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WACE: Career and Enterprise (exp. Dec 2015)	Printed text	e-version master	Total
Career and Enterprise General 11	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11	_____ @ \$55	_____ @ \$660	_____

Careers, Work Education & Personal Development	Printed text	e-version master	Total
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Work Experience Journal 2015	_____ @ \$20	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$27.50	_____ @ \$220	_____
Personal Development Activity Planner: Introductory 2015	_____ @ \$25	_____ @ \$165	_____
Personal Development Project Planner: Advanced 2015	_____ @ \$27.50	_____ @ \$220	_____

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

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

VCAL/ Applied Learning Resource Sets	Printed text/workbook	Printed activities book	CD Master text/workbook	CD Master activities book	Combined CD master sets	or license with master e-version
Literacy - Intermediate 3ed. (pre-order for 2016) 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy - Senior (pre-order for 2016)) New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Numeracy - Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy - Senior (pre-order for 2016) New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
PDS - Senior 2ed 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Foundation 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Senior 2ed. 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
Totals	_____	_____	_____	_____	_____	_____

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Term 3, 2005 Update: New resources for VCAL, Applied Learning, Career Pathways, Work Education and Work Experience/Work Placement.

New
resources now
available term 2.

New Literacy and Numeracy resources for 2016

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

- ⇒ New: **Literacy - Senior** featuring a carefully planned literacy (and oracy) program designed to support students as they develop into young adults. For the first time for VCAL includes the option of a **master PDF e-version**.
- ⇒ Updated: Literacy - Intermediate 3ed, revised and refreshed and with more content, and also available as a **master PDF e-version**.)
- ⇒ New: **Numeracy - Senior** with content geared towards situations facing Year 12 students, and with all assessment tasks offering the choice to apply to personal and/or work-related situations. (Note: **Numeracy Intermediate**, released in 2015 will only be updated if necessitated by changes to the study.)
- ⇒ New colour editions will be release of the workbook/texts for **WRS - Intermediate 3ed**, **PDS Intermediate - 3ed** and **PDS - Senior 2ed**. This means that all VCAL titles will now be in full colour. If you are booklisting these you will need to update to the new editions with new ISBNs. (Available from October 2015.)
- ⇒ You can pre-order new resources now and/or booklist. Samples will be available soon.

Keep up to date with uploads of samples by joining the email list. If you receive this flyer without receiving an email then you are not on the list. Contact me to join and to add relevant staff members so they can be kept up to date.

Released in 2015

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

- ⇒ **Personal Development Activity Planner: Introductory** (suitable for PDS Foundation and introductory PDS Intermediate activities and projects) & **Personal Development Project Planner: Advanced** (suitable for advanced PDS Intermediate and PDS Senior projects).
These new colour-coded planning guides have been created specifically for schools and students to support Personal Development activities and projects. The planners are formatted as write-in booklets with colour-coded pages to support planning, organising, doing and reviewing a personal development activity or project.
- ⇒ **Work Placement Journal** (suitable for year 11 and Year 12 students work-related and vocational placements).
Full colour A4 size and includes 40 pages of daily journals as well as all 20+ work-related application activities.
- ⇒ **Community Services: Foundation & Community Services: Intermediate** (industry-specific sets)
These new industry-specific resource sets and workbooks support your VCAL, Applied Learning and work education and career/pathways programs with content-based topics and applied activities.
Each full colour workbook includes targeted industry-specific material, explanations, examples, images and activities. This flexibility allows teachers to teach general program content while disparate students within the same class can apply this to their own industry experience and context.

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

Current resource list: 2015 into 2016

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

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

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

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

Industry and Enterprise

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

VCAL and Applied Learning (Master sets also available)

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

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

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

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

New for 2016: Literacy - Senior and Numeracy - Senior

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

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

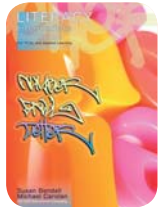
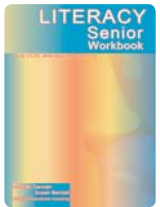

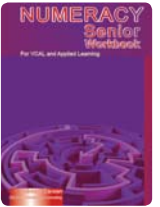



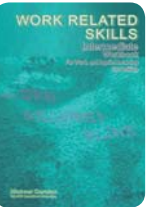

**New for 2016
Literacy &
Numeracy Senior.**

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

- ☐ **Reproducible master sets on CD featuring PDF files of:**
 - ⇒ Set A: Workbook/Text (WB) (reproducible master license)
 - ⇒ Set B: Activities Portfolio (AP) (reproducible master license)
 - ⇒ Work Related Skills also includes a work experience journal in both print and e-version formats.
- ☐ **Professionally printed and bound books (and booklets for the Activities Portfolio).**
- ☐ The new **Literacy Senior** and the revised **Literacy - Intermediate 3ed** master sets are available as optional **e-versions**.

Key features of each Applied Learning workbook/text:

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

Literacy Intermediate (Revised 3ed 2016)	Literacy Senior (New for 2016)	Numeracy Intermediate (2015)	Numeracy Senior (New for 2016)	Personal Development Intermediate (Colour 3ed 2016)	Personal Development Senior (Colour 2ed 2016)	Work Related Skills Foundation (2014)	Work Related Skills Intermediate (Colour 3ed 2016)	Work Related Skills: Senior (2ed 2015)
								
⇒ Workbook text 160pp 978-1-925172-22-5	⇒ Workbook text 170pp 978-1-925172-23-2	⇒ Workbook text 160pp 978-1-925172-02-7	⇒ Workbook text 170pp 978-1-925172-20-1	⇒ Workbook text 160pp 978-1-925172-18-8	⇒ Workbook text 160pp 978-1-925172-19-5	⇒ Workbook text 162 pp 978-0-9873519-8-2	⇒ Workbook text 166pp 978-1-925172-17-1	⇒ Workbook text 170pp 978-1-925172-09-6
Workbook: Contents 1. Self Expression: Introduction 2. Self Expression: Getting it Down 3. Practical Literacy: Filling the Gaps 4. Practical Literacy: Instructions - Being Heard 5. Knowledge: Cutting Through 6. Knowledge: Reporting Information 7. Public Debate: Investigating Issues 8. Public Debate: Making Your Case	Workbook: Contents 1. Self Expression: Express Yourself 2. Self Expression: Identify & Values 3. Practical Literacy: Getting it Right 4. Practical Literacy: Instruct Away 5. Knowledge: Finding Out 6. Knowledge: Using Knowhow 7. Issues & Debate: Researching Issues 8. Issues & Debate: Presenting Your Case	Workbook: Contents 1. The Shape Of Your World 2. Working The Numbers 3. What Comes Next? 4. Time Is Money 5. Where Is It? 6. Measuring Up	Workbook: Contents TBC	Workbook: Contents -Unit 1 1. Introducing Me 2. Developing My Skills 3. Managing Myself Effectively 4. Becoming a Leader 5. Interpersonal Effectiveness -Unit 2 6. In the Community 7. Planning and Organising 8. Problem-Solving & Decision-Making 9. Communication and Team Skills	Workbook: Contents -Unit 1 1. Planning and Organising 2. Social Diversity 3. Communicating Effectively 4. Leadership in Action 5. Effective Decision- Making -Unit 2 6. Community Issues 7. Community Project 8. Advanced Team Skills 9. Advanced Communication	Workbook: Contents -Unit 1 1. Workplace Investigation 2. Job-Seeking Skills 3. Workplace Safety Introduction 4. Workplace Safety Issues 5. Employability Skills -Unit 2 6. Planning & Organising 7. Communicating Effectively 8. Problem-Solving 9. Teams & Technology	Workbook: Contents -Unit 1 1. Work Conditions & Entitlements 2. Job-Seeking Skills 3. Workplace Safety Issues & Hazard Identification 4. Employability Skills -Unit 2 5. Developing Work- Related Skills 6. Planning & Organising 7. Communicating Effectively 8. Effective Problem- Solving 9. Effective Teams	Workbook: Contents - Unit 1 1. Workplaces & Pathways 2. Job-Seeking Skills 3. Workplace Safety Requirements & Induction 4. Workplace Safety Hazard Control 5. Team & Workplace Technology Skills -Unit 2 6. Effective Planning & Organising 7. Quality, Enterprise & Innovation 8. Effective Problem- Solving
⇒ Activities booklet 64pp 978-1-925172-07-2	⇒ Activities booklet 60pp 978-1-925172-24-9	⇒ Activities booklet 60pp 978-1-925172-03-4	⇒ Activities booklet 60pp 978-1-925172-21-8	⇒ Activities booklet 60pp 978-0-9871396-9-6	⇒ Activities booklet 60pp 978-0-9873519-1-3	⇒ Activities booklet 60pp 978-0-9873519-9-9	⇒ Activities booklet 62pp 978-1-925172-00-3	⇒ Activities booklet 62pp 978-1-925172-01-0

Note: All these VCAL and Applied Learning texts and workbooks can be booklisted without having to purchase the master licenses. Extensive preview samples of all materials available on our website.

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Developing Your Work-Related Skills

5

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Activity	p.	Due date/Done?	Comment
5.04A Work-related activity	89	<input type="checkbox"/>	
5.04B My unit requirements	89	<input type="checkbox"/>	
5.06 PODR Journal Pro-Forma	91	<input type="checkbox"/>	
5.08A My employability skills	93	<input type="checkbox"/>	
5.09B Industry-specific competencies	94	<input type="checkbox"/>	
5.11C Skills and competencies	96	<input type="checkbox"/>	
5.11-5.12 Skill audit	96-97	<input type="checkbox"/>	
5.14 Transferable skills	99	<input type="checkbox"/>	
5.13 Self-Assessment	100	<input type="checkbox"/>	

Comments:

5.01 Work-Related Activity

Work-related activity

One of the most important activities that you will undertake some time during this year is your work-related activity.

Some of you might have completed a work-related activity before if you undertook Foundation level VCAL. However, for many of you this will be your first go at a VCAL work-related activity. Your teacher will use this work-related activity to assess your achievement across a number of learning outcomes.

Your participation in an approved work-related activity (or activities) will enable you to demonstrate this achievement through a range of specific work-related tasks.

As part of the unit you will also complete a number of tasks that will develop your employability skills and help you to plan, organise and manage your work-related activity more effectively.

It is likely that the activity will be a class or team activity. However, in some special cases it might be an individual task negotiated as part of a wider group activity, or be based on tasks associated with a training or VET course you are doing. Also, some of you might be doing an integrated activity that crosses into other VCAL units such as PDS, Literacy and/or Numeracy.

Work-related activity

This usually refers to the overall task(s) you are undertaking such as:

- ⇒ Structured workplace learning
- ⇒ On-the-job learning/training
- ⇒ Approved part-time/casual work
- ⇒ School-based Australian Apprenticeship or traineeship
- ⇒ Enterprise activity or project
- ⇒ School-based activity
- ⇒ Voluntary work
- ⇒ Community worker project
- ⇒ Integrated VCAL project

...or some other approved work-related activities negotiated and approved with your educational institution, supervisor(s) and other relevant stakeholders.

Work-related tasks

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

- ⇒ Tasks that you have to do as part of a work placement
- ⇒ Tasks that you have to do as part of an enterprise activity
- ⇒ Tasks that demonstrate all of the employability skills
- ⇒ Specific work-related competencies developed and demonstrated on-the-job
- ⇒ Relevant job responsibilities
- ⇒ Effectively working with others
- ⇒ Planning, organising & managing
- ⇒ Understanding, recording and analysing work-related information
- ⇒ Communicating effectively with employees, customers and other stakeholders...

and many more, as approved through negotiation with your educational institution, supervisor(s) and other relevant stakeholders.

"We're training migrants at the local community centre how to use email and the internet. There are a lot of issues we have to take into account."



Essential elements

In order to successfully complete this unit you must demonstrate each of the learning outcomes and all the associated elements. In Unit 2 the learning outcomes are quite generic. This means that your school or learning institution will require you to complete a range of work-related activities to enable you to demonstrate achievement of the learning outcomes.

When completing work-related activities you must be able to demonstrate the seven essential components shown opposite. Note that these also include appropriate evaluation, review and self-assessment. Consider these seven components as a checklist for each task you do, as well as a checklist for your broader overall tasks that form part of the work-related activity.

Throughout this workbook there are many planners and pro-formas that you can use to help plan, complete and review your progress. You will also complete and then compile these as part of an evidence portfolio.

Work-related activity

- ⇒ 7 essential components
1. Work in a team to plan, organise and manage a safe work-related activity.
 2. Analyse, organise and communicate work-related information.
 3. Identify and solve work-related problems.
 4. Effectively use teamwork to undertake work-related tasks.
 5. Effectively use ICT and other technology to undertake a work-related activity.
 6. Plan work tasks, timelines and roles to ensure the activity is suitable, safe and successful.
 7. Review the activity to ensure outcomes have been met.

