

# Work Related Skills: Intermediate Workbook 4ed.

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#### Work Related Skills: Intermediate Workbook 4ed.

By Michael Carolan

**DELIVER Educational Consulting (978-1-925172-51-5)**

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

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

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

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

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

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- ☐ Personal Development Activity Planner: Foundation; Personal Development Activity & Project Planner: Intermediate; and Personal Development Project Planner: Senior
- ☐ Community Services Foundation & Intermediate
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- > Career and Enterprise Foundation 12
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<b>*WRS Senior 3ed.</b> (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
<b>Totals</b>		_____	_____	_____	_____	_____	_____

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## Advice to students

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

Activities I am required to organise and do for Work Related Skills Intermediate are...

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## Assessment Tasks

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# Workplace Safety: Roles and Responsibilities 1

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Activities 1: Safety Roles & Responsibilities		p.	Due date/Done?	Comment
1.02A Work-Related Skills	3	<input type="checkbox"/>	<input type="checkbox"/>	
1.02B My WRS Unit 1 requirements	3	<input type="checkbox"/>	<input type="checkbox"/>	
1.03A Workplace hazards	4	<input type="checkbox"/>	<input type="checkbox"/>	
1.04B Younger workers at risk	5	<input type="checkbox"/>	<input type="checkbox"/>	
1.06A My OH&S/WHs training	7	<input type="checkbox"/>	<input type="checkbox"/>	
1.07B OH&S/WHs roles & responsibilities	8	<input type="checkbox"/>	<input type="checkbox"/>	
1.08C OH&S/WHs induction	9	<input type="checkbox"/>	<input type="checkbox"/>	
1.10A Workplace safety stakeholders	11	<input type="checkbox"/>	<input type="checkbox"/>	
1.12B Workplace safety regulators	13	<input type="checkbox"/>	<input type="checkbox"/>	
1.14C OH&S/WHs rep and HSRs	15	<input type="checkbox"/>	<input type="checkbox"/>	
1.16A Hierarchy of Control	17	<input type="checkbox"/>	<input type="checkbox"/>	
1.17B Notifiable incidents	18	<input type="checkbox"/>	<input type="checkbox"/>	
1.18C Workplace safety consultation	19	<input type="checkbox"/>	<input type="checkbox"/>	
AT1 OH&S/WHs Roles and Responsibilities	20-21	<input type="checkbox"/>	<input type="checkbox"/>	
1.21 Self-Reflection	22	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

## 1.01 Introduction

### Welcome to VCAL Intermediate

Congratulations on commencing your VCAL Intermediate program. In Unit 1 Work Related Skills you will develop an understanding of important workplace safety issues and hazards and complete relevant OH&S/WH&S induction activities. You will investigate the world of work by researching specific workplaces and employment opportunities. You will also develop a range employability and transferable skills by completing Work-Related Activities in both Unit 1 and in Unit 2.

Throughout your Work Related Skills classroom, practical and applied studies, you should try to think how all the things you are learning might apply to you in your role as an employee, or as a workplace volunteer, or as a student undertaking work experience or structured workplace learning.

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

### Work-Related Activity

In both units 1 and 2 you are required to complete complex Work-Related Activities. As part of these activities you have to demonstrate the ability to successfully complete a range of learning outcomes.

These activities could take a variety of different forms. You are likely to be expected to negotiate these with your Work-Related Skills teacher and/or VCAL Coordinator.

Preview  
Draft Sample:  
Do Not  
Copy

### Work-Related Activity

Some possible work-related activities include the following:

- ⇒ A thorough Workplace Safety Investigation (for Unit 1)
- ⇒ Successfully completing a range of OH&S induction activities, including safe@work, or relevant VET units.
- ⇒ An audit into the safe use of workplace tools, equipment, machinery and technologies.
- ⇒ A school-based project investigating a work-related issue (OH&S in Unit 1).
- ⇒ An applied research investigation and report into employment opportunities, wages and other workplace conditions within a selected workplace.
- ⇒ A detailed investigation of an occupation in which you might develop your career pathway.
- ⇒ Completion of a portfolio of job-seeking activities.
- ⇒ Participation in a community or volunteer project.
- ⇒ A teams-based, complex Work-Related Activity planned in consultation with your teacher
- ⇒ A specialised Work-Related Activity developed by your school and completed on a whole-class basis.

