid) on a yearly (annual) basis. e.g $52,000 per year.
- Salary workers do not necessarily earn more than wage earners; but many higher-level jobs are paid according to a salary.

Allowances

- Allowances are extra amounts given to employees based on special requirements, specific skills needed, or other duties related to their jobs
- e.g. Uniform allowance, tool allowance, travel allowance, meals allowance (for extended working hours), first-aid allowance, (dangerous) site allowance, etc..

Commission/Retainer

- A commission is an incentive payment usually based on a proportion of sales, fees or revenue, and is often used for people in sales roles.
- A retainer is a base level of payment made in conjunction with a commission. e.g. Retainer $20k pa plus 10% of sales amount achieved (paid monthly).

Payment-in-kind

- Payment-in-kind refers to non-monetary payments given in return for labour. e.g. A caretaker who is employed at an isolated island resort might receive payment-in-kind of accommodation and food in addition to their wages. A nanny might also receive similar payment-in-kind, as well as their wages.

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Pay and conditions A

Finding out your relevant workplace conditions can be quite complex! The easiest way to get help is by calling the **Fair Work Infoline** on **13 13 94** between 8.00am - 5.30pm, 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 about wage and pay rates by interviewing an employer of, or an employee working as, an occupation in a workplace in which you are interested.

Interviewee:	
Workplace:	*Occupation:*
Full-time/part-time or casual?	*How long been working in this job?*
Award name? or Registered Agreement name? or (other?)	
Rates of pay: (Include penalties, casual loadings and junior rates if applicable).	
Superannuation:	*Allowances or bonuses:*
Other pay-related conditions:	

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B Traineeship pay

Hundreds of thousands of young people start their long-term career development by undertaking a traineeship type of Australian Apprenticeship. These are paid according to The National Training Wage and based on the *Miscellaneous Award 2010, Schedule E* which is updated annually.

1. Calculate how much a trainee would earn per hour, and annually.

   To calculate wage per hour you need to divide the weekly wage by 30.4 (and not 38) as a traineeship has a shorter 'working' week - 4 days instead of 5. (e.g. $323.10/30.4 = $10.63).

National Training Wage Pay Rates: 2018/19 According to the Miscellaneous Award 2010, Schedule E			
School Leaver Wage Level A	**...and has completed Year 10**	**...and has completed Year 11**	**...and has completed Year 12**
Just left school	Week: $323.10	Week: $355.80	Week: $423.90
	Hour: $10.63	Hour:	Hour:
	Year: $16,801	Year:	Year:
Plus 1 year out of school	Week: $355.80	Week: $423.90	Week: $493.30
	Hour:	Hour: $13.95	Hour:
	Year:	Year: $22,063	Year:

Preview Draft Sample: Do Not Copy

2. Find out the current rates for this year. Then complete the same type of table in your workbooks or using a spreadsheet.

National Training Wage Pay Rates: According to the Miscellaneous Award 2010, Schedule E			
School Leaver Wage Level A	**...and has completed Year 10**	**...and has completed Year 11**	**...and has completed Year 12**
Just left school	Week: $	Week: $	Week: $
	Hour: $	Hour: $	Hour: $
	Year: $	Year: $	Year: $
Plus 1 year out of school	Week: $	Week: $	Week: $
	Hour: $	Hour: $	Hour: $
	Year: $	Year: $	Year: $

3. As a class, discuss these wage amounts. Do you think they are fair, reasonable and enough? Would you be happy with these rates of pay? Why/why not?

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Apprenticeship pay C

Many young people start their long-term career development by undertaking a 3-4 year 'trade' Australian Apprenticeship. Given below are rough approximations of what non-adult apprentices might earn at different stages of their training.

1. Calculate how much each would earn per hour, per week (38 hours) and per year.

Note: These percentages are only a general guide and are not relevant to all jobs and industries, nor do these include allowances, penalty rates and other conditions.

'Adult' wage	1st year 55%	2nd year 60%	3rd year 80%	4th year 95%
$20	Pay: $11/hour	Pay:	Pay:	Pay:
	Week: $418	Week:	Week:	Week:
	Year: $21,736	Year:	Year:	Year:
$25	Pay:	Pay: $15/hour	Pay:	Pay:
	Week:	Week:	Week:	Week:
	Year:	Year:	Year:	Year:
$30	Pay:	Pay:	Pay: $24/hour	Pay:
	Week:	Week:	Week:	Week: $1,083
	Year:	Year:	Year:	Year:

2. Find out the current wage rates for a 1st year apprentice in an occupation you might be interested in. Who are you going to ask and/or where will you search online? Would you be happy with these rates of pay? Why/why not?

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4.15 Workplace Conditions

Other conditions

Pay is only one of the working conditions that workers are entitled to as part of their conditions of employment. Other workplace conditions include personal (i.e. sick) leave, annual leave, long-service leave, hours of work, RDOs (rostered days off), shift lengths, meal breaks, toilet breaks as well as many other workplace conditions specific to an industry or occupation.

Many of these workplace conditions are set down in law as part of a registered agreement, in an award, or through the minimum set of conditions (NES). Some workplaces offer extra benefits and conditions to their workers - which is good! However, employers cannot offer less than the national minimum standards - that is against the law!

Part-time workers are entitled to these workplace conditions on a pro-rata basis (i.e. in proportion to the amount they work, such as 0.5).

Casual employees normally give up some of these conditions in order to receive a higher base rate of pay; and this is common for many younger workers.

Workers who are building a longer-term career often seek out jobs that have better workplace conditions, rather than simply higher rates of pay. For example, getting an RDO each month might be valued much more by some workers compared to simply being paid an extra dollar an hour.

Some of the most common workplace conditions, in addition to rates of pay, are listed below. Discuss these as a class.

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Other conditions A

Again, finding out your specific other workplace conditions can be very hard! One way to get help is by calling the **Fair Work Infoline** on **13 13 94** between 8.00am - 5.30pm, Mon to Fri. You should do this before starting a new job.

Another way is by asking employers (your boss) and/or employees. Complete the table by interviewing an employer or employee to find out **other conditions** that apply for an occupation in a workplace in which you are interested.

Interviewee:	
Workplace:	*Occupation:*
Full-time/part-time or casual?	*How long been working in this job?*
Award title? or Registered Agreement Title? or other?	
Personal and carer's leave:	*Annual leave:*
Long-service leave:	*Other leave:*
Hours of work:	*Shift lengths and times:*
Break lengths:	*Other condition:*
Other condition:	*Other condition:*

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4.17 Assessment Task

AT4 Employment: Opportunities and Conditions

For this assessment task you are required to complete a number of activities related to the investigation of a selected occupation in a specific workplace.

- ⇨ Your teacher will advise you about which workplace to investigate.
- ⇨ Use the pro-forma below to record your progress.
- ⇨ Your teacher might add other activities to this task.

Occupation and Workplace:

Task	AT4: Employment: Opportunities and Conditions	Re-quired	Due by	Done	Teacher initials
1.	Summarise the key characteristics of a **specific occupation** in a workplace. Include at least 1 graphic or image.	✓			
2.	Outline the key **employee** and **employer rights and responsibilities** related to the **specific occupation** in that workplace.	✓			
3.	Summarise the correct **pay rates** that apply for the **specific occupation** in that workplace.	✓			
4.	Summarise the basic **workplace conditions** of employment that apply to the **specific occupation** in that workplace. *(Or complete 4.12A, p.89)*	✓			
5.	Identify the key **skills, attributes** and **qualifications** required for the **specific occupation** in that workplace.	✓			
6.	Complete an **Occupational Summary** (p.95) for the **specific occupation** using **www.myfuture.edu.au**	✓			
7.	Prepare a diagram that outlines **potential career pathway opportunities** related to the **specific occupation** in that workplace.	✓			
8.	Draft, prepare and present your report on the **specific occupation** in that workplace.	✓			

Additional information:

Signed: _____ Date: _____

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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 course entry requirements):

⇨

Employment opportunities:

⇨

Other relevant information (if applicable):

⇨

Contacts (for your state):

⇨

Related jobs and/or industry:

⇨

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4.19 Self-Reflection

Self-Reflection Pro-Forma

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

→ _____

→ _____

→ _____

How have these work-related skills helped to improve my work readiness?

→ _____

→ _____

How have these work-related skills helped me in other ways?

→ _____

→ _____

How would I rate my performance (use a circle) in developing my work-related skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

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Job-Seeking Skills 5

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5.01 Job-Seeking

Introduction

In this section you will build 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**.

Image: Hamri Mohammed Samir/ Photos.com

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.

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.

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Sources of Jobs

- online employment portals
- online employment advertisements
- professional and personal networks
- work placements and trials
- direct approach/ cold-calling
- local newspapers and/or digital sites
- social media call-outs
- volunteer work opportunities
- *jobactive* (Aust. Government)
- business websites & online applications
- youth-oriented agencies
- employment agencies

Image: lisafx/ Photos.com

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Sources of jobs A

After discussing these sources of jobs as a class, match the correct 'source' from p.98, with the most appropriate description. 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 Skilled 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. **www.adzuna.com.au** , **www.seek.com.au** , **www.careerone.com.au** and **www.jobsearch.gov.au**	
	Increasingly, employers looking to fill casual or lower-level jobs are using their digital network platforms to reach potential applicants.	
	You can use your network contacts developed through working and other more formal experiences. This can also extend to the use of LinkedIn as a tool to build your career.	
	Most 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. This helps you to become more work-ready.	
	Some specialise in Australian Apprenticeships using group training arrangements (such as MEGT), while others might focus on students at risk of not finishing school	
	Local papers might still offer some job opportunities for entry-level workers, but increasingly these types of ads are used mainly for professional, higher-level positions.	
	This is the Commonwealth Government's system of employment agencies that try to find jobs for the unemployed. Start with Centrelink or **www.jobsearch.gov.au** .	