Negotiation

It is essential that you undertake a process of negotiation with your teacher and/or supervisor. This means that before you start you will have to discuss the activity and your role in the activity.

You will also have to negotiate your role within your team. This means that you have to develop strategies to record everyone's roles and responsibilities. Safety is a key issue that must form part of the negotiations. This relates to physical safety such as injuries, as well as to mental and personal safety issues such as stress and client care.

You will also have to develop timelines, allocate responsibilities and demonstrate leadership when needed. You will also have to meet with your teacher and/or supervisor at various stages during the planning and organising of the activity.



"We need to negotiate with our teacher about our fundraising fun day."

Possible activities

On the next page there are dozens of possible activities that you might consider doing. Some of these will suit your skills and the skills of your team, and some will not. You must always negotiate with your teacher an appropriate activity for your school, TAFE or learning institution. Some schools have already developed their own excellent work-related activities that they will want you to undertake, or they might participate in an already established activities program that crosses over other units such as PDS.

5.03 Work-Related Activity

- ☐ 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
- ☐ childcare programs
- ☐ cooking clinics
- ☐ fund-raising activities such as:
- ⇒ child sponsorship
- ⇒ Red Shield
- ⇒ Red Cross
- ⇒ Clean Up Australia
- ⇒ RSPCA
- ⇒ Smith Family
- ⇒ Red Nose Day
- ⇒ Good Friday Appeal
- ⇒ Jeans for Genes Day
- ⇒ Walk Against Want
- ⇒ World's Greatest Shave
- ⇒ World's Biggest Morning Tea
- ⇒ Movember
- ⇒ Live Below the Line
- ⇒ CanTeen
- ⇒ Guide Dogs Australia
- ⇒ Zoo Sponsorship
- ⇒ _____
- ⇒ _____
- ⇒ _____
- ☐ school social organisation
- ☐ radio station
- ☐ fashion show
- ☐ school uniform designs
- ☐ visual arts show
- ☐ enterprise activities
- ☐ functional cat
- ☐ small business day
- ☐ parent-teacher night hosts
- ☐ school guides/ambassadors
- ☐ catering for staff luncheon
- ☐ primary school mentoring
- ☐ OHS audit
- ☐ school signage
- ☐ school furniture renovation
- ☐ car wash
- ☐ street-art mural
- ☐ cross-class displays
- ☐ publications/websites such as:
- ⇒ career factsheets
- ⇒ _____
- ⇒ _____
- ⇒ school magazine/blog
- ⇒ IT guides
- ⇒ birthday cards
- ⇒ safety factsheets
- ☐ school functions/expos
- ☐ open-day activities
- ☐ school marketing design
- ☐ sporting competitions
- ☐ steddffods
- ☐ school environment cleanup
- ☐ media/video productions
- ☐ community TV and radio
- ☐ school band
- ☐ music CD
- ☐ dance performances
- ☐ sporting and fitness seminars
- ☐ martial arts displays
- ☐ drama/theatre productions
- ☐ school environmental audits
- ☐ school beautification programs
- ☐ water-saving programs
- ☐ student competitions
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ recycling program
- ☐ school website design
- ☐ aged-care visits
- ☐ community gardening
- ☐ cultural days

Work-related activity A

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 also some possible ideas.

Tip: A number of possible activities are listed opposite. Discuss these as a class and within smaller teams.

Unit requirements B

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 this throughout the semester.

Work-related tasks and activities I will need to complete	LO(s)	By when?

5.05 PODR Planning

Achieving goals

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

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

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

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



1. Plan

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

2. Organise

- ⇒ Break your overall goal into a series of small, 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 discrete, so you should be reviewing throughout the whole activity process.

WRS
SUPER
SKILLS

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 & equipment needs.

Review

- ⇒ Reflect/compare 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 be recorded?

Student
signature:

Date:

Supervisor's
signature:

Date:

5.07 Skills and Competencies

Employability skills

VCAL Work Related Skills units are based on a set of eight employability skills. You may have been introduced to these before or in other VCAL subjects. It is expected that you will fully develop these skills over the course of this unit.

You can develop these employability skills by working, education and training as well as through your personal life experiences. Employability skills are the end-product of your personality, abilities, attitudes, training, life experiences and your work experiences.

It is expected that every worker will be able to demonstrate and apply each of these skills in various work-related situations. Can you?

Employability skills

Employees need to have skills in these 8 areas:

- ⇒ Communication
- ⇒ Teamwork
- ⇒ Problem-solving
- ⇒ Planning and Organising
- ⇒ Self-awareness
- ⇒ Learning
- ⇒ Technological
- ⇒ Initiative and enterprise skills.

Planning & organising

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

Teamwork

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

Communication

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

Problem-solving

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

Employability Skills

These 8 skills are a set of lifelong and work-related skills that are developed through working, education, training and your personal life experiences.

People need to develop employability skills so that they become more productive employees for their organisation. Being more productive makes you more employable and will help you build a better career.

Self-awareness

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

Technological

Being able to use computing and communications (ICT), machinery, equipment and tools safely and effectively.

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.

My employability skills A

Complete the table below by explaining how you have shown or developed each of the 8 employability skills in each of these 3 environments.

⇒ Personal: through helping your family and others, hobbies, sports and interests, etc..

⇒ School: through doing assignments, projects, assessment tasks, training programs, etc..

⇒ Workplace: through doing paid employment, volunteering, work experience/placement, etc..

Employability skills	Personal environments	School environments	Workplace environments
communication	e.g. learning: At home I have taught myself to touch-type by chatting online.	e.g. problem-solving: I am good at fixing mechanical and technical things.	e.g. teamwork: I work in the shop I have to work with staff to stock the shelves and help customers.
teamwork			
problem-solving			
planning and organising			
self-awareness		At school I need to improve my...	
learning			
technological			During work experience I...
initiative and enterprise skills	I am good at creating...		

5.09 Skills and Competencies

Industry-specific competencies

In order to successfully complete a task, a person must be competent in the specific requirements of that task. Industry-specific competencies are certain competencies that an individual must demonstrate for a particular occupation within an industry.

Training packages include units of competency that are developed by industry to meet the specific skill needs of that industry.

For example, in the Construction industry a carpenter would need to know how to use technology, but specifically for this industry this may include hand & power tools, safety harnesses and measuring tools and equipment.

In the Accommodation and Food Services industry a chef would need to know how to use technology; specifically ovens, fryers, cutting tools etc.. These are industry-specific competencies and relevant for that occupation in the industry.



B Industry-specific competencies

Choose an occupation that you are interested in. Identify and explain 3 industry-specific competencies that are important in that occupation. (Try www.myskills.gov.au and search for an occupation to follow relevant links.)



Occupation:

--	--	--

Enterprise capabilities

These five sets of enterprise capabilities include a number of interrelated enterprising skills and behaviours. You should note that these five lists are not exhaustive. By their very nature each of these five sets of enterprise capabilities can keep developing and evolving.

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

So which of these sound like you?



Image:
Adapted from...
Mark Wragg
Photos.com

Enterprise Capabilities

Initiative

Includes but is not limited to:

- ⇒ Identifying opportunities
- ⇒ Being proactive
- ⇒ Creating ideas
- ⇒ Using new technologies
- ⇒ Asking questions
- ⇒ Seeking feedback
- ⇒ Accepting responsibility

and working with others.

Adaptability

Includes but is not limited to:

- ⇒ Being flexible
- ⇒ Learning new skills
- ⇒ Developing industry-specific competencies
- ⇒ Embracing change
- ⇒ Accepting challenges
- ⇒ Seeking innovation

and working with others.

Problem solving

Includes but is not limited to:

- ⇒ Analysing issues
- ⇒ Making decisions
- ⇒ Dealing with change
- ⇒ Resolving conflict

and working with others.

Communication

Includes but is not limited to:

- ⇒ Building interpersonal skills
- ⇒ Using ICT devices
- ⇒ Demonstrating cross-cultural skills
- ⇒ Developing a professional and/or technical vocabulary

and working with others.

Managing and leading

Includes but is not limited to:

- ⇒ Taking charge
- ⇒ Managing oneself and others
- ⇒ Planning and organising
- ⇒ Managing risk
- ⇒ Using resources effectively
- ⇒ Working sustainably
- ⇒ Reviewing performance

and working with others.

5.11 Skills and Competencies

C Skills and competencies

Identify an employability skill and an enterprise capability being demonstrated in each of the scenarios shown below. Your class will discuss the answers.



D Skills Audit

- 1. Circle high, medium or low for what you think your current skill level is for each of these 50 skills listed on the Skills Audit. Later on in the course you will finish the final column to see whether your skills have developed.
- 2. As a class decide on 5 more skills/competencies that are important.
- 3. Add 5 more industry-specific skills/competencies related to an occupation/industry.

Other skills/competencies	Industry-specific skills/competencies
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Skills Audit	What is my current skill level now...			...and at the end of my course.		
1. Using a computer.	high	medium	low	high	medium	low
2. Calculating and using percentages.	high	medium	low	high	medium	low
3. Drawing and painting.	high	medium	low	high	medium	low
4. Giving oral presentations.	high	medium	low	high	medium	low
5. Making things with my hands.	high	medium	low	high	medium	low
6. Using a telephone effectively.	high	medium	low	high	medium	low
7. Fixing machines and equipment.	high	medium	low	high	medium	low
8. Helping people with problems.	high	medium	low	high	medium	low
9. Completing tasks on time.	high	medium	low	high	medium	low
10. Following instructions.	high	medium	low	high	medium	low
11. Coming up with new ideas.	high	medium	low	high	medium	low
12. Planning and organising my time.	high	medium	low	high	medium	low
13. Calculating prices and making change.	high	medium	low	high	medium	low
14. Convincing people to do tasks.	high	medium	low	high	medium	low
15. Working with other people.	high	medium	low	high	medium	low
16. Working out timelines and rosters.	high	medium	low	high	medium	low
17. Communicating in English.	high	medium	low	high	medium	low
18. Asking appropriate questions.	high	medium	low	high	medium	low
19. Developing a résumé.	high	medium	low	high	medium	low
20. Writing a job application.	high	medium	low	high	medium	low
21. Filling out forms.	high	medium	low	high	medium	low
22. Using the internet to find jobs.	high	medium	low	high	medium	low
23. Cold-calling about job interviews.	high	medium	low	high	medium	low
24. Recording people's information details.	high	medium	low	high	medium	low
25. Preparing a budget.	high	medium	low	high	medium	low
26. Planning my career pathway.	high	medium	low	high	medium	low
27. Identifying future job prospects.	high	medium	low	high	medium	low
28. Finding out about courses I need to do.	high	medium	low	high	medium	low
29. Finding people who can give me advice.	high	medium	low	high	medium	low
30. Preparing for a job interview.	high	medium	low	high	medium	low
31. Being punctual and keeping appointments.	high	medium	low	high	medium	low
32. Using mobile devices.	high	medium	low	high	medium	low
33. Using the internet and email.	high	medium	low	high	medium	low
34. Using tools and equipment safely.	high	medium	low	high	medium	low
35. Understanding another language.	high	medium	low	high	medium	low
36. Calculating using money.	high	medium	low	high	medium	low
37. Using office equipment and technology.	high	medium	low	high	medium	low
38. Writing memos and reports.	high	medium	low	high	medium	low
39. Giving directions and instructions.	high	medium	low	high	medium	low
40. Filling out application forms.	high	medium	low	high	medium	low
41. Taking and recording minutes and notes.	high	medium	low	high	medium	low
42. Driving a motor vehicle.	high	medium	low	high	medium	low
43. Following first-aid procedures.	high	medium	low	high	medium	low
44. Helping people to understand new things.	high	medium	low	high	medium	low
45. Giving a presentation to students and/or adults.	high	medium	low	high	medium	low
46. Greeting customers and clients.	high	medium	low	high	medium	low
47. Training new workers.	high	medium	low	high	medium	low
48. Analysing financial information.	high	medium	low	high	medium	low
49. Leading a team.	high	medium	low	high	medium	low
50. Working flexible hours and shifts.	high	medium	low	high	medium	low

5.13 Transferable Skills

Transferable skills

Many people have a range of personal and social competencies that are transferable to a workplace situation. You need to be able to recognise how the things you are good at in your everyday lives are transferable.

By performing work-related tasks while still in school you can build transferable skills that can be developed into one or more of the eight employability skills.

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.



Personal competencies

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 stem from your abilities and aptitudes.

Your abilities and aptitudes are things that you can do quite well without even thinking about them. You might just have natural aptitude or ability to do something. i.e. Sport, fixing things, cooking, looking after children, using technology, selling, art and design, maths and so on.