**"It's a new year, the sun's shining and we're ready to go! Are you!"**



Image: CandyBoxImages/  
depositphotos.com

## Work-Related Skills A

In your own words, briefly describe 6 key work-related skills that you have developed.


# Preview

## Draft Sample: Unit 1 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 that will need to be completed.	LO(s)	By when?

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## 1.03 Introduction to OH&S/WHs

### Workplace safety

By now, many of you would have already completed an occupational health and safety or work health safety induction program such as safe@work, or an OH&S/WHs unit as part of your VET or TAFE studies.

In Victoria, **occupational health and safety (OH&S)** is the general term used to describe all the rights, responsibilities, training, regulations, guidelines, laws and other issues that relate to a safe work environment. As at 2020, the term **work health and safety (WHs)** is used nationally, except for Victoria.

Workplace safety is an ongoing commitment and you constantly need to update your OH&S/WHs awareness and skills. This year some of you will undertake workplace learning in a new occupation or industry, so you might need to focus on different OH&S/WHs concerns. Being both a student, and a potential employee, means that you must always continue to build your understanding of OH&S/WHs, especially as workplaces continue to evolve and become more complex.



### A Workplace hazards

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

⇒ auto mechanic, hairdresser, lift operator, nurse or ICT technician.

Occupation:	Potential workplace hazard...
1.	
2.	
3.	
4.	
5.	



**Hazard alert**

At this stage of your career development you should be able to anticipate potential **workplace hazards**. You should also be able to follow **safe work practices** after having appropriate instruction and training.

Hazards exist in all workplaces and are not always immediately apparent. Many students only consider hazards from accidents and dangerous machinery, and fail to recognise potential injuries that might occur from repetition, overuse, incorrect posture, noise and stress-related causes.

As part of this unit we want you to develop the ability to spot potential hazards, and to become able to avoid or deal with these OH&S/WHs issues before they become problems. You also need to learn about the processes for raising OH&S/WHs issues with safety reps.

Some health and safety guidelines are being nationalised, with most jurisdictions signing on. Those 'rules' are governed by Safe Work Australia. However, in Victoria WorkSafe Victoria still has the responsibility for managing the state's workplace safety system.

**THINK**

**WORKPLACE  
SAFETY  
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**WorkSafe Victoria**

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

**Younger workers at risk****B**

1. Visit the website of WorkSafe Victoria (or your state) at [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au)
2. Search for 'Young workers vulnerable to workplace injury' or just 'young workers' generally, and see what information is available.
3. List 5 key points of information about workplace safety for young workers.



1.

2.

3.

4.

5.

## 1.05 OH&S/WH S Induction

### Work ready

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

Young workers have an increased risk of being injured. According to WorkSafe Victoria, about 2,500 workers aged 15-24 are injured each year. Before you enter the workplace you need to be **work ready**. A strong awareness of workplace safety issues is one important aspect of work readiness. The development of a personal safety plan is another.

All workplaces and work tasks can present physical, mental or emotional dangers. However, certain industries (e.g. construction), occupations (e.g. nurses), certain work environments (e.g. factories), and certain work tasks (e.g. lifting), are inherently dangerous. In addition, some tasks which do not seem obviously hazardous, become so, with repetition (e.g. using ICT devices).

A growing OH&S/WH S issue is increased workload which can cause workers to rush, cut corners and be careless.

**"But I work as a receptionist. What could possibly go wrong?"**



### OH&S/WH S student induction

As a student you are required by law to complete an appropriate OH&S/WH S induction program before you are allowed to do on work experience or structured workplace learning. In Victorian schools that might be **safe@work**, or a similar program for your state. If you are undertaking a TAFE certificate, you will need to complete the relevant OH&S/WH S units before commencing any work placement.