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5.03 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.

Image: denphumi/ Photos.com

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.

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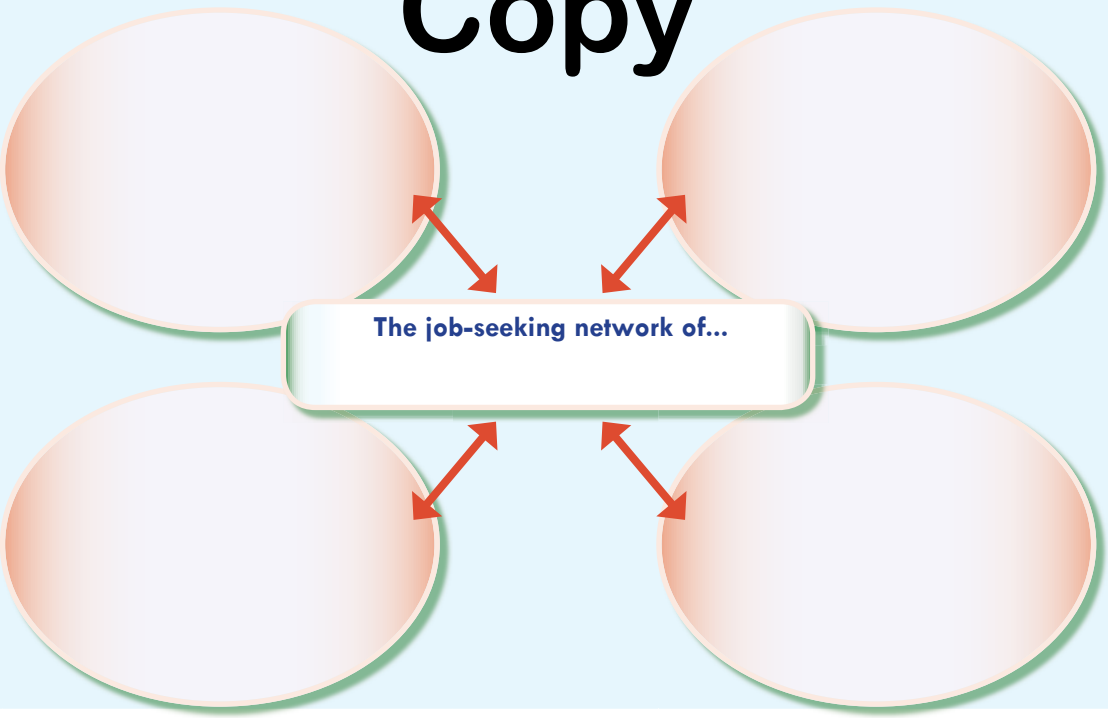
A My network

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



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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 competencies**
- ✓ 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

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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:	Name/location/key people/contact details:
Main services provided:	Main services provided:
Employee and volunteer jobs and tasks:	Employee and volunteer jobs and tasks:

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5.05 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 create 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.

Your teacher is likely to show you a few different job application/cover letter formats.

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?).

WRS SUPER SKILLS

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A Application letter

Use the table below to start collecting 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.

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106 Lumbuk Place,
SPRINGTOWN, VIC, 3523

1a. Your address, note the format!

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

March 24th, 2020

1b. Date of writing the letter.

Ms. Onga Parinka
Owner
Gourmet Scavenger Café
17 Lemtick Avenue
Springtown Heights VIC 3521

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

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 on March 20th, 2020.

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

I am currently undertaking VCAL - 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 part I did 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.

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5.07 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 and units.
4. Other qualifications and 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. Referees: Accurate and suitable.

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When it comes to preparing a good-looking résumé, a computer, and not a tablet, might just be your 'bestie'!

Image: omgimages; Photos.com

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 italics 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.108-9) 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.

Task/activity to be completed	By when?	Done?
1.		❑
2.		❑
3.		❑
4.		❑
5.		❑
6.		❑
7.		❑
8.		❑
9.		❑
10.		❑

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5.09 Sample Résumé

Résumé: Ethelred Johnson, Mar 2020

Ethelred Johnson
215 Fredson Place, Springtown, 3523
DOB: 1/4/2003
P: (03) 9222 1111 M: 0412 0412 0412
ethelred@pmail.com.au

1

Education 2

2020: Springtown College, currently completing VCAL Foundation (Yr 11) and Certificate II in Retail.

VCAL subjects include: 3

- 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.

2016-2019: Completed Years 7-10, Springtown College

Qualifications & Training 4

- Apr 2019: Certificate in Basic First Aid
- Nov 2020: Certificate I in Food Hygiene

Career Ambition 5

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

Employment History 6

Employment

➔ The $3 Shop, 202 Elcheapo St, Mayloika

Position: Retail sales assistant Duration: July 2019 - current

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

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

7

- ➔ 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.

Page 1 of 2

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Résumé: Ethelred Johnson, Mar 2020

Employment History (cont.) 6

Work Experience

➔ The Deject Shop, Springtown Plaza, Springtown Hills.

Position: Retail assistant Duration: June 2019 - 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
- 7 ➔ Using hand pallet jacks
- ➔ Applying safe and effective lifting techniques
- ➔ Organising appropriate product presentation and packaging.

Transferable Skills 8

Leadership

- 2020, Springtown College Peer Support Program for new Year 7 students which involved supporting young students and guiding them through their new environment.
- 2019, coordinated Year 10 small business activity based on baking and selling cakes to raise money for Oxfam.

Clubs

- *Member of Springtown Tennis Club since 2017*

Professional Skills 9

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

Achievements 10

2019, school achievement award for best Small Business Student.

Hobbies/Interests

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

Referees 11

Mr. Ian Knott	Ms. Jay Duty	Mr. P. Enham
VCAL Coordinator	Store Manager	Supervisor
Springtown College	The $3 Shop	The Deject Shop
P: 92222 2222 (BH)	M: 04 1404 1404	P: 4444 4444 (BH)

Page 2 of 2

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5.11 Sample Résumé

Résumé:

1

Education 2

3

Qualifications & Training 4

Career Ambition 5

Employment History 6

Employment

➔

Position: Duration:

Tasks:

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

➔

7

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Page 1 of 2

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Résumé:

Employment History (cont.) 6

➔

Position: Duration:

Tasks:

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

➔

7

Transferable Skills

Leadership

Clubs

Professional Skills 9

Achievements 10

Hobbies/Interests

Referees 11

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5.13 Digital Applications

Check your digits

In the contemporary world of work most people find jobs using digital application processes. This involves a combination or some, or even all, of the following job-seeking requirements.

1. Digital job advertisement sites.
2. Digital 'company' job application portals.
3. Digital networking, as well as direct 'informal' contact, through social media.
4. Digital 'bulk' call-outs through social media.
5. Digital networking megasites where job-seekers upload and 'advertise' their own profiles.

Additionally, nearly all job applicants are required to submit an 'application' formatted and sent using ICT; i.e. job application letters, application templates, résumés, expressions of interest, selection criteria, etc..

So as a class, discuss examples of each these digital job-seeking opportunities that you are, or should, be aware of.

Digital applications

- ❑ Sign up and register on appropriate job-seeking sites and portals.
- ❑ Turn your job-seeking information into digital copies, such as PDFs.
- ❑ Get familiar with online job application portals.
- ❑ Modify your job-seeking information to suit and 'fit' digital job application portals.
- ❑ Don't disclose or share personal information unless you are sure of the person/enterprise.
- ❑ Get support from your Careers Coordinator.