Varied personality traits suit different work tasks and different occupations. Usually we are good at the things we like doing. So it is important to try and build your career around things you like doing. If so, you are more likely to see your career progress naturally and successfully.

Social competencies

Social competencies refer to your skills in dealing with people and your ability to do well in social situations.

You build social competencies through your everyday life experiences and interaction with other people. Social competencies can also be developed through involvement and participation in social events, teams, clubs, education and other situations.

Workplace learning and volunteer work is an excellent way to develop social competencies. These experiences also allow you to mix and work with a different peer group, which helps you become more work ready.

"Helping my little brother learn different sports has made me patient and confident in my ability to communicate."

Key personal competencies

- ⇒ How well you deal with stress.
- ⇒ What your level of patience and understanding is like.
- ⇒ How much attention to detail you have.
- ⇒ How reliable and punctual you are.
- ⇒ What motivates you.
- ⇒ How much responsibility you are able to handle.

Key social competencies

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

Transferable skills A

Describe how you have developed personal and social competencies as well as transferable skills.

⇒ 2 personal competencies I seem to have developed...

⇒ 2 social competencies I seem to have developed...

⇒ 2 employability skills that I can transfer these competencies to...

5.15 Self-Assessment

Self Assessment Pro-Forma

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

→

→

→

Which tasks did I perform best at during this unit?

→

→

→

Which tasks did I most enjoy doing and why?

→

→

→

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

→

→

→

Which areas should I focus on improving?

→

→

→

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Effective Planning and Organising **6**

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Activity	p.	Due date/Done?	Comment
6.02 To-do list	103	<input type="checkbox"/>	
6.03 Activity Action Roster	104	<input type="checkbox"/>	
6.04A Time management	105	<input type="checkbox"/>	
6.07A Materials and equipment	108	<input type="checkbox"/>	
6.09 Cash Budget/Financial Planner	110	<input type="checkbox"/>	
AT1 Work Related Activity	111	<input type="checkbox"/>	
6.11 PODR Planning Pro-forma	112-113	<input type="checkbox"/>	
6.13 Weekly Timesheet	114	<input type="checkbox"/>	

Comments:

6.01 Effective Planning

Effective resource planning

The major task that you will have to complete for this unit is to plan, organise and manage your work-related activity.

Effective planning is about achieving your goals and objectives. In order to achieve these you need to be able to properly manage all of your resources. Resources consist of time, human resources (labour), tools and equipment, inputs and capital (money).

Given that one day you are likely to advance to a management position, let's look at effective planning from a work/management point of view.

Time management planning

- ⇒ One of the key elements of successful planning is time management. People only have the same amount of time available to them, 24 hours a day.
- ⇒ Of course we cannot spend all of this time actively engaged in tasks. Effective planning involves managing both your own and other people's time.

People management planning

- ⇒ A second key element of successful planning is effectively managing the people (human resources) you work with.
- ⇒ This might mean allocating and communicating task roles and responsibilities, preparing rosters, ensuring that teams are balanced to reflect complementary skills and also training and skilling workers so that they are able to successfully achieve work tasks.

Equipment management planning

- ⇒ An important part of successful planning is ensuring that you have the right tools and equipment to achieve your goals. In business this might be referred to as asset management.
- ⇒ Effective equipment management might involve hiring or buying the right equipment, training people how to use it and ensuring that tasks are carried out safely and carefully.

Materials management planning

- ⇒ Another stage of planning involves effective management of all the consumable materials that might be needed in order to achieve the goal.
- ⇒ These might be something as simple as the ingredients used to bake a cake, all the way through to all of the components and materials used to run a business. Sometimes these inputs are referred to as consumables or components; or they might be held as stock.



Financial management planning

- ⇒ The final stage of effective planning involves financial management.
- ⇒ This might involve careful budgeting of revenue and expenses, forecasting of market conditions, supervising the purchase of inputs and equipment and allocating financial responsibilities to various team members.

6.03 Effective Time Management

Effective time management

Time is the only resource that is limited in the same way to every person in a workplace. You each only have 24 hours a day. Effective time management is a key planning and organising skill because the pressures and demands placed on workers requires them to be able to effectively allocate their time to different tasks.

Rosters

As your career progress through to management you will become responsible for planning other people's time. You might have to prepare rosters to plan and balance the human resource needs of the organisation.

Effective rostering

1. Rosters need to be planned well in advance.
2. Rosters need to be communicated to all employees in good time.
3. Rosters should ensure that workers with appropriate skills, training and authority are rostered on.
4. Rosters should balance both the requirements of employees such as after school shifts, child-care, long shifts, breaks, an even spread of shifts and other issues; and the organisation's requirements for getting the task done.
5. Rosters must be fair and must not be used to favour or punish particular workers.

WRS
SUPER
SKILLS

An 'Activity Action Roster' is a very useful tool to help you effectively plan any work-related activity. (It's like a detailed to-do list) Shown below is an Activity Action Roster for a school BBQ being planned and organised by a group of students.

Activity Action Roster						
Activity: _____						
Supervisor: _____ Supervisor's phone: _____						
Task	By ...day ...date ...time	Person(s) responsible?	Equipment/money/ inputs	Other information	When...day ...date ...time ...duration	Done/ initials
Go to the shops and buy sausages for BBQ.	Monday Aug 12 8.00 am	Jim & Yusuf	\$50 budget. Use the cash we have collected.	Needs to be Halal	Monday Aug 12 8.00 am 45 mins	JB YS

WRS
SUPER
SKILLS

Urgency vs importance

Everything is important but is everything urgent? Just because your boss has asked you to do something does it really have to be done straight away? As part of effective planning and organising it is important to categorise tasks according to their timeframe for completion: immediate, short-term, mid-term or long-term.

A useful tool is the 'ABC Task Analysis' whereby tasks are classified as:

A = Important and urgent (do right away)

B = Important but not urgent (do next)

C = Not important nor urgent (do when able).

Tasks are organised according to their urgency and completed in the order needed; also some tasks are prerequisites for others later on.



Not everything important is urgent.

Delegation

In work-related situations one person cannot physically supervise, or do, every single task they have responsibility for. So they have to delegate tasks and responsibility to others who can be relied upon to supervise, coordinate or even do the task.

Delegation is when a person assigns tasks to other people such as subordinates, lower-level managers, employees and even outside contractors. Someone else is put in charge of doing the task. However, the person who delegated is still accountable for the task being done!

Time management A

1. What is a roster and why is a roster important?

2. Why is it important to organise tasks according to their urgency?

3. Why is it important to be able to delegate?

4. Collect and discuss an example of a roster from a workplace you are familiar with.

5. On the Activity Action Roster Fill in 5 other activities that would be essential for the group to plan so as to successfully organise and do the BBQ.

6. Use an Activity Action Roster to plan a possible work-related activity that you might undertake in a team.

6.05 Task Management Skills

Managing equipment

It is vital to plan to ensure that you have the appropriate tools, equipment, technology and facilities in order to achieve work-related tasks.

Organisations invest billions in capital-intensive production processes. All employees who use this equipment must use it properly.

It is important to analyse costs associated with the equipment, such as its fixed cost (or how much it costs to buy and install) as well as variable costs such as the cost of electricity used to power the equipment.

When you use equipment as part of a work-related activity you will need to consider the issues listed below.

1. Suitability

You need to work out just what it is that you need. Most technology and equipment is over-engineered and people pay for functions that they never use.

2. Cost

You need to determine if it is better for you to hire or buy the equipment. You also need to consider installation costs, delivery costs, running costs and even maintenance.

3. Durability

You should be aware that commercial-grade equipment normally costs a lot more than typical consumer items, because it is made to last.

4. Training

All employees using the equipment will need to be trained how to use it properly and effectively before they are expected to use it.

5. Safety

You must ensure that everyone who uses the equipment has been trained to safely operate it. All operators must also ensure that customers/clients are not put at risk.

6. Availability

You need to have access to the equipment when you want, so you must plan well in advance in order to reserve equipment and facilities.

7. Supervision

You might need to be supervised when using the equipment; and some equipment needs specially licensed operators.

8. Responsibility

You need to ensure that someone is responsible for the storage and safe keeping of the equipment. This might mean maintaining an asset register and making sure that all equipment is returned to its rightful owner/place.



"Don't think that you're gonna tell me what to do!"

WRS
SUPER
SKILLS

Managing people

People are the most important resource in any organisation. In Australia, organisations spend about 55c in every dollar on wages and salaries. This is more than all of the spending, on all of the other resources and stock combined.

As part of your work-related activity you might have the opportunity to act as a manager or leader, as well as an employee. This means that not only must you manage yourself, but you will also need to manage other people.

Effective human resource management relies on planning the best way to use employees' skills, experience, time and enthusiasm.



People don't always want to do what they are supposed to do.

Self-management: Top 10 Tips (GST inc.)

1. Clearly identify your key objectives and goals.
2. Break larger tasks down into smaller, achievable, 'bite-sized' objectives.
3. Plan a realistic timeline for achievement of these objectives and goals.
4. Use a diary or planner to record your commitments and commitments.
5. Construct and tick off a daily 'to-do' list.
6. Be honest about your strengths and weaknesses.
7. Assemble a support team based on complementary skills (synergy) and not based on friendships.
8. Don't assume - ask, get advice, research and find out.
9. Avoid busy work just for the sake of it; use your time wisely.
10. Develop a back-up plan, just in case.
11. Plan - first, Organise - second, Do - third, Review - fourth.

Managing others: Top 10 Tips (GST exc.)

1. Clearly communicate the key objectives and goals.
2. Assemble a team based on complementary strengths and weaknesses and not on friendship groups; i.e. go for synergy.
3. Ensure that everyone has a printed copy of any deadlines and timelines.
4. Allocate work tasks fairly and evenly according to skill, experience and enthusiasm.
5. Clearly communicate employees' roles and responsibilities.
6. Put anything important in writing.
7. Choose a management style that suits your personality, the task and the team members.
8. When suitable, delegate.
9. Don't tell people off for what they have done wrong...instead show them how to do things right.
10. Be unbiased, fair and consistent.

6.07 Task Management Skills

Managing materials

Materials are all the physical resources that go into the production of a good or service. For WRS purposes think of materials as the inputs that get used up or consumed as part of the production process. These consumable material inputs include items such as:

- ⇒ Raw materials such as timber, wheat or steel
- ⇒ Components such as circuit boards, downpipes or spare parts
- ⇒ Stock such as books, DVDs and chocolate bars
- ⇒ Consumables such as nails, paper and food ingredients.



Materials are usually a variable cost with an associated input cost for each item you make. For example, if you are involved in a work-related activity making spring rolls, and you make 100, then you'll have to purchase and use up 100 sets of inputs. The types of materials involved might include pastry, vegetables, meat and sauce. The total cost of these materials per spring roll might be 40 cents.

However, when you purchase materials to be used as inputs you will usually find that the cost per item decreases if you buy in bulk. This is one aspect of the concept of economies of scale. A food manufacturer making spring rolls might produce one million per week and because they are buying in bulk their total cost of inputs might be as low as 5 cents per spring roll.

A Materials and equipment

Use your workbook to complete the following tasks.

1. As a class use real examples to discuss the 6 key issues for equipment management.
2. Collect an equipment borrowing form or an example of an asset register from a workplace you are familiar with. (Your school should have these.) Make a copy of this and have a go filling it out.
3. Summarise what you believe to be the 3 most important tips for:
 - ⇒ Managing yourself.
 - ⇒ Managing others.
4. Choose a physical good produced by a workplace you are familiar with.
 - i. List all of the physical inputs that get consumed as part of the production process of this workplace for a particular product.
 - ii. Try to find out the cost of each input when buying one single unit only.
 - iii. Try to find out the cost of these inputs when buying the bulk quantity that this workplace is likely to buy.

Tips: You might have to interview someone from the workplace to find out this information. Perhaps you might be better off working in pairs for this task.

Budgeting

A budget is an important 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 will have more money coming in (a surplus) or more money going out (a deficit).

A budget can help you plan your spending more responsibly and allow you to take control of your finances. When budgeting it is important to be as accurate as possible and to list all of the expenditure items that you are likely to encounter. You should also budget for 'other' expenses; some of these unknowns are likely to crop up unexpectedly.

An important aspect of budget review is to compare your forecasted amounts with the actual amounts to see how much variation has occurred. This will help you plan more accurately in the future.

Throughout your life you are likely to rely on budgets for:

- ⇒ Planning and managing your personal and household finances and
- ⇒ Planning and managing the finances of a work-related enterprise activity now, and even perhaps your own business later in life.

Plan: Budgeting

Prepare your budget as accurately as possible.