For VCAL Work Related Skills you also have to complete all of WRS Unit 1 before commencing structured workplace learning; unless you are undertaking a nationally recognised VET certificate with OH&S unit of competency, and you have completed that unit of competency prior to commencing your placement.

Your teacher and/or your coordinator will give you lots more information on this.



### OH&S/WH S induction and training programs

- ⇒ TAFE and VET OH&S/WH S units.
- ⇒ Australian Apprenticeship OH&S/WH S outcomes.
- ⇒ Safe Working at Heights certificate.
- ⇒ Certificate 1 in Food Handling.
- ⇒ Responsible Service of Alcohol.
- ⇒ First-aid certificates.
- ⇒ In-house induction programs, videos and practical simulations.
- ⇒ Worksite tours and inductions.
- ⇒ Safety equipment demonstrations.
- ⇒ Licensing and certification programs.
- ⇒ safe@work modules and certificate.

### Your OH&S/WHs training

If you are a Victorian secondary school student completing structured workplace learning as part your VCAL program, then you must complete an accredited **OH&S training** and **induction** program before you can commence your work placement.

Most VCAL students will complete an appropriate current OH&S unit as part of their VET certificate course, TAFE course, or Australian Apprenticeship training, before they start any work placement in a workplace that is part of that industry.

However, if you wish to undertake a work placement in a different industry from that of your VET certificate studies, or your learning program does not include any relevant VET studies, then you will need to complete VCAL Work Related Skills Intermediate 1, as well the relevant **safe@work** modules before commencing work placement.

If more than twelve months have passed since you completed the **safe@work General** and **Industry Modules** and you want to do work experience in the same industry, you must complete the **safe@work Review Module** and redo that **Industry Module**.

If you are planning to do work experience in a different industry, you must satisfactorily complete the **safe@work Review Module** and the **Industry Module** relevant to that industry.

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



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### My OH&S/WHs training

Your teacher and/or coordinator will discuss the OH&S/WHs requirements relating to any structured workplace learning you are required to do.

Accurately outline the specific OH&S/WHs training and induction requirements that you have to complete as part of this unit. Include key dates and other relevant information.

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

## 1.07 OH&S/WHs Induction

### Employers

According to WorkSafe Victoria, employers are responsible by law for the following.

- ⇒ Providing and maintaining safe machinery and equipment.
- ⇒ Providing and maintaining safe systems or ways doing work.
- ⇒ Following procedures for safe use, handling, storage and transport of machinery and equipment, and dangerous substances.
- ⇒ Maintaining safe workplace conditions such as fire exits and emergency equipment.
- ⇒ Providing adequate facilities including clean toilets, cool and clean drinking water, and hygienic eating areas.
- ⇒ Ensuring workers have adequate information, instruction, training and supervision to allow them to work in a safe and healthy manner.
- ⇒ Employers must also (among other things):
  - ✓ monitor workers' health and conditions in the workplace
  - ✓ keep information and records relevant to workers' OH&S
  - ✓ where required, engage experts to advise on health and safety issues
  - ✓ ensure that customers, visitors and the public are not endangered by the conduct of their business.

### OH&S/WHs Roles, Duties and Responsibilities

### Employees

According to WorkSafe Victoria, employees should do the following.

- ⇒ Take care of their own health and safety.
- ⇒ Inform their supervisor about potential hazards or physical problems in the workplace.
- ⇒ Follow all safety guidelines/systems of work according to training and instructions.
- ⇒ Take reasonable care not to affect safety of others by their actions, or by failing to report a hazard.
- ⇒ Work with their employer to make the workplace safer.
- ⇒ Ensure that they have the appropriate certificate of competency before operating any industrial equipment that requires certification.
- ⇒ Report any injury immediately to the supervisor, HSR or person responsible for WorkCover.