WRS SUPER SKILLS

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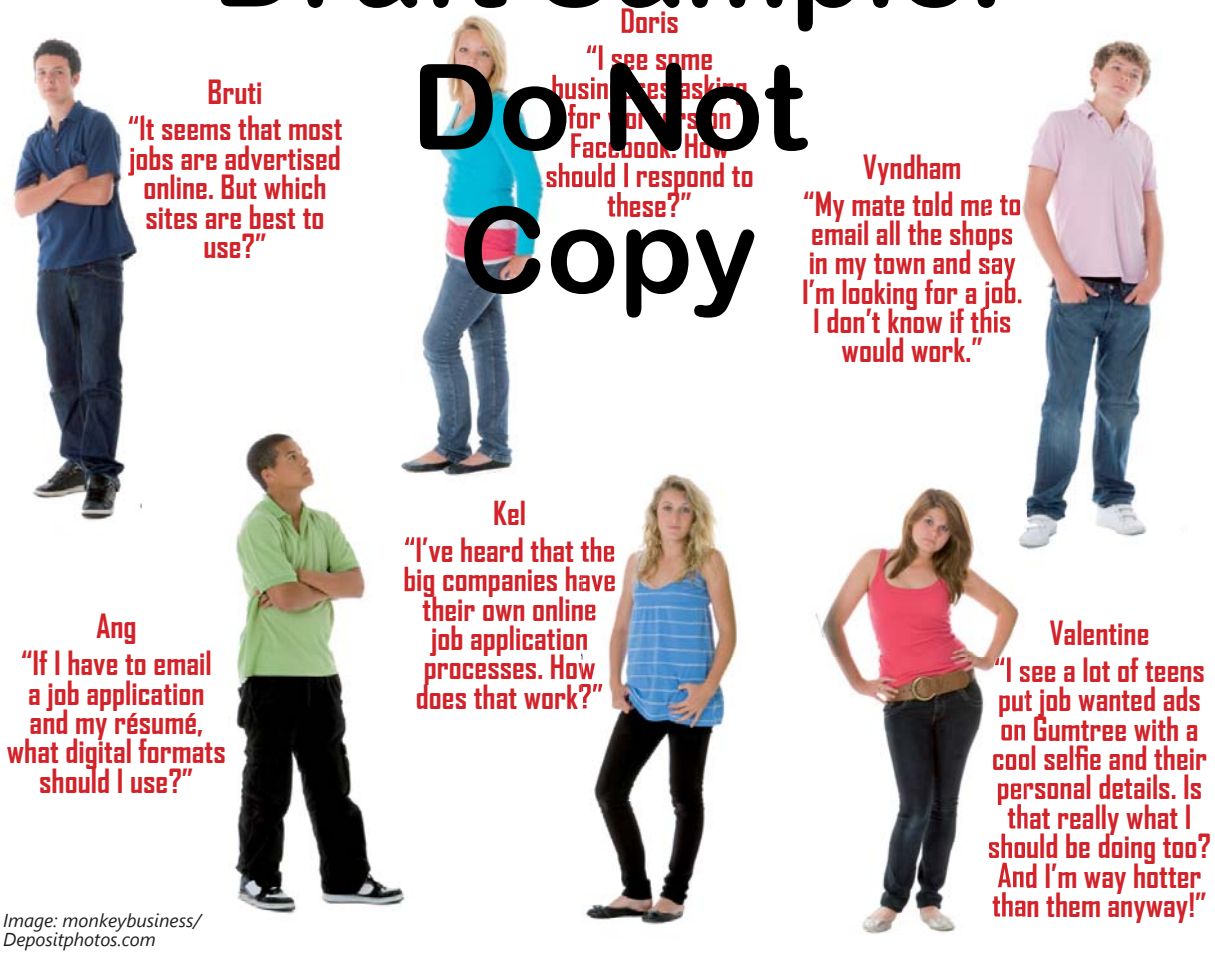

Image: monkeybusiness/ Depositphotos.com

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Digital application A

1. Form into pairs and discuss each of the digital job-seeking 'questions' that these young guys are asking.
   a. How accurate is what each of these are saying? How would you find out?
   b. What advice would you give each of these teens?
   c. What would you do in each of these situations? Why so?

1. Bruti	**2. Doris**
3. Vyndham	**4. Amy**
5. Kel	**6. Valentine**

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2. Turn your pairs into teams of 4. As a team develop a list of 10 digital job-seeking tips you would give young people (and rank these in importance).

Consider online job sites, signing up and registering, youth agencies and support, push notifications, social media, digital networking, employment application portals, digital CVs, digital applications, privacy, online safety, misinformation and JOB SCAMS!

Present your list to the class, and then develop a master list! And of course, follow these tips, don't just be one of the digital millions hoping 'blithely' for a job!

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5.15 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

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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.

Job interview tips

1. Be prepared: Find out about the organisation, the job, work 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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Job interviews A

1. Create answers for the 'common' job interview questions from p.112.
2. Anticipate 5 questions and prepare 5 answers for this job ad.
3. Find your own ad, and develop questions and answers for that.
4. Role play the interview process, swapping the roles of interviewee and interviewer.

Fast food worker - Casual

Reliable, trustworthy energetic person with customer service and/or kitchen skills required for regular weekend work. Good OH&S understanding vital. Some late shifts are required so need access to own transport. Suit local student. Award pay plus benefits. Fliken Chiken, Main Street, Springfield
email: CV & application to boss@flikinchiken.com.au

Common general questions and answers	
1.	2.
3.	4.
5.	

Job: Fliken Chiken	
Q1.	A1.
Q2.	A2.
Q3.	A3.
Q4.	A4.
Q5.	A5.

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5.17 Assessment Task

AT5 Job-Seeking Portfolio

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 your portable device. Describe those most suitable for you.

Due? Done?

3. Prepare a draft application/cover 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 in your field 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 (not a tablet).

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?

10. Other tasks added by your teacher.

Due? Done?

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Unit Self-Reflection Pro-Forma

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

→ _____

→ _____

→ _____

How have these work-related skills helped to improve my work readiness?

→ _____

→ _____

How have these work-related skills helped me in other ways?

→ _____

→ _____

How would I rate my performance (use a circle) in developing my work-related skills over this entire unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

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5.21 Unit 1 Assessment Record

Name: **Teacher:** **Final due date:**

WORK RELATED SKILLS FOUNDATION - UNIT 1 SUMMARY RECORD

LO1: Workplace safety roles and responsibilities.	LO2: Apply safety procedures.	LO3: Team safety activity.	LO4: Employment opportunities and conditions.	LO5: Employment opportunity application.
Your teacher may direct you to list specific tasks that you are required to complete for LO1. List these below.	*Your teacher may direct you to list specific tasks that you are required to complete for LO2. List these below.*	*Your teacher may direct you to list specific tasks that you are required to complete for LO3. List these below.*	*Your teacher may direct you to list specific tasks that you are required to complete for LO4. List these below.*	*Your teacher may direct you to list specific tasks that you are required to complete for LO5. List these below.*
Due date: / Done?	Due date: / Done?	Due date: / Done?	Due date: / Done?	Due date: / Done?
Are all tasks completed for this outcome?	Are all tasks completed for this outcome?	Are all tasks completed for this outcome?	Are all tasks completed for this outcome?	Are all tasks completed for this outcome?
Date:	Date:	Date:	Date:	Date:

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Developing Your Work-Related Skills 6

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6.13 Brainstorming 130
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6.17 Self-Reflection..... 134

Activities 6: Developing Work-Related Skills	p.	Due date/Done?	Comment
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6.04C **My unit requirements**	121		
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6.01 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 OH&S/WHS roles, responsibilities and procedures, researching employment opportunities for a workplace, and undertaking various tasks as part of developing your career pathways portfolio.

In Unit 2 you will have more chance to further develop your own work-related skills by completing one or more simple work-related activities. It is also likely that you might undertake a structured work placement related to your course or VET certificate.

Simple Work-Related Activity

For Unit 2 you are required to demonstrate achievement of a range of learning outcomes by planning, organising and completing one or more team-based work-related activities. This means that 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 as part of a team, investigating a work-related issue or problem
- ⇨ participating in a one-off or ongoing teams-based community or volunteer placement or project
- ⇨ a teams-based, simple 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 skills 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

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- ❑ 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
- ❑ environmental programs
- ❑ 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
- ⇨ World's Greatest Shave
- ⇨ Pink Ribbon
- ⇨ Movember
- ⇨ Live Below the Line
- ⇨ CanTeen
- ⇨ Vision Australia
- ⇨ Zoo Sponsorship
- ⇨ _____
- ⇨ _____
- ⇨ _____
- ❑ school social organisation
- ❑ radio station
- ❑ fashion show
- ❑ school uniform designs
- ❑ visual arts show
- ❑ enterprise activities
- ❑ functions catering
- ❑ small business day
- ❑ ongoing business such as:
- ⇨ school canteen
- ⇨ second-hand books
- ⇨ retail enterprise
- ⇨ catering/breakfasts
- ⇨ 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
- ⇨ ICT/device guides
- ⇨ safety factsheets
- ❑ school functions/expos
- ❑ open-day activities
- ❑ school marketing design
- ❑ sporting competitions
- ❑ raised beds
- ❑ school environment cleanup
- ❑ media/video productions
- ❑ community TV and radio
- ❑ school band
- ❑ music recording
- ❑ dance performances
- ❑ sporting and fitness seminars
- ❑ martial arts displays
- ❑ drama/theatre productions
- ❑ school environmental audits
- ❑ school beautification programs
- ❑ water-saving programs
- ❑ student competitions
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

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6.03 Work-Related Activity

Work-related tasks

As part of your simple Work-Related Activity you might have to:

- safely complete tasks in a work environment
- plan, organise and manage work-related responsibilities and tasks
- complete tasks related to an enterprise activity or community project
- undertake tasks that demonstrate employability skills
- work effectively with others as part of a team
- develop specific work-related competencies on the job
- deal effectively with work-related issues and problems
- collect, analyse and record work-related information
- communicate effectively with stakeholders such as employees, colleagues, customers and others
- safely use technology and equipment
- prepare and deliver a presentation.

Your specific requirements will be set through negotiation with your teacher, 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.119.

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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 teaching program. List some possible ideas.

Tip: Possible activities are listed on p.118. Discuss these as a class and in smaller groups.

_____

_____

_____

_____

_____

_____

_____

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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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6.05 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.

Preview Draft Sample: Do Not Copy

Image: Jaimie Duplas/ iStock/Thinkstock

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.

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 transferred to your work life to 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.

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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 I 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.

Image: AntonioGuillem/ iStock/Thinkstock

Image: Jupiterimages/ Creatas/Thinkstock

Image: Photo Disc/ Digital Vision/Thinkstock

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6.07 Employability Skills

Employability skills

The 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.