- ☐ Be realistic.
- ☐ Plan to the dollar, not to the cent (except for variable costs).
- ☐ Always underestimate revenue.
- ☐ Always overestimate expenses.
- ☐ Calculate forecasted surplus or deficit.
- ☐ Include amounts and allowances for unknown and 'other' items.

Organise: Budgeting

Prepare for the buying and/or selling.

- ☐ Shop around for the best deals (but cheaper isn't always better).
- ☐ Have money ready and available when you need it.
- ☐ Have suitable denominations and change.
- ☐ Check your budget to ensure it is reasonable and realistic.
- ☐ Use shopping to-do lists.

Do: Budgeting

Run your activity with an eye on the money coming in and the money going out.

- ☐ Keep all receipts.
- ☐ Record daily operating expense amounts in a diary.
- ☐ Make sure you are staying close to budget.
- ☐ Limit financial responsibility...make one person responsible and have them report to you and/or the group.
- ☐ If revenue or expenses seem to be way off, change your budget and perhaps your plans.

Review: Budgeting

During and after your activity, compare budgeted amounts with actuals.

- ☐ Tally and record the actual amounts.
- ☐ Work out the variance %.
- ☐ Reflect/discuss why the variation is occurring.
- ☐ Seek financial advice if needed.
- ☐ Change plans or implement a back-up.



6.09 Financial Planner

[illegible]

Work-Related Activity AT1

Complete the following tasks as directed by your teacher.

1. You are required to carry out effective planning for one of the following activities:
 - ☐ A work-related activity you are undertaking this unit
 - ☐ Your work experience/placement you are undertaking this unit
 - ☐ Another activity that you have negotiated with your teacher/supervisor
 - ☐ A specific task related to one of the activities mentioned above.
2. You are required to give a presentation to the class, using PowerPoint or a similar program, based on the progress of your work-related activity. This might be AT2 on p.133.
3. As part of the planning for this task.
 - ⇒ Tick those tasks that are required to be completed. Your teacher might add some other tasks including (ethically using and reviewing ICT and other technology, re: LO6). If so, write these in the table.
 - ⇒ You might have to negotiate some of these tasks with your teacher.
 - ⇒ Fill in the due date for those that are required to be completed.
 - ⇒ Tick the tasks off as you complete them. Get your teacher to initial these.

This work-related activity I will be planning for is:

Activities required for satisfactory completion of task.	Completed	Due by	Done	Teacher initials
1. Work task information, 7.01.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Asking questions, 7.02.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. At least 5 to-do lists, 6.02.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Appropriate Activity Action poster, 6.03.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Weekly Timesheet/Planning summaries, 6.13.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. PODR Planning Pro-forma: Team Activity, 6.11-6.12.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. At least 5 PODR Journal pro-formas, p.91.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Cash Budget/Financial Planner, 6.09.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

6.11 PODR Planning Pro-forma

PODR Planning Pro-forma: Team Activity

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

Planning:

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

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

How will the activity assist you to complete the Learning Outcomes?

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?

Who else is involved in or affected by the activity?

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

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

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

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

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

PODR Planning Pro-forma: Team Activity

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

Doing:

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

What supervision is needed when carrying out the task?

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

Who will do specific tasks and by when do they have to be done? Outline exactly what tasks need to be done, by whom and by when for your specific project. Complete/attach Activity Action Orders/to-do lists.

Reviewing:

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

Who will evaluate its progress and why?

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

What back-up is in place?

6.13 Weekly Timesheet

Weekly Timesheet - Planning Summary (enlarge to A3)

Name: _____

Activity: _____

Week starting: _____

Week ending: _____

Date:	Mon ____/____	Tue ____/____	Wed ____/____	Thur ____/____	Fri ____/____	Sat ____/____	Sun ____/____
	Task? Who?	Task? Who?	Task? Who?	Task? Who?	Task? Who?	Task? Who?	Task? Who?
am 12.01-1.00							
1.01-2.00							
2.01-3.00							
3.01-4.00							
4.01-5.00							
5.01-6.00							
6.01-7.00							
7.01-8.00							
8.01-9.00							
9.01-10.00							
10.01-11.00							
11.01-12.00							
pm 12.01-1.00							
1.01-2.00							
2.01-3.00							
3.01-4.00							
4.01-5.00							
5.01-6.00							
6.01-7.00							
7.01-8.00							
8.01-9.00							
9.01-10.00							
10.01-11.00							
11.01-12.00							
Duration							

Signed: _____

Weekly Duration: _____

Communicating Effectively

7

Contents

7.01	Workplace Information.....	116	7.17	Effective emails.....	132
7.05	Analysing Information.....	120	7.18	Assessment Task.....	133
7.09	Communicating Information	124	7.19	Workplace Learning Journal	134

Activity	p.	Due date/Done?	Comment
7.02A Sources of information	117	<input type="checkbox"/>	
7.03B Types of workplace information	118	<input type="checkbox"/>	
7.04C Work task information	119	<input type="checkbox"/>	
7.06A Workplace information	121	<input type="checkbox"/>	
7.07B Facts and figures	122	<input type="checkbox"/>	
7.08D Asking questions	123	<input type="checkbox"/>	
7.11A 8 steps	126	<input type="checkbox"/>	
7.12B Workplace communication	127	<input type="checkbox"/>	
7.14C Formal and informal communication	129	<input type="checkbox"/>	
7.15A Planning for effective communication	130	<input type="checkbox"/>	
7.16 Effective Communication 3-Step Planner	131	<input type="checkbox"/>	
7.17A Using email effectively	132	<input type="checkbox"/>	
A12 Work-Related Communication	133	<input type="checkbox"/>	
7.19 Workplace Learning Journal	134	<input type="checkbox"/>	

Comments:

7.01 Workplace Information

Information overload

Have you ever heard any of these statements before? These are all examples of requests for different types of workplace information from different workplace participants or stakeholders. As part of your work activities you will continually have to collect, analyse and organise information that flows both to, and from a variety of sources.



"Can you help me do this?"

"What's her story then?"



"What information can you give me about the new ZX 42 RMA Modulator?"



"So what do you know?"

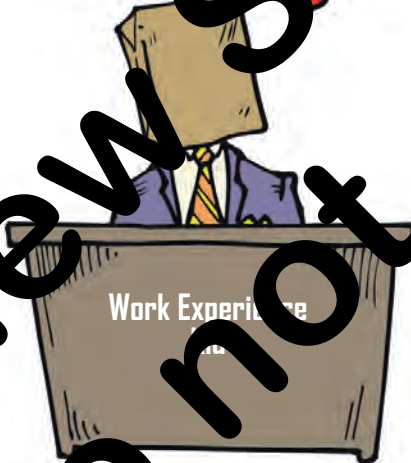
"How long is it going to take?"



"Do you have the manual? I need to fix this."



"What's going on?"



"So what's the gossip?"



"How do I work this?"



"How do I find the office of Bugulugs Mc Gregor?"



"Are you any good at reading instructions?"



Sources of information A

1. Discuss the varied information that might flow both to, and from, these stakeholders.
2. Consider a work-related situation you have been in. For this situation list information examples that might flow either to, or from, 5 of these different stakeholders.



2. _____
3. _____
4. _____
5. _____

7.03 Workplace Information

Workplace information

As your career develops, there are many different categories of workplace information that you will be expected to be able to communicate. Your work-related activity you are planning, organising and managing can act as a type of test-run for you to get used to working with different types of work-related information.



B Types of workplace information

1. Complete each category with 2 more examples of workplace information.
2. List 6 types of information that could fit into the 'Other' category.
3. Source 3 hard copy examples of workplace information from a workplace you know.

Employee information such as... <ul style="list-style-type: none"> ⇒ Wages and salaries ⇒ Working conditions ⇒ Hours of work ⇒ Leave and entitlements ⇒ Superannuation ⇒ Roles and duties ⇒ Rights and responsibilities ⇒ _____ ⇒ _____ 	Product/service information such as... <ul style="list-style-type: none"> ⇒ Where to find items ⇒ Price and terms of sale ⇒ Product specifications ⇒ Technical explanations ⇒ Demonstrations ⇒ Assistance and advice ⇒ Service contracts and warranties ⇒ _____ ⇒ _____
Worksite information such as... <ul style="list-style-type: none"> ⇒ Location and parking ⇒ Hours of operation and hours ⇒ Type of operations ⇒ Location of facilities ⇒ Location of various staff members ⇒ Safety and emergency procedures ⇒ _____ ⇒ _____ 	Industry information such as... <ul style="list-style-type: none"> ⇒ Demographics ⇒ Patterns of consumption ⇒ Industry trends ⇒ Market share ⇒ Competitor information ⇒ Economic data ⇒ _____ ⇒ _____
Organisational information such as... <ul style="list-style-type: none"> ⇒ Organisation's history ⇒ Management structure ⇒ Policies and procedures ⇒ Product mix and range ⇒ Vision, mission, values and goals ⇒ Key markets and products ⇒ Customer/client data ⇒ _____ ⇒ _____ 	Other information such as... <ul style="list-style-type: none"> ⇒ _____ ⇒ _____ ⇒ _____ ⇒ _____ ⇒ _____ ⇒ _____

Performing work tasks

It is vital in work-related situations and workplaces, that you have access to timely and accurate information about how to perform work tasks. Otherwise you might not get shown how to do your job properly, or may not find out until it is too late! Employee induction, training, supervision, mentoring and coaching should all support information communication.

Work task information C

1. Select 2 work tasks that you need to carry out as part of a work-related activity.
2. For each one complete the table below by describing how to do the work task.

Work-related activity:	
⇒ Work task 1	⇒ Work task 2
Describe how to do the task properly.	Describe how to do the task properly.
Describe how this task requires teamwork.	Describe how this task requires teamwork.
Describe how a worker learns how to do this task.	Describe how a worker learns how to do this task.

7.05 Analysing Information

Information overload

In a workplace you are required to analyse internal and external information so as to make work-related decisions. The difference between success and failure often stems from having timely access to the right information, as well as the skill to analyse and use that information.

So when you are told something, or are given advice, or if you research information online, you need to ask yourself a series of questions about the usefulness and accuracy of that information. Not all information and advice is good, nor is it all bad. But how do you know?

Analysing Information: 4 Key Questions

1. What is being said?

- ⇒ What is being said?
- ⇒ Do I understand it?
- ⇒ Is it in industry-speak?
- ⇒ Is it data, market research, advice, observation, text or a report?
- ⇒ Is it reporting what has happened or forecasting what might happen?
- ⇒ Is it opinion-based or fact-based?

2. Who is saying it?

- ⇒ Are they an expert?
- ⇒ Do they have authority?
- ⇒ Are they biased or independent?
- ⇒ Are they experienced?
- ⇒ Are they being paid to say it?
- ⇒ Are they in a position to know?
- ⇒ Do they have a track record?
- ⇒ Can/should they be trusted?