A key to developing employability skills is the ability to work effectively with others.

Image: monkeybusiness/ depositphotos.com

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Employability Skills

Planning and 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 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, perservere, 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

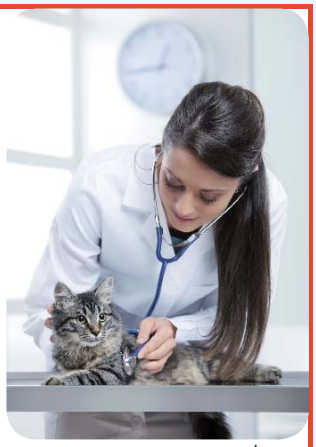

Image: stokkete/iStock/Thinkstock

Image: Goodluz/iStock/Thinkstock

Image: dmitrydesign/iStock/Thinkstock

Preview Draft Sample: Do Not Copy

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

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

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6.09 Core Skills For Work

Core Skills For Work

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

The set of Core Skills For Work is organised into three clusters.

In Cluster 1 the first two skills relate to **Navigate the world of work**.

Clusters 2 & 3, **Interact with others** and **Get the work done**, focus on generic skills that all workers are expected to demonstrate and develop in work-related situations.

Many of these 10 core skills are similar to, or even cross over with, the set of **employability skills**. Therefore these **Core Skills For Work** are also relevant as part of your investigation and development of your own work-related skills.

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Core Skills For Work

Cluster 1 - Navigate the world of work

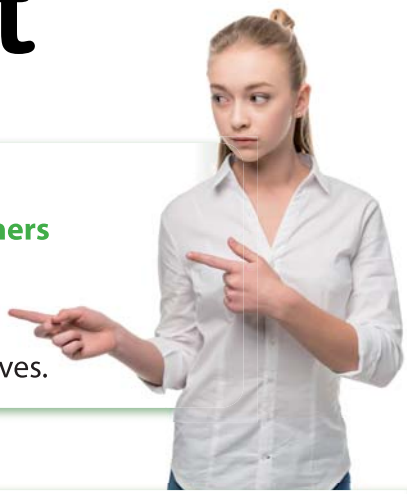
a. Manage career and work life.
b. Work with roles, rights and protocols.

Core Skills For Work

Cluster 2 - Interact with others

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

Image: IgorTishenko/ depositphotos.com



Core Skills For Work

Cluster 3 - Get the work done

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

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Employability and core skills A

Discuss how you might need to demonstrate each of the 8 employability skills as part of planning, organising and doing your Work-Related Activity. Consider how the Core Skills For Work (from Clusters 2&3) might also apply. Remember also that you will normally demonstrate more than one employability skill at the same time (e.g. communicating and team work rely on each other!)

Employability Skill	How could/should we demonstrate this in our Work-Related Activity?
Planning and organising	*(Possibly consider: Objectives, timelines.)*
Teamwork	*(Possibly consider: Roles, responsibilities.)*
Communicatio	*(Possibly consider: Being respectful, use of ICT.)*
Technological	*(Possibly consider: Work-related and communications tech.)*
Learning	*(Possibly consider: Your own skills-gaps, training others.)*
Problem-solving	*(Possibly consider: Safety, conflict.)*
Self-awareness	*(Possibly consider: Strengths and weaknesses.)*
Initiative and enterprise skills	*(Possibly consider: Developing an idea, reviewing performance.)*

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6.11 Industry-Specific Competencies

Industry-specific competencies

Image: Peter M. Fisher/Fuse/Thinkstock

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 developed specialised task knowledge.

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 for 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 and 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 for their specific job tasks.

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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*	

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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 about our activity.*

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6.13 Brainstorming

Brainstorming

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Brainstorming is a problem-solving technique that you can use to help you to move forward when tackling a problem or issue.

With brainstorming, you list whatever thoughts come into your head that you relate to a key concept, issue or problem. 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, issue 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. This can help people come up with new ways of thinking about a concept, issue or problem. This could help you to determine a suitable Work-Related Activity to undertake for this unit.

In team brainstorming situations, the words of other people can drive you, or someone else, to come up with new solutions. When the team 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 to 'see' possible solutions to problems.

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Effective brainstorming

- ☺ Write the key idea large and bold for everyone to see on a poster or whiteboard.
- ☺ Set a short time limit, between 60 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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A Brainstorming

You have 120 seconds to list 12 words/terms associated with the key concept of: '*Work-related issues for young people*'.

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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.)*

Work-related problem:

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6.15 Assessment Task

AT1a Work Related Activity - Employability Skills

For this assessment task you are required to do the following.

1. Describe and explain the **importance** of varied **sets** of **skills,** including **employability skills** for workers.

   Identify the **types** of **employability skills** (and other skills) that would be **needed** to successfully undertake a **Work-Related Activity.**

2. Specifically explain how these **employability skills** (and other skills) should be **applied** as part of the **Work-Related Activity.**

3. Use and **apply** these **employability skills** (and other skills) to successfully **plan, organise, do** and **review** a **Work-Related Activity.**

4. **Evaluate** how effective you (and your team members) were at using and applying **employability skills** (and other skills) for the **Work-Related Activity.**

Note: Your teacher will clarify a definition of 'employability skills' that your class will focus on. At the very least this will include the formal set of **8 employability skills** (pp.124-5) and selections from the **Core Skills for Work** (pp.126-7).

Record any important information about each of these 4 requirements, as well as any other advice from your teacher. This will act as a guide to help you plan your report.

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1. Employability skills General explanation and importance for workers; and for the Work-Related Activity.	**2. Employability skills** Specific explanation related to the Work-Related Activity.
3. Employability skills Use and apply these in the Work-Related Activity.	**4. Employability skills** Evaluate how well you (your team) developed and applied these for the Work-Related Activity.

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Name:

Team members:

Work-Related Activity:

AT1a: Work Related Activity - Employability Skills	Re-quired	Due by	Done	Teacher initials
Form into teams (if required). Details...				
1. Describe and explain the **importance** of varied **sets** of **skills,** including **employability skills** for workers.				
Identify the **types** of **employability skills** (and other skills) that would be **needed** to successfully undertake a **Work-Related Activity**.				
2. Specifically explain how these **employability skills** (and other skills) should be **applied** as part of the **Work-Related Activity**.				
3. Use and **apply** these **employability skills** (and other skills) to successfully **plan organise** and **review** a **Work-Related Activity**.				
4. **Evaluate** how effective you (and your team members) were at using and applying **employability skills** (and other skills) for the **Work-Related Activity**.				

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Additional information:

Signed: _____ Date: _____

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6.17 Self-Reflection

Self-Reflection Pro-Forma

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

→ _____

→ _____

→ _____

How have these work-related skills helped to improve my work readiness?

→ _____

→ _____

How have these work-related skills helped me in other ways?

→ _____

→ _____

How would I rate my performance (use a circle) in developing my work-related skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

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Goal-Setting and Planning

7

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Comments:

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7.01 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 same types of questions that the student below, Angie, is asking herself. So, how do these apply to you?

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What goal do I want to achieve?

How do I want to achieve this goal?

What strengths do I have that might help me to achieve this goal?

What weaknesses do I have that might stop me from achieving this goal?

What skills and abilities do I need to develop to help me achieve this goal?

What resources do I need to access in order to achieve this goal?

Who can help me so that I can achieve my goal?

What sacrifices do I need to make in order to achieve this goal?

Is this a realistically achievable goal for me at this stage of my life?

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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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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?

_____

What will I be doing in 12 months time?

_____

What will I be doing in 2-3 years?

_____

What will I be doing in 6 years?

_____

What will I be doing in 15 years?

_____

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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 the Right Goals - Planner	
GOAL	- What goal do I want to achieve? *I want to complete a simple Work-Related Activity that involves...*
WHY?	- Why do I want to achieve this goal?
STRENGTHS	- What strengths do I currently have that might help me to achieve this goal?
WEAKNESSES	- What weaknesses do I have that might prevent me from achieving this goal?

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Choosing the Right Goals - Planner	
OPPORTUNITIES AND THREATS	- What opportunities and threats exist in the wider world that might impact on my ability to achieve this goal?
LEARN	- What skills do I need to learn and develop to help me achieve this goal?
RESOURCES	- What resources do I need to access in order to achieve this goal?
HELP	- Who can help me achieve this goal?
SACRIFICES	- What sacrifices do I need to make in order to achieve this goal?
REALISTICALLY ACHIEVABLE	- Is this a realistically achievable goal for me at this stage of my life?

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7.05 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 **PODR 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.
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 have to do, just think: Plan-Organise-Do-Review!

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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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Planning A

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 **PODR** to help manage yourself 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?

_____

_____

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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 the estimated time for each smaller goal. Make sure that the tasks are in the correct order.

Task:
1.
2.
3.
4.
5.

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7.07 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**
- **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 and responsibilities
- Training and support
- Team dynamics
- Supervision
- Mentoring
- Motivation
- Stress

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Inputs & equipment management

- Consumables and raw materials
- Ingredients
- Components
- Stock
- Asset management
- Hiring equipment
- Appropriate training
- Workplace safety (OH&S/WHS)

Money management

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

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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 the 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.*
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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7.09 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 time management issues 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.

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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 peoples' availability.
- Rosters should ensure that workers with appropriate skills, training and authority are rostered on where needed, and when 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.