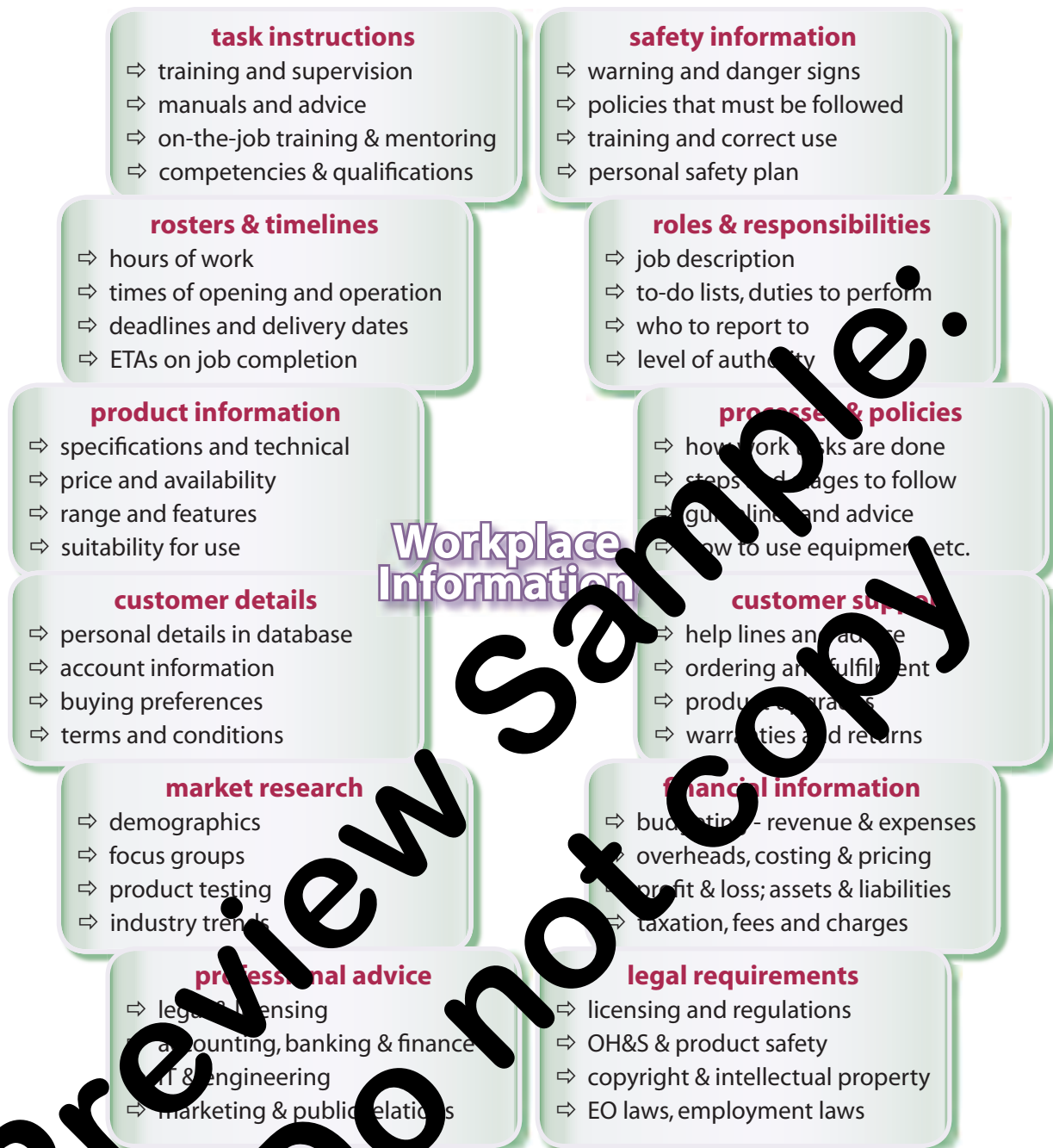
3. Why are they saying it?

- ⇒ Is it just advertising, marketing and PR, or is it factual?
- ⇒ Do they have a vested interest?
- ⇒ Are they telling the full story?
- ⇒ What are the costs associated with the information?
- ⇒ Is it their professional livelihood?


4. How can I use this information?

- ⇒ Is it relevant to my needs?
- ⇒ Is it worth my investment in time & money?
- ⇒ Is it something I can prove/disprove myself?
- ⇒ How will it help me make informed decisions?
- ⇒ What help will I need understanding and using it?

WRS
SUPER
SKILLS



Workplace information A

1. Choose one of the categories of information shown above. Find examples of information from a workplace related to 2 of the 4 points shown in this category.
2. Collect an example from a workplace of 3 of the following: invoice, purchase order, cash receipt, docket, bill-of-sale or some other relevant financial record.
3. "If you give advice for free people don't listen; but when you start charging big bucks then suddenly they start to take notice." Discuss this statement as a class.
4. Search the internet for information about the New Zealand Schoolgirls and Ribena. Discuss this as a class. 
5. Use the internet to find an unbiased piece of information or research that relates to your work-related activity or the industry of your workplace.

7.07 Analysing Information

Facts and figures

Sometimes workplace information is very number heavy. This is where well-developed numerical task skills come in handy. All workplaces use numbers for financial information, revenue and expenses, staffing, rostering, scheduling, ordering, quoting,

B Facts and figures

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

215695	4568452	5698	5412698	25632154	2365	258
225635	325	21	34146594	0212512	214	97856
526532	6412	45	2350	2151254	12365	5
2123654	5256325	5669787	253	212541	25123	200200200

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.	Balance	Days	Year-to-date
Jones Enterprises	2568	\$1,758 DR	67	\$1,258
Mc Donald's Corp	2586	\$2,759 DR	52	\$1,759
MacDonald's Pty	2856	\$1,345 DR	57	\$2,345
J Jones Entity	256	\$2,134 CR	27	\$5,896
John Jones & Sons	256	\$22,143 DR	34	\$22,134
Mick Donaldson	2565	\$2,436 DR	1	\$4,872
Johnson & McDonald	2565	\$2,000	1	\$20,000

4. How and why did you decide the correct order?

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

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

7. Which customer has had unequal orders this year? How do you know?

8. Which customer owes 10% of their annual orders? How do you know?

9. Which customer owes money from last year? How do you know?

10. Which customer's account might be in error? How might you know?

Asking questions C

You are required to conduct either a market research survey for your work-related activity, or a survey of a customer/client, or a supervisor/manager in a workplace.

1. Clearly summarise in one sentence just what it is you are trying to find out.

2. You must create 5 closed questions, 2 list questions and 1 open question. Start drafting your questions here. Then present these to your teacher for checking. For your final copy make sure you set the survey out neatly & professionally.

Preview Sample: Do not copy

Asking questions

Closed questions are usually quite formal and basic types of questions.

- ⇒ These normally require a yes/no answer; or might be a list of options.
- ⇒ Closed questions are good for finding out facts and information and assist to collate data. e.g. "Do you like pasta?"



Open questions are good for finding out opinions and more detailed information.

- ⇒ These normally require an extended response.
- ⇒ Open questions are useful for finding out 'what'/'why' and 'how' about a person or an issue. e.g. "What is that you like about pasta?"

WRS
SUPER
SKILLS

7.09 Communicating Information

Communication

One of the most significant changes occurring in modern workplaces is the evolution in communication methods.

Improvements in communications technology have meant that messages can now be sent much faster, much more cheaply and to more recipients, more often.

This should mean that people are able to communicate more effectively. But in many ways it has led to over-communication and ineffective communication! Nowadays, people just have more ways of avoiding you. This means that people are still not getting the message!

Relying on electronic methods of communication alone is just a cop-out. Just because you have sent a message, or posted online, or tweeted, or updated your status, doesn't mean that the receiver has seen, nor heard, nor even understood the message. BTW, nothing replaces face-to-face communication. Good communicators know to balance electronic messaging with other traditional communication methods.

Communication process

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

One of the most common failings of modern workplace communication is still the old, "...Why haven't you done what I asked? I sent you a fax and email and an SMS!"

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

The communication process always consists of 3 key components.

The Sender



The Message



The Recipient



Effective 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 ensure that the way you 'say' it will be suitable and effective?
4. How will you check that what you've 'said' has been received, understood and acted upon?

In order to deliver an effective communication message, regardless of whether it is verbal, written, electronic or in some other format, you must imagine how the message will be received from the point-of-view of the receiver.

Put yourself in their shoes. Will they want to 'get' the message and will they be able to 'get' the message? Always, always, always tailor the message in format to suit the audience.

By following the '8 Steps to Effective Communication' you will automatically satisfy these four questions shown above.

8 Steps to Effective Communication



7.11 Communicating Information

A 8 steps

- 1. Remember txtn back in the days before smart phones were so good at predictive text? Use those skills to trnsl8 these tips and match these 8 steps for effective communication.
- 2. In your work books explain the 3 stages in good communication. Use work-related examples and model these in class.

⇒ Mak sUr dey cn ndstnd t

⇒ T8k q's, sEk fEdbk, n B prprd 2 mAk chgs f nssry

⇒ DoN jus wng t, pLn & rEhrZ

⇒ D'seTn mst suit d styl f cMunctn n aLow ppl 2 cnSntr8

⇒ TIm f day, lNgh f Mzg

⇒ Wot u tryn 2 sAy?

⇒ ? frml, nfrml, Tlkfst, PP, mEtn ? Mak sUr t suits d'Mzg

⇒ DoN tlk ↓ r 2 audnS, nsUr tch n Mzg js

Step & translated tip	
1.	2.
3.	4.
5.	6.
7.	8.

Two-way process

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

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

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

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

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

So which method do you favour?

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



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



Workplace communication B

Choose a workplace that you are familiar with and select 2 different occupations that exist within that workplace. Complete the table for each occupation.

Workplace	
⇒ Occupation 1	⇒ Occupation 2
i. Describe 2 methods of communication that are commonly used as part of the work activities.	
ii. Describe the importance of 2 different communication devices for the employees.	
iii. Describe one advantage and one disadvantage of these methods/devices.	

7.13 Communicating Information

Communication methods

It is vital that you are able to choose the most appropriate methods of communication in order to target your information message to your intended audience. One of the first areas to consider is the use of both formal and informal methods of communication. Many are listed in the diagram on p.125.

Formal communication

Formal communication refers to a range of communication methods and styles that are used by workplace stakeholders on a day-to-day basis.

Formal communication is recommended when completing work-related tasks or when dealing with colleagues, managers and customers and clients in a professional capacity related to your work.

Informal communication

Informal communication refers to the ways that people might communicate when they know one another quite well. Consider the way that you talk with family, friends and other personal and social contacts. The 'rules' of communication with personal friends and family are much different from how you communicate in the workplace.

Sometimes in the workplace it is OK to communicate informally, for 'behind close doors', with trusted colleagues or a coach or mentor. However, informal communication should be used sparingly in work-related situations. Informal communication might lead to misunderstandings, embarrassment, cross-cultural insensitivity or even workplace discrimination and harassment.

Work-related activity

You are required to communicate ideas and information related as part of your work-related activity. This will include ideas and information associated with planning, organising and managing the activity as part of your team. You might also have to make a presentation to the class about the progress of your work-related activity. You should rely on professional formal communication methods. However, there may be some scope for informal communication when dealing with less important issues.

Formal communication methods

- ⇒ Instructions and orders
- ⇒ Professional advice
- ⇒ Business emails
- ⇒ Business letters and documents
- ⇒ Presentations
- ⇒ Reports
- ⇒ Technical information
- ⇒ Workplace manuals
- ⇒ Meetings, briefings and seminars
- ⇒ Policy documents and procedures
- ⇒ Training programs; and many more.

Informal communication methods

- ⇒ Conversations
- ⇒ Notes
- ⇒ Chatting
- ⇒ Coaching and mentoring advice
- ⇒ SMS messaging
- ⇒ Using social media
- ⇒ Communicating with people who you know well; and many more.

Image: Alex Slobadkin;
Photos.com



Formal and informal communication

C

1. Consider each of these scenarios. Identify if each is an example of formal or informal communication.
2. Explain whether they show, or don't show, an appropriate method of communicate. If not, suggest an alternative method.

1. You tell your supervisor that it seems that there is a problem with the guard on the folding machine and you want to report it. He asks you to write it on a post-it-note and he'll take it to the HSR.	2. You have responsibility for organising a new marketing campaign. You contact an advertising firm and they prepare a brief outlining their campaign for you to take to management.
3. Your boss messages all staff telling them that soon there will need to be cutbacks among the casual workers.	4. Your supervisor asks you to take a series of photos to be included in a manual that outlines the correct procedure to be followed when dealing with product orders for shipping.

3. Outline an example when both formal and informal communication might be suitable in the workplace; and as part of your work-related activity.

Formal communication might be suitable in the workplace when...	Informal communication might be suitable in the workplace when...
Formal communication might be suitable for my work-related activity when...	Informal communication might be suitable for my work-related activity when...

7.15 Communicating Information

Avoiding communication mistakes

By now you can probably see that effective work-related communication doesn't just happen by accident. When you communicate you need to be able to effectively collect, analyse, plan, organise and communicate varied information; and to varied workplace stakeholders. Communication styles and methods must be suitable for your intended audience.

There are a number of common communication mistakes that people make that can be easily avoided. Study those that are listed below and discuss them as a class. And of course make sure that when you plan any communication including work-related communication, that you minimise these mistakes.

Avoiding Communication Mistakes



A Planning for effective communication

Copy and enlarge the 'Effective Communication 8-Step Planner/Feedback pro-forma'.

Complete this planner for one of the following tasks:

- A report to the class on a work-related activity you are planning to undertake, or
- A report to the class on your role and responsibilities in a workplace you are familiar with.

You can also use this pro-forma to review how the effectiveness of a presentation.

Effective Communication: 8-Step Planner/Feedback Pro-forma

Work task/activity: _____ 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, language and format to suit the audience.