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To-do list A

One of 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:

Image: IvelinRadkov/ iStock/Thinkstock

- ✓ list all of your required tasks,
- ✓ identify any other relevant information that can help you, and
- ✓ 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

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To-Do List A

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*	*back computer*	*-*	*-*	*1*	

Priorities for tomorrow:

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7.11 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 daily 'to do' lists.
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 everything important in writing.
5. Don't tear people off for what they have done wrong...instead show them how to do things right.

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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.*

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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

Image: Ivary /Thinkstock

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 fabric (clothing maker) 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?

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Equipment

Image: Wavebreakmedia Ltd/ Wavebreakmedia/ Thinkstock

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?"

Equipment management

8 Key issues are:

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

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7.13 Budgeting

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 enable 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 and 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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Image: adrian825/istock /Thinkstock

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Cash Budget/Financial Planner							
Name(s): Johnny Moneybags							
Activity: Personal life				*Date(s): August 2020*			
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*
Total Revenue	*580*	*414*	*-166*	*Total Expenditure*	*400*	*460*	*+60*
Forecasted Surplus	*180*			*Forecasted Deficit*			
Actual Surplus				*Actual Deficit*		*-46*	
Variation				*Variation*			*-226*

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Look at the cash budget on p.148 and answer the following questions.

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.

_____

_____

_____

_____

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Cash Budget/Financial Planner

Name(s):

Activity: *Date(s):*

Revenue items	Forecast $	Actual $	Variance	Expenditure items	Forecast $	Actual $	Variance
Total Revenue				**Total Expenditure**			
Forecasted Surplus				*Forecasted Deficit*			
Actual Surplus				*Actual Deficit*			
Variation				*Variation*			

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7.15 Assessment Task

AT1b Planning a BBQ

Introduction

For this assessment task you are required to plan a teams-based, simple 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!

Image: TerricDelayn/iStock/Thinkstock

What do I/we have to do?

The main requirements of this tasks are:

a. Prepare for a Work-Related Activity by collecting and organising relevant information related to the BBQ.

b. Communicate this work-related information about the BBQ to the appropriate stakeholders.

c. Identify workplace issues, including OH&S risks and hazards, related to the activity.

d. Plan and organise the BBQ including a suitable timeline, budget, roster and safety responsibilities.

e. Solve any problems related to planning and organising this BBQ.

f. Work effectively in a team.

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Activity 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* (pp.152-155), and have this checked by your teacher.
3. Review and resubmit this *PODR Planning Pro-forma* if required.
4. Have a team meeting to start organising timelines, rosters, responsibilities, safety and other issues. Who is going to do which tasks and why? Use to-do lists.
5. Determine any materials, consumables, equipment and other inputs needed.
6. 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.
7. Plan strategies to deal with any potential OH&S/WHS problems.
8. 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.

_____

_____

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Name:

Team members:

Activity:

AT1b: Activity Steps/Tasks	Re-quired	Due by	Done	Teacher initials
1. Form into teams. Details...				
2. Do PODR Planning Pro-forma: Team Activity. Details...				
3. Review/resubmit PODR Planning Pro-forma. Details...				
4. Planning meeting re: deadlines, roles & safety. Details...				
5. Determine materials, inputs and equipment. Details...				
6. Prepare budget. Details...				
7. Safety problems and strategies. Details...				
8. Brief report to the class. Details...				

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Additional information:

Signed: _____ Date: _____

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7.17 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 the key goal/objective as part of this activity?

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

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, duties and responsibilities of each person, as part of this activity? (Attach page if needed.)

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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.

Organising (cont.):

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

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

What are the potential safety hazards and risks associated with the activity?

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How will you deal with these safety hazards and risks, and who will have responsibility for each hazard and risk? (Attach page if needed.)

What are other potential workplace issues that exist, and how will you deal with them?

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

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7.19 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.

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 set-up and coordination of the activity?

Who will be responsible for ensuring that safety procedures are appropriately followed. (Attach roster.)

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. (Complete and attach to-do lists.)

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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.

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?

What are the requirements for our presentation about the activity.

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Other:

What other information is important?

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7.21 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:	

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

Any other information that needs to recorded?

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

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Workplace Issues 8

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Comments:

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8.01 Workplace Issues

Workplace issues

When working, employees and managers may have to deal with many workplace issues. Some of those issues are '**people issues**' involving customers and clients (such as complaints), colleagues (such as conflict), and suppliers (such as issues with orders).

More issues might occur as a result of **technology** including **equipment** and **machinery**. These might include cost issues, breakdowns, lack of training, safety, and many more things that could go wrong on a day-to-day basis.

Of course **workplace safety issues** are ever-present, and workers must manage these effectively to control hazards and minimise harm and risk.

It is vital that workers act **proactively** to deal with issues before they become ongoing problems. Things go wrong all the time - that's an issue! But if the same things keep going wrong - then there is a **problem** that needs to be dealt with.

You are also likely to experience a range of similar people issues, technological issues and safety issues as part of planning, organising and doing your **Work-Related Activity**.

They key is to **anticipate** potential issues in the planning and organising stages, **develop strategies** to deal with issues in the organising and doing stages, and **monitor**, **review** and **modify** as part of the doing and reviewing stages. Are you ready for that responsibility?

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Work-Related Issues and Problems

- ensuring employee safety
- developing OH&S/WHS procedures
- ensuring customer/client safety
- communicating effectively
- planning and organising timelines
- taking responsibility
- meeting timelines and deadlines
- allocating roles and responsibilities
- developing work-related skills
- dealing with and managing stress
- ensuring quality of goods and services
- assessing and managing risk
- using equipment effectively
- budgeting and managing finances
- managing money, expenses & revenue
- minimising environmental harm
- managing interpersonal conflict
- using ICT effectively and ethically

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Workplace Issues A

1. Choose some of the issues or problems from p.158 that might occur for your Work-Related Activity. You can add other more specific problems as well.
2. Describe specifically how this might be an issue or problem as part of planning, organising, doing and reviewing your Work-Related Activity.
3. Develop a strategy to deal with this issue or problem; and/or a strategy about how to prevent the issue/problem from happening in the first place.
4. Identify who can assist you (and your team); and how they might be able to help, including feedback and different types of advice.

Start drafting ideas below, but use your work folios to complete this.

Work-related issues/ problems.	Potential WRS Activity issue/problem.	Strategy to deal with WRS Activity issue/ problem.	Who can help? How can they help?
budgeting and managing finances	*Managing the finances for our Great Bake-Off competition so we don't lose money.*	*We are going to need to do a budget for the inputs, prizes and other costs, as well as the entry fees.*	*Our Numeracy teacher can help with the maths, and then the Foods teacher will check that our costs are realistic.*

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8.03 People Issues

People

People are the most important part of all work-related tasks.

People work, and do so with other people, under the guidance of people, to produce goods and/or provide services for people, following the rules, regulations and laws set by people, for all people to follow. Workplaces exist within communities of people, and the people carrying out their day-to-day work tasks have the responsibility to do the right thing by all other people. That's a lot of **people** mentioned there.

Work-related technology is sometimes thought of as more important than people. But technology only exists to serve people. However, many people are becoming a **slave** to technology. But in reality, these people are not a slave to 'technology' (as the technology itself isn't interested in people). More accurately, people become slaves to the people that **make** and **sell** these technologies; as well as to the people that make money from many people using those technologies to buy things! We're back to people again!

So it is important that you can deal with **people issues** in the workplace. These can include issues related to communication, conflict, stress, complaints, quality, service standards, selfishness, different values, exploitation, harm, safety, work/life balance, and many more.

You are also likely to face many of these same types of issues when dealing with different stakeholders as part of planning, organising, doing and reviewing your **Work-Related Activity**. You will face **communication** breakdowns, **conflict**, **stress**, **quality** issues and **complaints**; as well as having to maintain **safety** standards to ensure that people are not put in danger or are harmed. And of course some people will chuck a wobbly if they can't use equipment or technology properly; or if they have to be patient with others, or wait in line for their turn; or even if their sausage isn't perfectly cooked exactly the way they like it.

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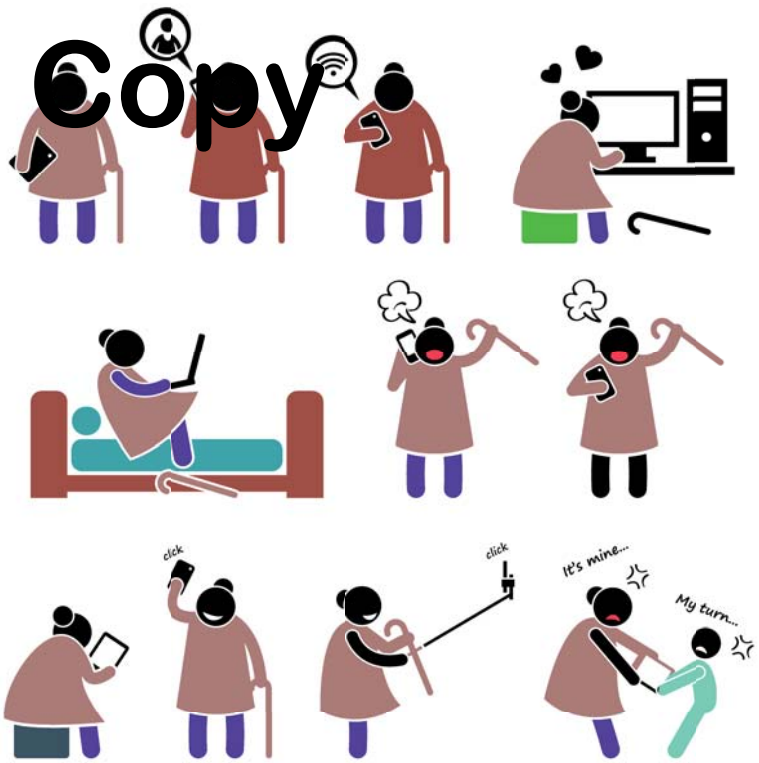
So we can say that workers have to deal with **social issues** relating to people all the time.