6. Minimise 'noise' and distractions including over-communicating.

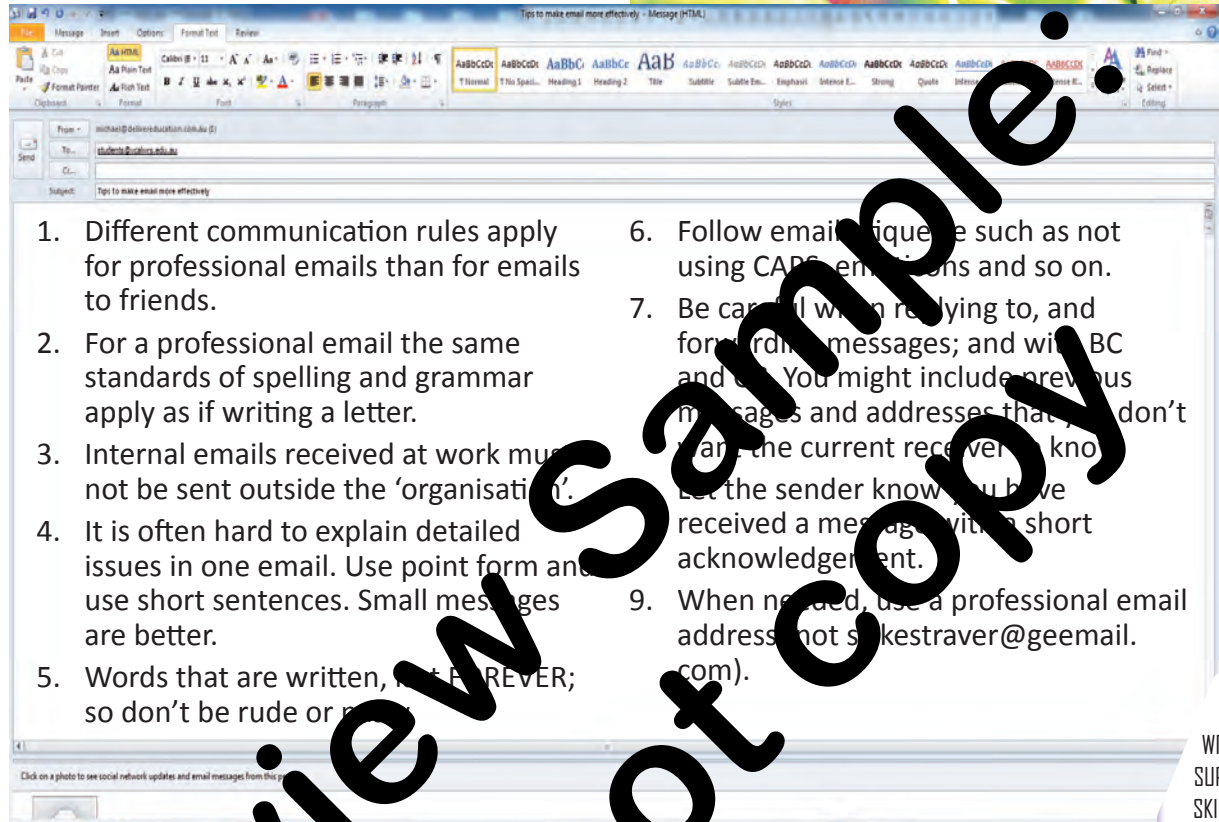
7. Follow up to ensure the message has been received and understood!

8. Allow questioning and modification if required.

7.17 Effective emails

Effective emails

Composing an effective email message does not come naturally. So use these tips to help make your emails more professional.



A Using email effectively

Compose an email message for one of the following personal situations and for 1 of the work-related situations. You might have to get creative and make up some of the details.

Personal

- ✎ An invitation to a party you are holding.
- ✎ A annual message to relatives you haven't seen for a year.
- ✎ An email to someone who isn't computer literate.
- ✎ An email to a TAFE or college enquiring about course entry requirements.

Work-related (Professional)

- ✎ An email to accompany a job application and résumé for a job advertisement.
- ✎ An internal email to report an OH&S issue in a workplace you know of.
- ✎ An email notifying your team members of an upcoming meeting.
- ✎ An internal email to your manager requesting funding to host a going away party for a staff member who is retiring after 20 years.

Work-Related Communication AT2

Complete the following tasks as directed by your teacher.

1. You are required to undertake a communication activity related to one of the following:
 - ☐ A work-related activity you are undertaking this unit
 - ☐ Your work experience/placement you are undertaking this unit
 - ☐ Another activity that you have negotiated with your teacher/supervisor.
2. As part of the planning for this task you must do the following.
 - ⇒ Tick those tasks that are required to be completed. Your teacher might add some other tasks. If so, write these in the table.
 - ⇒ You might have to negotiate some of these tasks with your teacher.
 - ⇒ Fill in the due date for those that are required to be completed.
 - ⇒ Tick the tasks off as you complete them. Get your teacher to initial these.
 - ⇒ Present your report to an appropriate person/audience using ICT.

This work-related communication activity is about:

Activities required for satisfactory completion of task.	Re-quired	Completed	Due Date	Teacher initials
1. Sources of information, 7.02A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
2. Work task information, 7.04C.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
3. Workplace information, 7.06 (q.1-2).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
4. Asking questions, 7.08C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
5. Workplace communication, 7.12B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
6. Formal and informal communication, 7.14C.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
7. Planning for effective communication, 7.15A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
8. Identify/use technology effectively to help communicate effectively.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
9. Present your finding to an appropriate person/audience.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
10. PODR Planning Pro-forma: Team Activity, 6.11-6.12.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
11. Review your communication/presentation including feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

7.19 Workplace Learning Journal

Workplace Learning Journal		
You must complete one of these record pages for each day of your work placement/work experience.		
Name:	Day:	Date:
Workplace:	Supervisor:	Page:
Times	Description of main work tasks and duties performed.	
7.30-8.30		
8.31-9.30		
9.31-10.30		
10.31-11.30		
11.31-12.30		
12.31-1.30		
1.31-2.30		
2.31-3.30		
3.31-4.30		
4.31-5.30		
5.31-6.30		
Work-related skill	Description of how you developed this work-related skill. (Consider enterprise capabilities, employability skills or specific skills as per your teacher's instructions.)	
Describe an OH&S practice you followed or observed in action today.		
Outline any special arrangements or requirements for tomorrow.		
Student signature:		Date:
Supervisor's signature:		Date:

Effective Problem-Solving

8

Contents

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8.07	SWOT Analysis	142	8.15	Self-Assessment.....	150
8.09	Drilling-Down	144			

Activity

p. Due date/Done?

Comment

8.02A Work-related problems

137

8.03A IASM

138

8.04B IASM problem-solving

8.05A Brainstorming

140

8.06B Brainstorming in action

141

8.08A SWOT Analysis in action

143

8.10A Drilling-down in action

8.12A Checksheets in action

145

8.13A Problem-solving

148

8.14A Problem-Solving in Action

149

8.15 Self-Assessment

150

Comments:

8.01 Problem-Solving

Problem-solving

One of the key drivers to success, both in your personal and in your professional life is the ability to solve problems. Solving problems will assist you to more easily achieve your goals.

The ability to solve problems is an employability skill that can be built and developed. There are various tools and processes that can help you solve problems. As part of this unit you will be required to use some of these tools to enable you to overcome common problems experienced in the workplace or associated with your work-related activity.

Work-related problems

When analysing work-related problems it is a good idea to identify the problems as relating to one, or more of the following categories.

- ☹ Employee problems (including management)
- ☹ Customer/client problems
- ☹ Equipment problems
- ☹ Process problems.

Of course all work-related problems do crossover and impact on a variety of areas. There are literally 1000s of potential work-related problems that might relate to a specific workplace or industry. However, many problems do arise from similar causes. So keep this in mind when you start to apply some problem-solving tools.

Work-related problems

- ⇒ Communication breakdowns
- ⇒ Interpersonal conflict
- ⇒ Safety issues
- ⇒ Customer complaints
- ⇒ Product faults and returns
- ⇒ Customer service problems
- ⇒ Lack of staff training
- ⇒ Out-of-stock
- ⇒ Work/life imbalance
- ⇒ Technology/equipment issues
- ⇒ Delivery issues
- ⇒ Manufacturing breakdowns
- ⇒ Issues with inputs/components
- ⇒ Environmental waste

Problem-solving Tools

IASI process

A 5-stage problem-solving process whereby the user identifies and analyses a problem and then selects and monitors solutions.

Brainstorming

A free-thinking tool that encourages participants to suggest and write down as many words and terms associated with a concept as possible.

SWOT Analysis

Provides a snapshot of the internal strengths and weaknesses and external opportunities and threats related to a situation.

Drilling-down

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

Checksheets

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

Work-related problems A

Briefly describe some specific work-related problems that you might have to deal with as an employee; or those that you have seen occurring in the workplace; or as part of your work-related activity.

Work-related problems - employees

e.g. New employees are not shown how to deal with difficult customers.

Work-related problems - customers

e.g. Customers have to queue for too long, especially at busy times.

Work-related problems - equipment

e.g. The photocopier keeps breaking down.

Work-related problems - processes

e.g. The delivery truck blocks the customers' cars.

8.03 IASM

Problem-solving process

By now you are probably aware of this IASM problem-solving process and have had an opportunity to use it to tackle a personal or workplace problem. The IASM process is an effective way of dealing with a problem. In this unit you need to consider how you can:

1. Solve work-related problems that you may be faced with
2. Solve problems that others might be facing
3. Solve problems by combining IASM with other problem-solving tools.



A IASM

As a class use the IASM process to work through this problem.

Identify the problem

- ⇒ Clearly identify what the problem really is.
- ⇒ Write this problem in as short and sharp a sentence as possible.

Identify problem

Reusable shopping bags get over-packed and become too heavy to carry, especially for older people.

Analyse the causes/facts

- ⇒ Work out what and who is causing the problem.
- ⇒ Focus on issues that can be controlled.
- ⇒ Consider secondary or 'because' (i.e. The order is late...because workers are taking too many breaks).
- ⇒ Try to list 3-6 main reasons.

Analyse cause

They are much bigger and deeper than plastic bags.

Suggest the solutions

- ⇒ Come up with 3-4 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 the problem.

Suggest solutions

Make these bags smaller.

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 behavioural changes as part of this solution.
- ⇒ Make sure that you change behaviours to stop the problem from happening again.
- ⇒ Check to ensure solution is working.

Manage solution

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IASM problem-solving B

Use the IASM problem-solving process to solve a work-related problem that employees in a workplace you are familiar with have to deal with.

Depending on how your teacher constructs this task you may have to interview people or visit a workplace to view a work-related activity or process in action.

(You should make a copy of this pro-forma before beginning and possibly enlarge it to A3).

1. Identify the problem

2. Analyse the causes/facts

Suggest some solutions

4. Manage the chosen solution

8.05 Brainstorming

Brainstorming

When you have a problem, basically you are stuck and unable to move forward.

Brainstorming is a technique whereby you list whatever thoughts come into your head that you relate to a key concept or idea. No suggestion is criticised or rejected. Brainstorming allows an individual or group to generate a list of words for that concept and to move forward.

Brainstorming is a great starting point to develop ideas. Brainstorming can help unlock creative potential and allows people to both hear and see possible ideas and solutions.

Brainstorming is useful for generating creative ideas because one word, leads to another, and then to another which can help people come up with new ideas and approaches. In a team situation, the words of other people can help you or someone else to come up with new solutions. When finished you or the group then focuses in on the 'best' ideas.

You probably don't realise it, but you naturally brainstorm all the time. When you think of something specific you then start to think of words, pictures and ideas and then your mind usually runs off in different directions.

Effective brainstorming

- 1. Write the key idea large and bold for everyone to see, perhaps on a whiteboard, or somewhere clearly on your page.
- 2. Set a short time limit, between 60 seconds and 2-3 minutes, depending on the size of the group.
- 3. Someone has to lead the group and write down the responses.
- 4. Use 'hand up' for ideas.
- 5. Write down all ideas for all to see.
- 6. Ideas are not criticised or rejected.
- 7. Make sure to encourage everyone to contribute.
- 8. Do not allow a few members to dominate.



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A Brainstorming

You have 60 seconds to list 16 words/terms associated with the key concept below.

Concept: When ordering goods online delivery takes too long.

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.

Brainstorming in action B

Use this page to record all of the words or terms that you, your team, or your class generates in response to a key concept that is presenting as a problem. Highlight those words/terms which will be further investigated as part of the problem-solving process.

(You should make a copy of this pro-forma before beginning and possibly enlarge it to A3).

Problem?

Preview Sample: Do not copy

8.07 SWOT Analysis

SWOT Analysis

A SWOT Analysis is a tool that you can use to analyse problems and allows you to take a snapshot of both an internal situation and an external situation. In order to undertake a SWOT Analysis you need to have:

- ⇒ A focus question, (e.g. How can I improve my school results?) or
- ⇒ A goal you are trying to achieve, (e.g. How can I get my Learner's permit?) or
- ⇒ A problem you are trying to overcome, (e.g. How can I save more money?).



Strengths and weaknesses - Internal

As part of a SWOT Analysis you must at first analyse the internal position. This involves consideration of various strengths and weaknesses. e.g. You might perform a personal audit of your skills and competencies.

A SWOT allows you to stop and reflect on you or on a situation. This internal analysis is very useful for personal problems associated with planning your career, setting goals or when just trying to deal with difficulties in life. A realistic assessment of your internal strengths and weaknesses can show you just what you need to develop in order to improve your life.

In work-related situations the internal analysis can really assist workplace stakeholders to reflect on things that are being done well, and also on those areas which need improvement.

Strengths

- ⇒ What can you do well?
- ⇒ Consider all those things that are going well for you.
- ⇒ Outline these strengths, consolidate them and build upon them.
- ⇒ Use your strengths to help others.

Weaknesses

- ⇒ What are you not so good at?
- ⇒ Focus on areas and skills you should improve and develop.
- ⇒ Form partnerships and teams to make up for your weak points.
- ⇒ Get advice and training to deal with these.

Opportunities and threats - External

The final part of a SWOT Analysis is to analyse the external position. This means that you should consider opportunities and threats by identifying and analysing any situations that might impact on you or the situation in the foreseeable future. This involves:

- ⇒ Recognising potential forces for change and using these to create better outcomes and opportunities
- ⇒ Analysing threats from trends and changes that are occurring in the external world which might cause problems.
- ⇒ In work-related situations opportunities might arise from new markets or products, and threats might come from competitors.

Opportunities

- ⇒ What potential good things might occur?
- ⇒ What trends and changes are emerging?
- ⇒ How can you take advantage of what is likely to happen?

Threats

- ⇒ What potential negatives might impact on you?
- ⇒ What trends and changes are emerging?
- ⇒ What might happen to stop you achieving your goals?

SWOT Analysis in action A

Complete a SWOT Analysis for an immediate work-related problem you are aware of such as a business receiving too many complaints or product returns.

(You should make a copy of this pro-forma before beginning and possibly enlarge it to A3).

SWOT Analysis	
Issue/problem:	Date:
Strengths	Weaknesses
I N T E R N A L	
Opportunities	Threats
E X T E R N A L	

8.09 Drilling-Down

Drilling-down

Do you recall how the best way to tackle large goals is to break them down into smaller, more manageable bite-sized chunks? Well the same applies for problem-solving.

Many problems loom large and seem too hard to overcome. However, if you can break a problem down into its smaller components, then you are well on the way to identifying the key causes of that problem. This will make it easier for you to tackle the issues and try and solve that problem.

Drilling-down allows you to make a choice between different courses of action. You might have even used this method as part in PDS.

Which way should I go?

Drilling-down breaks complex problems into progressively smaller parts. This makes 'big' problems a little easier to solve. Drilling down can then be used in conjunction with another method to help tackle the problem.

When you drill-down a problem you will see that as you get closer to the right-hand side you might even be starting to come up with some solutions!

Effective drilling-down

1. Identify your 'big' problem and 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 between 3-5. If stuck answer 'why' or 'why not'?
3. List any points, issues and questions that influence these new issues. Try for 2-3. If stuck answer 'why' or 'why not'?
4. Finally list some factors for each of these. If stuck answer 'why' or 'why not'?
5. Start to analyse the right-hand side for some possible solutions.

Now you have broken down the problem and come up with some potential solutions!

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Drilling-down in action A

Use this page to undertake a drilling-down exercise for a problem you are aware of. You might consider a problem experienced as part of or your work-related activity or perhaps a problem occurring in a workplace you are familiar with. Perhaps you could look at a wider work-related problem such as workplace bullying or some other issue.

(You should make a copy of this page before beginning and possibly enlarge it to A3).

Preview Sample:
Do not copy

8.11 Checksheets

Checksheets

A checksheet is simply used to collect and record information. You have probably used variations of checksheets before and not realised how useful they are in problem-solving.

Checksheets work in conjunction with other problem-solving tools such as brainstorming, the 80-20 rule and many more. Checksheets must be pre-prepared so that they can be quickly and easily used to record information.

Checksheets might be used in a work-related situation by someone who is trained to observe and record information. Checksheets might be used to record:

- ✓ The number of customers at different times of the day
- ✓ The type of query taken over the phone
- ✓ The reason for a customer complaint
- ✓ The cause of a technological breakdown
- ✓ The number of public transport passengers alighting at a particular destination
- ✓ The type of meal most ordered...

as well as many other work-related situations



Effective checksheets

Require...

- ✓ A space to describe the work task or activity being monitored.
- ✓ A list of pre-prepared major reasons expected to occur.
- ✓ A space to record an 'other' and 'all others'. ('All others' should only be a minor component)
- ✓ A system for recording occurrences, e.g. check mark, a tick, and so on.
- ✓ Columns to show time duration such as days of the week, or hours of the day.
- ✓ Columns and rows for easy adding of data and calculation of %s.
- ✓ Space to note the person recording the information, the day and date.
- ✓ Space to record and note any other information that might be important.

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Checksheet

Work/task/activity: Cars parked illegally at Westglakes Primary School

Other information: Morning shift

Completed by: Aaron Tonto Day: Mon - Fri Dates: 17-21 Aug, 2014

Reason/factor	Mon	Tue	Wed	Thu	Fri	Total	%
double-parked	/// 17	/// 16	/// 13	/// 18	/// 20	84	34
overstaying time	/// 10	/// 20	/// 5	/// 7	/// 15	57	23
parking in no standing zone	/// 6	/// 6	/// 6	/// 6	/// 6	30	12
parking in front of driveways	/// 3	/// 3	/// 2	/// 3	/// 2	13	5
parking too close to corner	/// 4	/// 4	/// 4	/// 3	/// 2	17	7
other (describe)	/// 1	/// 1	/// 1	/// 1	/// 1	5	2
parking in bus zone	/// 6	/// 6	/// 6	/// 6	/// 7	31	13
all others together (all different)	/// 4	/// 3	/// 3	/// 3	/// 3	16	6
Total	50	58	39	46	55	248	100
%	20	23	16	19	22	100	

Information to consider:

Someone else is calculating total cars parking.

(You should make a copy of this pro-forma before beginning.)

[illegible]

8.13 Presenting Solutions

Presenting solutions

Once you have identified a workplace problem and have developed some strategies to help deal with that problem, it is important to present your findings to relevant workplace stakeholders.

You will need to draw on many of the communication methods and strategies that you have developed through these WRS units.

It's likely that you might have already communicated with a relevant person as part of your problem-solving investigation. This might have been a manager, a supervisor, an HSR, a teacher or some other stakeholder. You might find that it is best to utilise normal communication methods such as a report and presentation. You could also consider developing a multimedia version of a flowchart. Flowcharts can be useful for breaking down key steps in any process.

Remember, your suggestions are not going to solve the problem on their own. But your suggestions will give appropriate workplace stakeholders some advice to potentially deal with the problem. There might still be some barriers that prevent the problem from being dealt with effectively, such as a lack of time, resources, training or some other reason. However, OH&S problems will need to be dealt with quickly, especially if they present an immediate or likely danger.

A Solving problems

1. Use the PODR process to help you undertake an investigation into a work-related problem impacting on a workplace you are familiar with. It might be a problem related to the responsible use of technology in a work-related activity.
 - i. Clearly **identify** the problem.
 - ii. **Analyse** why the problem is occurring.
 - iii. **Select** suitable solution(s).
 - iv. Develop a method(s) to enable the solution(s) to be **monitored** to assess its effectiveness.
2. Prepare a report and present this to appropriate workplace stakeholders. Use images and multimedia to inform your report. A PowerPoint presentation might work best.
3. After discussion, consultation and negotiation with your teacher record some important information below

Workplace: _____

Problem: _____

Stakeholders to present to: _____

Other people involved: _____

Key dates: _____

Work-Related Problem-Solving AT3

Complete the following tasks as directed by your teacher.

- You are required to solve a problem associated with one of the following activities:
 - ☐ A work-related activity you are undertaking this unit
 - ☐ Your work experience/placement you are undertaking this unit
 - ☐ A problem that is occurring in a workplace you are familiar with
 - ☐ Another activity that you have negotiated with your teacher/supervisor
- As part of the planning for this task you must:
 - ⇒ Tick those tasks that are required to be completed. Your teacher might add some other tasks including (ethically using and reviewing ICT and other technology, re: LO6). If so, write these in the table.
 - ⇒ You might have to negotiate some of these tasks with your teacher.
 - ⇒ Fill in the due date for those that are required to be completed.
 - ⇒ Tick the tasks off as you complete them. Get your teacher to initial these.
 - ⇒ Present your findings to an appropriate supervisor related to your work activity.

The problem I will be solving is:

Activities required for satisfactory completion of task.	Required	Due by	Done	Teacher initials
1. Complete an IASB problem-solving process.	✓			
2. Document a brainstorming process.	✓			
3. Complete a SWOT Analysis.	✓			
4. Carry out a drilling-down analysis.				
5. Design and complete a checklist.				
6. Undertake an investigation into a common workplace problem.	✓			
7. Identify/use technology ethically to help solve the problem.				
8. Present your finding to an appropriate supervisor.	✓			
9. PODR Planning Pro-forma: 6.11-6.12.	✓			

8.15 Self-Assessment

Self Assessment Pro-Forma

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

- _____
- _____
- _____

Which tasks did I perform best at during this unit?

- _____
- _____
- _____

Which tasks did I most enjoy doing and why?

- _____
- _____
- _____

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

- _____
- _____

Which areas should I focus on improving?

- _____
- _____
- _____

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Effective Teams

9

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Activity	p.	Due date/Done?	Comment
9.02A 8 tips for effective teams II	153	<input type="checkbox"/>	
9.03A Team player	154	<input type="checkbox"/>	
9.04B Your multiple intelligences in teams	155	<input type="checkbox"/>	
9.05C Team dynamics	156	<input type="checkbox"/>	
9.06D Building synergy	157	<input type="checkbox"/>	
9.08A Leadership in action	159	<input type="checkbox"/>	
9.10 Meeting Agenda	161	<input type="checkbox"/>	
9.11 Self-Assessment	162	<input type="checkbox"/>	
9.12 Effective Team Work	163	<input type="checkbox"/>	
9.13 Unit 2 Assessment	164	<input type="checkbox"/>	

Comments:

9.01 Effective Teams

Teams

All workplaces consist of teams of people working together. Being able to work effectively as part of a team is a fundamental employability skill.

Everyone must co-exist in the workplace no matter the work environment or the organisation. This includes large organisations employing tens of thousands of people, all the way through to small organisations, or even micro businesses with fewer than five people. Even a sole-trader (someone who works on their own) has to interact with customers, clients, suppliers, contractors and other professionals.

One of the most important factors that employers look for when employing someone is their ability to work with other people. So how well do you work with others?



Teams achieve when they...

Give people an opportunity to have a say.

Listen to, and consider other team-member points of view.

Assign team roles and share responsibilities, including being the leader.

Clearly understand and know the goals/objectives of the team.

Ensure that team members' strengths and weaknesses are complementary.

Choose a set of rules, agenda or procedure for group meetings and stick to this.

Pair people together to help support and train team members.

Rotate team roles and share responsibilities, including being the leader.

Follow team meeting rules, agenda and get people to report on their progress.

Record important information, dates and responsibilities.

Put aside personality differences and don't yell or get personal.

Always take notes (minutes) of meetings and share this responsibility around.

Decide on a decision-making process that everyone agrees to use.

Write down goals and objectives and make sure everybody has a copy.

Be willing and able to communicate effectively with people; including those from different backgrounds.

Choose a majority vote, and then stick with that; or some other method, such as consensus.



8 tips for effective teams II A

It is important that whenever you work as part of a team that you stick to those '8 tips for effective teams' that were introduced last unit. Match the 16 'Actions that ensure teams operate better' on p.152 with the appropriate category below.

Communicate clearly**Set clear objectives****Assign roles and responsibilities****Follow team rules****Take minutes****Listen and be fair****Build and support synergy****Make group decisions**

9.03 Team Roles

Synergy

Have you heard the saying, “The sum of the whole is greater than the sum of the parts”? We call this ‘synergy’. Effective teams are based on team members having a range of skills. This means that individual weaknesses can be avoided. Working as a team creates synergy because people are selected to work together based on their complementary strengths and weaknesses and not on their friendships.

So if you are forming a team (i.e. for your work-related activity) don’t just pick your friends. Make sure that you choose colleagues based on their skills and abilities. In many cases, a team of friends has little synergy and is an ineffective combination and might not get much work done at all! It may also end a friendship!

So what can you do?

Work environments are team environments. What strengths do you have that you can contribute to manage your own tasks and help to create a positive team environment?

And also, what are your weaknesses? What are the areas you need to build and develop to make you a more effective team member and therefore more employable? Are you avoiding things because they’re too hard, or just too hard for you?