Because society - is people - after all.

And workers have to deal with **ethical issues** as well. Because ethics is about how people behave in regards to others, and whether they do the right thing by other people.

And not all people do the right thing by others. Do you?



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Dealing with people A

1. List the different types of people (stakeholders) that your team will have to deal with as part of the Work-Related Activity.
2. Outline any training, supervision or special instructions needed to help your team deal more effectively with any potential people issues.
3. Identify 2 potential **people safety issues** you will need to consider, as part of undertaking your Work-Related Activity.
4. Identify 2 potential **people social issues** you will need to consider, as part of undertaking your Work-Related Activity.
5. Identify 2 potential **people ethical issues** you will need to consider, as part of using ICT and other workplace technology for your Work-Related Activity.
6. Review how well your team went at dealing effectively with varied people.

Types of people (stakeholders) our team will have to deal with...
Training, supervision or special instructions needed...
2 potential safety issues related to people...
2 potential social issues related to people...
2 potential ethical issues related to people...
How can our team review how effectively we dealt with varied people?

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8.05 Technological Issues

Technological issues

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Information and communications technologies, and other work-related technologies, are vital tools 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.

However, there are a number of issues surrounding the use of workplace technology. Different stakeholders have varied viewpoints about these issues. For example, there are technological 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 use technologies effectively, safely and collaboratively. This means that it is your responsibility to be aware of any likely issues that might arise from your use of these work-related and communications technologies.

You will need to consider **ethical issues** such as the use of other people's information, as well as personal and commercial privacy issues.

You also have to consider **social issues** including appropriate use of social media, as well as team communication issues, such as using technology in a way that enables your team members and/or colleagues to communicate effectively with each other.

As part of the planning of your Work-Related Activity, you should identify how to minimise any social harm associated with using work-related technologies. You should also plan and organise to make sure that these technologies are used in a safe, responsible and ethical manner.

Some key technological issues for you to consider and discuss, are listed below.

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Using technology: Social issues

- Safety of workers
- Safety of customers/clients
- Impact on customer service
- Impact on quality
- Access to technology
- Recycling/reusing
- Consumption of power
- Disposal of waste
- Noise pollution
- Worker training
- Work/life balance

Using technology: Ethical issues

- Sharing of information
- Individual privacy
- Online posting of photos
- Protecting minors online
- Client confidentiality
- Job replacement
- Cost versus functionality
- Exploitation of overseas labour
- Plagiarism
- Copyright violations
- Work/life balance

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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 for 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 used this ICT and workplace technology?

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8.07 Workplace Safety Issues

Safety risks

As you have learned throughout the year, workplace safety is one of the key issues facing workers, managers, owners, customer/clients, suppliers and other work-related stakeholders. Hazards and their associated risks are an ongoing and ever-present workplace issue.

The development of safe work procedures doesn't happen by accident. Different people have to work together to ensure that workplace safety is a priority. This collaboration is part of a shared responsibility.

When you are planning, organising, doing and reviewing your own Work-Related Activity, you have the responsibility to ensure that you and your team is working in a safe manner. This means you need to be aware of hazards and risks that might impact on people, and cause physical, mental and/or emotional harm.

So it is vital that you include a risk assessment process as part of your Work-Related Activity. Your teacher might provide you with a specific risk assessment pro-forma based on your school's own policies.

Alternatively, if your Work-Related Activity has a workplace focus, your employer or supervisor might be able to supply you with a relevant pro-forma from their workplace.

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A Safety brainstorm

Brainstorm a list of words about potential safety issues for your Work-Related Activity.

Work-Related Activity: Potential Safety Issues

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Risk assessment B

Undertake a risk assessment for potential workplace safety issues and problems that might occur for your Work-Related Activity. You should focus on both general and specific safety issues related to your Work-Related Activity. Think carefully about potential 'people safety' issues and 'technological (and equipment) safety' issues.

Your teacher will give you guidance, support and feedback, and may even supply you with a specific pro-forma to use.

HAZARD CONTROL AND RISK ASSESSMENT PRO-FORMA

Workplace/organisation:	Specific worksite location:
Description of task/activity/process:	
Assessed by (& position):	Date:

Outline the hazard	Identify the risk.	What controls exist?	What is the likelihood of occurrence? (H,M,L)	What is the potential for harm? (H,M,L)	Action needed to control hazard.	List any training required.	Controlled by whom; and by when?		Monitored by whom; and by when?	
e.g. Gas bottle being exposed to naked flame.	*Fire, explosion.*	*BBQ has a gas bottle storage location.*	*M*	*H*	*Bottle located safely, then connected properly.*	*Ms Johns will do a safety run-through*	*Phil OHS rep.*	*At set-up & then ongoing.*	*Ms Johns*	*Will check set-up.*

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8.09 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 you could 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 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** (see pp.130-131)
2. **Drilling-down**
3. **IASM problem-solving process**.

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.

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Potential Work-Related Problems

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Work-related problems A

1. For each of the 3 categories in the table, list 2 problems that you might have to deal in a workplace situation, and/or, as part of your Work-Related Activity.

Work-related problems...		
...related to employees *e.g. I don't know the roles of other staff members, so I don't know who to ask for help.*	**...related to customers and clients.** *e.g. Customers have to wait too long for service at the deli counter.*	**...to do with equipment/ technology.** *e.g. I can never find the pallet jacks to move heavy pallets.*
1.	1.	1.
2.	2.	2.

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2. Draw, or role play, a scenario that illustrates a common work-related problem.

Draft some ideas here:

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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 makes complex problems easier to solve.

Image: YuliyaSemakova/ iStock/Thinkstock

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 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.

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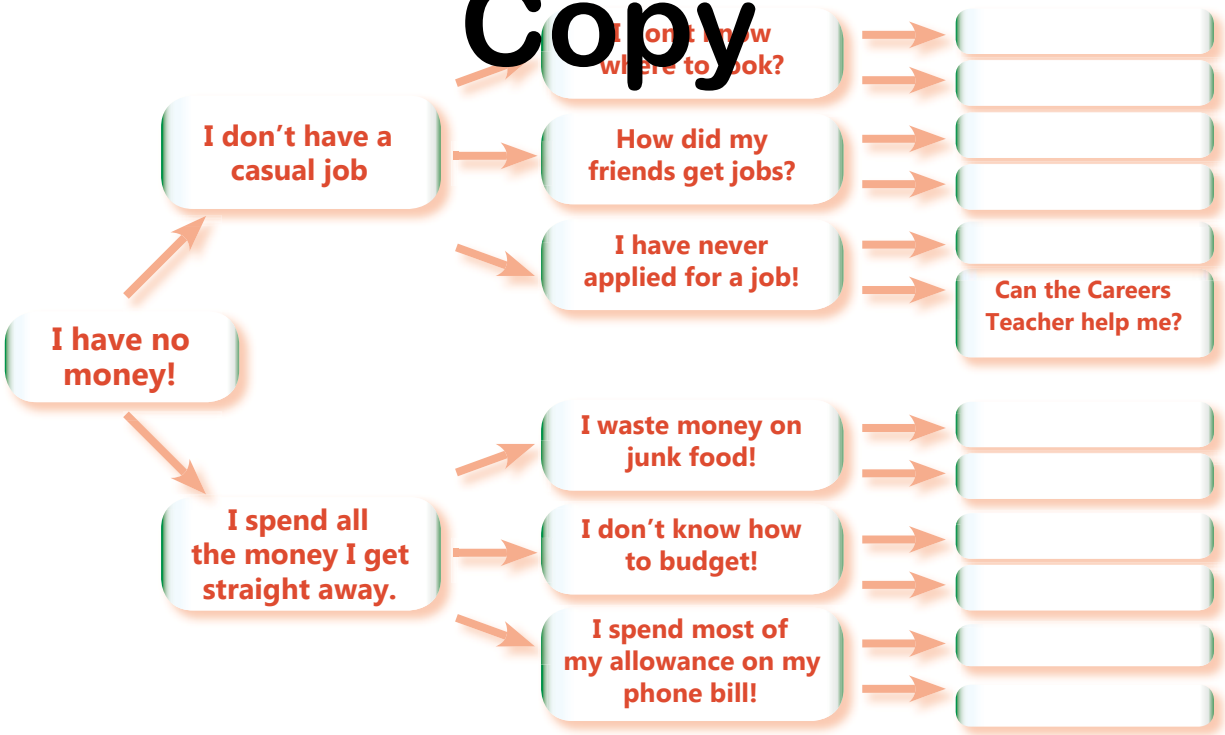

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Drilling-down in action A

1. In your work folios, complete the right hand side for the problem on p.168.
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.

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Work-Related Problem?

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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 IASM 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 cause/fact

- ⇨ 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' (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.

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IASM in action A

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.)

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8.15 Assessment Task

AT2 Dealing with Workplace Issues

For this assessment task you are required to develop an action plan to deal with workplace issues (or problems).

The focus of the **issues** (or **problems)** might be directly related to planning, organising, doing and reviewing a **Work-Related Activity.**

Alternatively, the focus of the **issues** (or **problems)** might be related to a workplace situation, and based on a **work placement, work experience, volunteer** or **community placement;** or even your paid **employment.**

Your teacher will explain the requirements of this assessment task for your class, so record any important information in the planner below.

What is the focus? What are the key dates?
(i.e. Work-Related Activity, work placement, volunteer/community setting, employment, other?)

1. What are the main risks?
*(i.e. Undertake a **risk assessment** about **work task safety** issues, **people safety** issues, **technology and equipment safety** issues, etc.)*

2. What issues and problems exist and/or might occur?
*(i.e. Describe potential **issues** and **problems** related to both **physical** and **mental** **risks**, as well as **mental/emotional hazards** and **risks**.*

3. Explain and apply solutions to help deal with these issues and problems.
*(i.e. Describe **safe task work procedures**, **strategies** to deal with **people problems,** and other possible **problem-solving techniques** and **tools** that can be applied.*

4. Identify and apply ways to responsibly use technology.
*(i.e. Consider how to use technology, including ICT, **ethically** and in a **socially responsible** way.)*

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Name: **Dates:**

Workplace issues focus:

Task	AT2: Dealing with Workplace Issues - Activities	Re-quired	Due by	Done	Teacher initials
	Negotiate the **focus area** to be investigated with your teacher. Get approval to start your investigation.	✓			
1.	**Outline the main risks and safety issues related to:**				
	- Work tasks	✓			
	- People	✓			
	- Technology and equipment	✓			
	- Other	✓			
	Conduct a **safety risk assessment.**	✓			
	Submit safety risk assessment for review and feedback.				
2.	**Describe other possible issues (and problems).**				
	- Physical hazards and risks.	✓			
	- Mental/emotional hazards and risks.	✓			
	- Other hazards and risks.				
3.	**Develop and apply solutions to deal with safety issues (and other problems).**				
	- Solution(s) to ensure safe work task procedures.	✓			
	- Solution(s) to deal with people issues (and problems).	✓			
	- Solution(s) to deal with other issues (and problems).	✓			
	Describe and apply problem-solving techniques.				
4.	**Identify how to use technology responsibly, and apply this.**				
	- Social issues related to using technology responsibly.	✓			
	- Ethical issues related to using technology responsibly.	✓			
⇨	**Prepare a draft report; and get feedback.**	✓			
⇨	**Complete and submit final report.**	✓			
⇨	**Present a report to the class (if required by teacher).**				

Additional information:

Signed: _____ Date: _____

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8.17 Self-Reflection

Self-Reflection Pro-Forma

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

→ _____

→ _____

→ _____

How have these work-related skills helped to improve my work readiness?

→ _____

→ _____

How have these work-related skills helped me in other ways?

→ _____

→ _____

How would I rate my performance (use a circle) in developing my work-related skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

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Interpersonal, Team and Communication Skills 9

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9.01 Effective Teamwork

Introduction

One of the most important work-related skills to have is the ability to work as an effective member of a team. As part of this unit you are expected to plan, organise and manage a simple 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.

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Team-Related Outcomes

- Developing interpersonal skills.
- Communicating with colleagues.
- Negotiating workplace roles and tasks
- Dealing with customers and clients.
- Getting or giving feedback, help or advice.
- Learning new skills and abilities.
- Using ICT devices effectively.
- Developing cross-cultural communication.
- Planning and organising tasks and people.
- Setting goals and making decisions.
- Solving work-related problems.
- Dealing with work stress and conflict.

Image: buchachon/iStock/Thinkstock

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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

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Image: monkeybusinessimages/istock/Thinkstock

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9.03 Multiple Intelligences

Multiple intelligences

Image: George Doyle/Stockbyte/ Thinkstock

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 use your use of a specific strength 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?

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Multiple Intelligences

Interpersonal
Are you good dealing with other people?

Intrapersonal
Are you good at managing yourself?

Verbal-Linguistic
Are you good using words and languages?

Musical-Rhythmic
Are you good with music, rhythms and sounds?

Image: kurga/iStock/Thinkstock

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

Naturalistic
Are you good in out-door environments in the natural world?

Bodily-Kinesthetic
Are you good at physically using your body and hands?

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

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My 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.	1.
2.	2.
3.	3.

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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* _____
2. *musician* _____
3. *park ranger* _____
4. *architect* _____
5. *social worker* _____
6. *ICT programmer* _____
7. *author* _____
8. *entrepreneur* _____

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9.05 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

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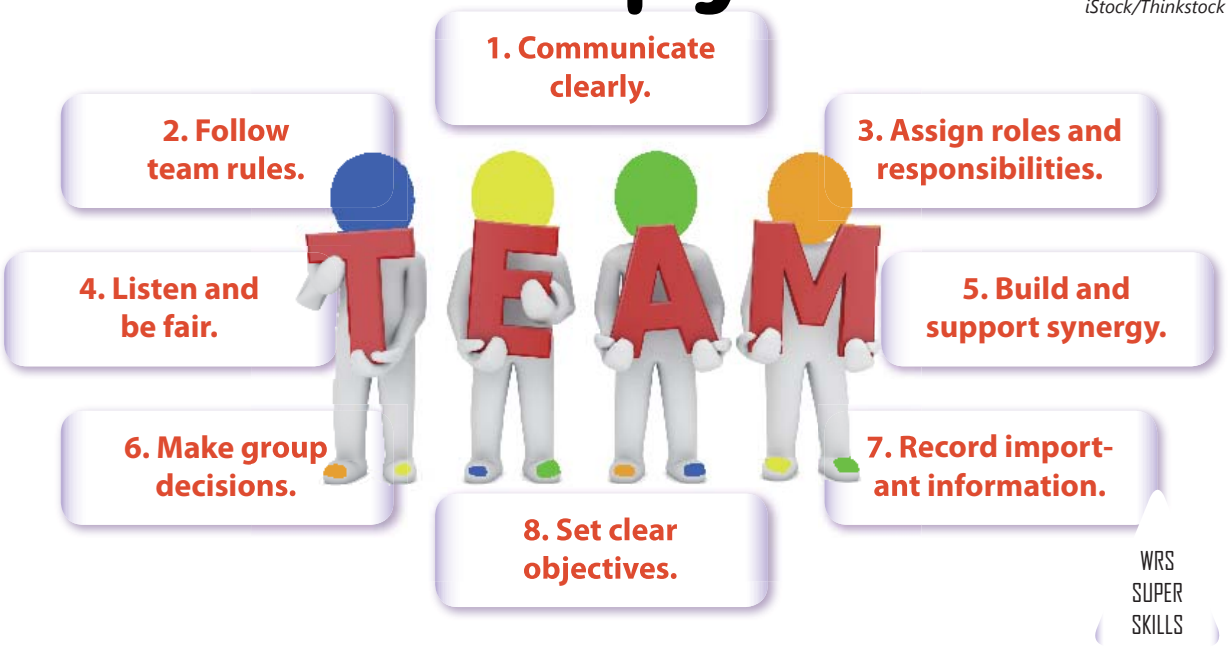
8 Tips For Effective Teams

Image: Adapted from Boygovideo/iStock/Thinkstock



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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.180, 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. Share 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.

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9.07 Working in Teams

Team skills

As you have seen, teamwork is a fundamental **employability skill** expected from all workers. All workplaces consist of teams of people working together. Whether you are working in paid employment, undertaking a work placement or participating in volunteer and community activities, you need to develop **applied team skills** for varied work situations.

You will develop your ability to function as an effective member of a team through your Work-Related Activity. As part of your activity you will need to **communicate**, plan and organise, allocate roles and responsibilities, make decisions, deal with issues and problems, as well as work with others to complete specific task roles.

Effective teamwork relies on the development and demonstration of **interpersonal skills**. You can also develop these as **social competencies** outside of work-related situations. Then you can **transfer** these competencies to the workplace.

So as a class, brainstorm a list of key words that drive and support effective teamwork for your Work-Related Activity. Then list these in the diagram below.

Effective Teamwork Involves...

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Image: Klektadarya/ depositphotos.com

B Our team rules

Come up with a list of team rules to manage how you and your team members will work effectively together. Consider the 8 tips for effective teams, team members' multiple intelligences, team roles (including leadership), as well as the specific roles and responsibilities related to your Work-Related Activity.

Some categories are given on p.183 to guide you, but you can also create rules that are more relevant for your own team's Work-Related Activity.

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Our team rules.	
How will we communicate?	How often will we meet?
How will we record information?	How will we allocate roles & responsibilities?
How will we make decisions?	How will we choose a leader?
How will we solve problems?	How will we deal with conflict?
How will we cover for absences?	How will we use ICT?

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9.09 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, as 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 understanding this information?
4. **how** to best **use** this information?

Image: barbecue/ iStock/Thinkstock

Work-Related Information

- 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 and equipment?
- Are you able to communicate effectively with other employees?
- Do you have the answers to help customers get what they need?
- Do you know the legal rules and responsibilities?
- Do you know the right training for an entry-level position?
- Do you know where to find the best suppliers?
- Do you know who you can 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?