An honest assessment of your strengths, as well as the areas in which you need to improve, will help you understand your potential to contribute to a team. Essentially you might perform a personal SWOT Analysis.

Synergy

Synergy is created when:

- ⇒ Team members are aware of their strengths and weaknesses
- ⇒ Teams are organised based on workers having complementary skills
- ⇒ Training and support provided to develop team members
- ⇒ Communication, problem-solving and decision making supports a team environment.



Rohzee’s good at finding out info, Ghate’s good at dealing with people and Zhantra is an expert at design. Although they’re not ‘best’ friends, together they make a synergised team.

A. Team player

List 4 work-related positives that you can offer a team.

Your multiple intelligences in teams

B

Consider your skills, competencies, work-related experience as well as your past experiences working in teams. Identify 3 examples for you that match each of the multiple intelligences (pp.72-73). For each MI you must include a strength, as well as an area that you could improve.

Interpersonal**Intrapersonal****Bodily-Kinesthetic****Naturalistic****Verbal-Linguistic****Logical-Mathematical****Visual-Spatial****Musical-Rhythmic**

9.05 Team Roles

Team dynamics

When people are working in team situations they tend to take on various roles. These roles reflect peoples' personalities, attitudes, skills and experiences. These roles help create synergy and can assist to drive a team forward. At other times these roles can cause conflict and team disunity. So it is important that you understand the role of team dynamics in building effective team cohesion. This is why you might also study this in PDS. So, see if you can recognise yourself, or other team members as these roles.



Team dynamics

In our team who performs which roles? (Note: People might have more than one role.)	driver
facilitator	monitor
supporter	influencer
timekeeper	recorder
innovator	implementer
peacemaker	critic

Building synergy D

1. You are required to suggest teams for each of the activities outlined below.
2. Do an updated Skills Audit and collate the results for the entire class. Use other information you know about the skills, competencies and experiences of your fellow class members. Briefly explain why you chose each team member. *Note: All class members must appear at least once. If you need more space use your work folios.*

An activity training elderly clients to use modern communications technology.

Team members Reasons

An activity to show people basic car maintenance.

Team members Reasons

An activity based on organising and running a lunchtime BBQ for students and staff.

Team members Reasons

An activity training young children in sports, fitness, exercise and nutrition.

Team members Reasons

9.07 Leadership

Leadership

It used to be said that, “True leaders were born and not made.” It was thought that members of society’s ruling class would be leaders because of their good social standing and ‘breeding’.

Into the 20th century it was thought that all managers were leaders. Usually those employees that were most skilled at their jobs were promoted into supervisory or management positions. However, they weren’t necessarily skilled at leading other people.

As society has evolved we have learnt that both these viewpoints are incorrect. You do not naturally become a leader because you are born into it. Nor does a promotion into a management position automatically make you a leader.

An effective leader needs a range of skills. Most of these centre around the ability to communicate effectively and to lead and motivate a team. Leaders don’t boss people around, they are not aggressive and they don’t use their power to exploit others. Instead leaders treat others with respect, they are assertive and use their positions to encourage their teams to achieve goals.

As part of planning, organising and managing your work-related activity you might need to lead, and be led, by other members of your team. So make sure that your team develops a set of team-leadership guidelines reflecting the characteristics of effective leaders.

Mentoring

A mentor is a person of seniority who acts as an informal adviser or guide to someone new. Mentors use their experience, knowledge and wisdom to offer advice to help develop young inexperienced people.

⇒ New employees are often teamed up with a mentor or buddy to guide and help them adjust to the culture of a workplace.

Employees with management potential may be assigned a management mentor to guide their career development.

⇒ Sporting teams pair young recruits and former players with older mentors.

⇒ Schools use senior students as guides and peer leaders for younger students.

Effective leaders...

Are excellent communicators.

Are able to set and achieve goals.

Have a strong vision and realistic plans to achieve this.

Can balance the needs of different stakeholders.

Willing to encourage trust and loyalty in people.

Able to work effectively with other people; and by themselves!



Support and empower others.

Able to accept responsibility for their decisions.

Are knowledgeable and good at sharing this with others.

Encourage and embrace and accept feedback.

Are multi-skilled and flexible and able to use these skills.

Seek out people to complement their strengths and counteract their weaknesses.

Leadership in action A

1. Complete this table by briefly outlining 5 characteristics of an effective leader and 5 characteristics that you feel that an effective leader should avoid.

An effective leader...	An effective leader doesn't...
✓	x
✓	x
✓	x
✓	x
✓	x

2. As a team, develop a list of 6-8 short leadership rules that set out what the leader of your team should do. Draft some ideas below.
- ⇒ Make sure that each member of the team has a copy of these rules.
 - ⇒ Write these rules on a large poster and put them up for all to see whenever you are involved in a team meeting/activity.
 - ⇒ If appropriate, rotate leadership among the team members and make sure that their actions follow these rules.
 - ⇒ You should also develop an evaluation sheet similar to the one for effective teamwork (p. 62) to assess each person's effectiveness as a leader.
 - ⇒ Remember, an effective leader needs a supportive team. You must work with your leader to achieve your team's goals, and not undermine your leader.

9.09 Team Meetings

Meetings

One of the keys to effective teamwork is communication. When people work in teams they need to meet together in order to find out what has gone on, to discuss what they need to do and to plan how things are going to proceed. Meetings allow team members to communicate with each other.

There are many different types of meetings in the workplace and some of these are listed below. Which of these have you been part of, or seen in action?

Running meetings

In order to effectively run a meeting you should plan and follow a meeting agenda. Someone should chair (run) the meeting and someone else should take notes (minutes). An agenda:

- ⇒ Is prepared and circulated prior to a meeting
- ⇒ Includes the items that will be discussed at the meeting
- ⇒ Ensures that everyone knows where, when and how long the meeting will be
- ⇒ Sets out the order of affairs of the meeting
- ⇒ Allows the meeting to be run professionally
- ⇒ Makes sure that people stay on topic
- ⇒ Supports the taking of notes (minutes) which means that all important information is put into writing
- ⇒ Supports teams to work together more effectively.

Someone must always take notes (minutes) of a meeting. Share this responsibility around so everyone gets a go.

Types of Meetings

Briefings

These short meetings are usually run each morning by managers to provide updates, advice and short-term goals.

Staff meetings

These might be regular weekly or monthly meetings where all staff. Various managers make reports on the progress of an organisation.

Planning (plenary) sessions

These meetings normally involve key people who will investigate ways of achieving goals, developing processes and implementing procedures.

Committee meetings

These normally involve selected employees with responsibility over a particular area (such as finance, safety, etc.), or who are involved in a specific project.

Consultative meetings

These might be held with clients/ customers, suppliers, contractors or some other stakeholder in regards to planning or developing a new or potential project.

Activity meetings

These usually involve teams of workers who get together to achieve a specific task or outcome.

Meeting Agenda

Group/team/activity title: _____

Location: _____ Day & Date: _____ Time: _____

Chaired by: _____ Minutes by: _____

1.1 Attendance/apologies (Record those present/note absentees who have given reasons for being away.)

1.2 Minutes from previous meeting (Minutes of the last meeting must be approved & noted on as correct.)

1.3 Correspondence (Report on any mail, email, documentation, etc., that has been received.)

2. Business arising (Update on the progress of issues that have to be sorted out from the previous meeting.)

3. New Business (Discussion of new items/issues. Items must be submitted to the Chair before the agenda is circulated.)

4. Reports (Reports from those with designated responsibilities (e.g. finance, equipment, etc..) but only for issues not already covered in 2. and 3.)

5. Next meeting(s) (Decide on next meeting location, day and time.)

9.11 Self-Assessment

Self Assessment Pro-Forma

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

- _____
- _____
- _____

Which tasks did I perform best at during this unit?

- _____
- _____
- _____

Which tasks did I most enjoy doing and why?

- _____
- _____
- _____

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

- _____
- _____

Which areas should I focus on improving?

- _____
- _____
- _____

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Effective Team Work AT4

Complete the following tasks as directed by your teacher.

1. You are required to work as an effective member of a team in relation to one of the following activities:
 - ☐ A work-related activity you are undertaking this unit
 - ☐ Your work experience/placement you are undertaking this unit
 - ☐ Another activity that has been suggested by your teacher
 - ☐ Another activity that you have negotiated with your teacher/supervisor for
 - ☐ A specific work-related goal related to one of the activities mentioned above.
2. As part of this task you must:
 - ⇒ Have team meeting(s), with appropriate agenda and minutes
 - ⇒ Determine the team's leadership rules as per 9.08A
 - ⇒ Complete a Team Member/Individual Assessment sheet for yourself
 - ⇒ Complete a Team Member/Individual Assessment Sheet for all other team members (or for a whole-class activity up to a maximum of 5)

Your teacher might add some other tasks including ethically using and reviewing ICT and other technology, re: LO6). If so, write those in the table.

The activity that I worked on as a member of a team was

Activities required for satisfactory completion of task.	Completed	Due by	Done	Teacher Initials
1. Your multiple intelligences in teams, 9.04A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Building synergy, 9.04AD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Leadership in action, 9.08A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Participate in team meeting(s) with proper agenda(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have a turn taking proper minutes of meetings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Complete a Team Member/Individual Assessment sheet for yourself, p.83.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Complete Team Member/Individual Assessment sheets for other members of the team, p.83.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Complete a PODR Pro-forma: Team Activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Complete relevant Activity Action Roster(s) and to-do list(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.13 Unit 2 Assessment

Name: _____		Teacher: _____		Final due date: _____	
WORK RELATED SKILLS INTERMEDIATE - UNIT 2 SUMMARY RECORD SHEET					
LO1: Research information: LO2: Communicate information (...for a work-related activity).		LO3: Plan, organise and manage a work-related activity.		LO4: Solve work-related problems.	
LO5: Work in teams: LO6: Use ICT and other technology ethically: (...for a work-related activity).					
PODR Planning Pro-forma: Team Activity, 6.11-6-12.	PODR Planning Pro-forma: Team Activity, 6.11-6-12.	PODR Planning Pro-forma: Team Activity, 6.11-6-12.	PODR Planning Pro-forma: Team Activity, 6.11-6-12.	PODR Planning Pro-forma: Team Activity, 6.11-6-12.	PODR Planning Pro-forma: Team Activity, 6.11-6-12.
Work task information, 7.04C.	At least 4 tasks lists, 6.02.	Complete an IASM problem-solving process.	Leadership in action, 9.08A.	Participate in team meetings with proper agenda(s).	Have a turn taking proper minutes of meetings.
Workplace information, 7.06A (q.1-2).	At least 4 tasks lists, 6.02.	Document a brainstorming process.	Complete a SWOT Analysis.	Complete Team Member/ Individual Assessment sheets (p.83) for team members.	Complete relevant to-do lists and Activity Action Roster(s).
Planning for effective communication, 7.15A.	Appropriate invitation Roster(s), 6.03.	Present your findings to an appropriate person/audience.	Weekly Timesheet summaries, 6.13.	Ethically use and review the use of ICT and other technology.	PODR Journal pro-formas, p.91 (as needed).
Review your communication/ presentation including feedback.	PODR Journal pro-formas, p.91 (as needed).	PODR Journal pro-formas, p.91 (as needed).	PODR Journal pro-formas, p.91 (as needed).	PODR Journal pro-formas, p.91 (as needed).	PODR Journal pro-formas, p.91 (as needed).
PODR Journal pro-formas, p.91 (as needed).	PODR Journal pro-formas, p.91 (as needed).	PODR Journal pro-formas, p.91 (as needed).	PODR Journal pro-formas, p.91 (as needed).	PODR Journal pro-formas, p.91 (as needed).	PODR Journal pro-formas, p.91 (as needed).
or AT2: Work Related Communication, p.133.	or AT1: Work-Related Activity, p.111.	or AT3: Effective Problem Solving, p.149.	or AT4: Effective Team Work, p.163.	or AT5: Effective Problem Solving, p.149.	or AT6: Effective Problem Solving, p.149.
& Ethically use and review the use of ICT and other technology. (LO6)	& Ethically use and review the use of ICT and other technology. (LO6)	& Ethically use and review the use of ICT and other technology. (LO6)	& Ethically use and review the use of ICT and other technology. (LO6)	& Ethically use and review the use of ICT and other technology. (LO6)	& Ethically use and review the use of ICT and other technology. (LO6)
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?	Are all tasks completed for this outcome?
Date: <input type="text"/> <input type="text"/>	Date: <input type="text"/> <input type="text"/>	Date: <input type="text"/> <input type="text"/>	Date: <input type="text"/> <input type="text"/>	Date: <input type="text"/> <input type="text"/>	Date: <input type="text"/> <input type="text"/>