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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 and owners

- *Instructions about which tasks to do next.*
-
-
-
-
-

Other employees

- *Posting rosters for all staff to see.*
-
-
-
-

Suppliers and contractors

- *Questions about delivery times.*
-
-
-
-

Other

-
-
-
-
-

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9.11 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.
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.
List any instructions or legal requirements that form part of the information.
Discuss whether this information is easy to understand.
List any other relevant information.

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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 situation.
2. Complete the table below by describing how to do this work task.

Work task:

Describe how to do the task properly.

Describe how this task requires teamwork.

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

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9.13 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 the best car in the world")
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.)

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

Image: Creatas/ Creatas/Thinkstock

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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?

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*	*14*	*21.56DR*
O. O. R. Eilly & Daughters	*36*	*2*	*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?

6. What does '*No. of days*' mean?

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

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

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

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

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9.15 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.**

So you always need to clearly identify from where, or from whom, the message is originating; as well as from where, or to whom the message is 'going'; and of course, what would be the best 'form' for the message to 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 DMs
- ⇨ **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.

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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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Communication methods A

Match the description of communication methods to the appropriate description in the table. 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 employer without any prior invitation.		
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.	**edict**	
A written form of communication, which is still very important as a legal and professional document.		
A web hosting site allowing users to post videos.		

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- ☐ *advertising*
- ☐ *cold-call*
- ☐ *conference*
- ☐ *CUCME*
- ☑ *edict*
- ☐ *education*
- ☐ *e-journal*
- ☐ *email*
- ☐ *Facebook*
- ☐ *fax*
- ☐ *instruction*
- ☐ *internet*
- ☐ *letter*
- ☐ *meeting*
- ☐ *message*
- ☐ *non-verbal*
- ☐ *order*
- ☐ *telephone*
- ☐ *text*
- ☐ *understand*
- ☐ *verbal*
- ☐ *Youtube*

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9.17 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 be effective when clear instructions or guidelines are needed. At work, quick decisions are often better supported 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 in your work placement or for a 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.193 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!

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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?)

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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.**

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.

6. **Eliminate** '**noise**' and **distractions,** including over-communicating.

7. **Follow up** to ensure the message has been received and understood!

8. Allow **questioning** and modification if required.

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C Workplace safety communication

Communication is a vital employability skill in the workplace. Communication of workplace safety information has to be responsible, relevant, timely and accurate.

a. Reflect on your workplace experiences this year. What were the methods of workplace safety communication at your **workplace**(s). Were they formal or informal; and/or through training? How did you 'learn' information? When did you have to 'warn' others? Complete this table about your work experiences.

Workplace Safety Commuication.	Example from workplace(s).	How was the information communicated?	How effective was this communication?
Instructions for safe work procedures.			
The meaning of safety warning signs.			
How to use PPE properly.			
Emergency procedures.			
Customer/client care.			
Dangerous and prohibited tasks and actions.			
(Your choice)			

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It is vital that you learn, develop, apply and monitor safe work procedures as part of your Work-Related Activities.

b. Reflect on your experiences in the **work-related activities** this year. What were the methods of workplace safety communication that you and your team used? Were these formal or informal? Did you have to undertake any specific training? How did you 'learn' information? When did you have to 'warn' others? Complete this table about those experiences in work-related activities.

Workplace Safety Commuication.	Example from Work-Related Activities.	How was the information communicated?	How effective was your communication?
Instructions for safe work procedures.			
Allocation of roles and responsibilities to team members.			
The use of safety and warning signs.			
How to use PPE properly.			
Understanding and development of emergency procedures.			
Issues related to customer/ client care.			
Understanding of dangerous and prohibited tasks and actions.			
(Your choice)			
(Your choice)			

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9.21 Presentation Skills

Giving a presentation

As part of planning, organising and managing your Work-Related Activity for this unit, you are going 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.

When making a presentation you need to plan carefully. You should also consider what you wear. Try to dress professionally, unlike the group making their presentation above!

Image: AdamGregor/ iStock/Thinkstock

Listed below are a number of do's and don't's 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.

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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!

- × Don't use fancy transitions or distracting animations.
- × Don't use fancy fonts.
- × Don't use text that is too small or crowded.
- × Don't talk to the screen.
- × Don't just read out what is on the slides.
- × Don't jump from slide to slide too quickly or too slowly.
- × Don't 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.

WRS SUPER SKILLS

WORK RELATED SKILLS FOUNDATION 2ed. - FOR VCAL AND APPLIED LEARNING
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Work-Related Activity - Presentation AT4

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.

Topic:

Team Members:

AT4: Work-Related Activity - Presentation	Re-quired	Due by	Done	Teacher initials
1. Determine topic, deadlines and other task information.	✓			
2. Complete relevant research to get your information together for the presentation.	✓			
3. Complete an 8-step Communication Planner.	✓			
4. Determine roles and responsibilities, prepare your presentation, and do a timed practice-run.	✓			
5. Give presentation to the appropriate audience.	✓			
6. Other?				

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Additional information:

Signed: _____ Date: _____

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9.23 Reviewing Performance

A Performance review - Self

You need to complete a performance review for **yourself** in relation to **your effectiveness** as part of the teams-based Work-Related Activity. (Add 2 more.)

Work-Related Activity: _____

Name(s): _____ Date: _____

Work-Related Activity Task	Strengths	Weaknesses	Strategies for improvement
My effectiveness at planning and organising the Work-Related Activity.			
My effectiveness at doing the Work-Related Activity.			
My effectiveness at solving problems and issues as part of the Work-Related Activity.			
My contribution to our team during the Work-Related Activity.			
How well I used technology for the Work-Related Activity.			
My own development of employability skills as part of the Work-Related Activity.			

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Performance review - Team B

Complete a performance review for your **team** in relation to **team members' effectiveness** as part of the teams-based Work-Related Activity. (Add 2 more.)

Work-Related Activity: _____

Name(s): _____ Date: _____

Work-Related Activity Task	Strengths	Weaknesses	Strategies for improvement
Our team's effectiveness in planning and organising the Work-Related Activity.			
Our team's effectiveness in doing the Work-Related Activity.			
Our team's effectiveness at solving problems and issues from the Work-Related Activity.			
The group cohesion of our team during the Work-Related Activity.			
How well we used technology as part of the Work-Related Activity.			
Our team's development of employability skills as part of the Work-Related Activity.			

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9.25 Assessment Task

AT3 Work-Related Activity

Introduction

For this assessment task, you are required to plan, organise and manage a teams-based, Work-Related Activity. The aim of this assessment task is for you to work safely as an effective member of a team to complete your 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.119, or an appropriate activity related to a work placement or VET course.

The Work-Related Activity is:

_____

Our team is:

_____

What do I/we have to do?

The 4 main requirements of this task (supported by effective communication) are to:

a. Plan, organise, manage, do and review a simple Work-Related Activity.

b. Solve problems related to a simple Work-Related Activity.

c. Work effectively and safely in a team as part of a simple Work-Related Activity.

d. Use technology responsibly for this simple Work-Related Activity.

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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. (pp.152-155)
3. Review and re-submit 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 your 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.

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Name:

Team members:

Work-Related Activity:

AT3: Work-Related Activity - Tasks/Steps	Re-quired	Due by	Done	Teacher initials
1/2 Form into teams, PODR Planning Pro-forma. Details:				
3 Review/resubmit PODR Planning Pro-forma. Details:				
4 Planning meeting re: deadlines and roles. Details:				
5 Determine materials, inputs and equipment. Details:				
6 Prepare budget. Details:				
7 Plan strategies to deal with potential problems. Details:				
8 Plan for responsible use of ICT/digital technology. Details:				
9 Brief report to the class. Details:				
10 Organise the Work-Related Activity. Details:				
11 Undertake the activity. Details:				
12 Review effectiveness of team performance. Details:				
13 Present final report to the class. Details:				

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Additional information:

Signed: _____ Date: _____

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9.27 Review: 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 and organise					
ii. Manage time					
iii. Work safely					
iv. Demonstrate task skills					
v. Negotiate work tasks and roles					
vi. Communicate information					
vii. Solve problems					
viii. Use technology appropriately					
ix. Contribute to the team					

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: _____

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Unit Self-Reflection Pro-Forma

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

→ _____

→ _____

→ _____

How have these work-related skills helped to improve my work readiness?

→ _____

→ _____

How have these work-related skills helped me in other ways?

→ _____

→ _____

How would I rate my performance (use a circle) in developing my work-related skills over this entire unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

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9.29 Unit 2 Assessment Record

Name: **Teacher:** **Final due date:**

WORK RELATED SKILLS FOUNDATION - UNIT 2 SUMMARY RECORD

LO1: Plan and organise WRS Team Activity.	LO2: Employability skills.	LO3: Workplace issues re: WRS Activity	LO4: Undertake WRS Team Activity	LO5: Review WRS Activity	LO6: Presentation re: WRS Activity
Your teacher may direct you to list specific tasks that you are required to complete for LO1. List these below.	*Your teacher may direct you to list specific tasks that you are required to complete for LO2. List these below.*	*Your teacher may direct you to list specific tasks that you are required to complete for LO3. List these below.*	*Your teacher may direct you to list specific tasks that you are required to complete for LO4. List these below.*	*Your teacher may direct you to list specific tasks that you are required to complete for LO5. List these below.*	*Your teacher may direct you to list specific tasks that you are required to complete for LO6. List these below.*
Due date:	*Due date:*	*Due date:*		*Due date:*	*Due date:*
Done?	*Done?*	*Done?*		*Done?*	*Done?*