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## B OH&S/WHs roles and responsibilities



1. As a class, discuss the roles, duties and responsibilities shown above by giving real workplace examples.
2. You are required to either draw, create a diagram, or act out scenarios for 1 of the employer responsibilities, and 1 of the employee responsibilities, shown above.
3. WorkSafe Victoria's website [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au) has lots of relevant information about OH&S/WHs roles, duties and responsibilities. So too will the relevant website in your state. Find out more online.

*Tips: Your teacher will place you into pairs or groups in order to carry out this task successfully. You might need to get advice from an OH&S/WHs supervisor to help you. Your teacher might be able to source a video on some of these roles, duties and responsibilities, or invite an OH&S/WHs professional, a workplace Health and Safety Representative, or a union representative to talk to the class.*





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

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

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

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

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

During your placement you must follow safe work p\_\_\_\_\_ and undertake your work a\_\_\_\_\_ in a safe manner. This ensures that you do not harm yourself, your c\_\_\_\_\_, the c\_\_\_\_\_ nor any other person.

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

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

## 1.09 Workplace Safety Stakeholders

### Workplace stakeholders

Workplace safety is a **shared responsibility**. Workplace safety involves **employers, employees, managers** and other stakeholders working together to ensure that work-related health and safety becomes a key focus in the workplace.

This responsibility extends to all dealings with **customers** and **clients, suppliers, contractors, volunteers** as well as any and all other **visitors** to a workplace. So this means that workplace procedures must be developed, undertaken and monitored to ensure safety for all regular, likely and potential stakeholders who might come into contact with a workplace and its products.

There are a range of stakeholders who have a role in ensuring appropriate OH&S/WHs in the workplace. These stakeholders work together so that safety becomes a primary workplace focus. It becomes the duty of each of these stakeholders to work cooperatively to improve safety in the workplace.

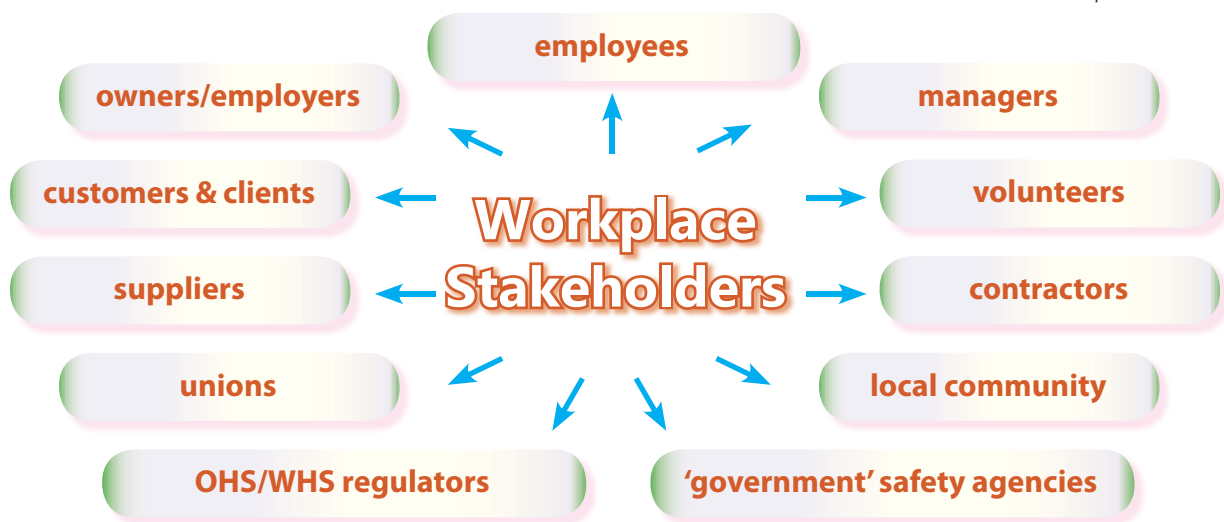
*For example, a sandwich bar must ensure that employees are trained in how to safely use kitchen equipment and also in the appropriate use of PPE. Workers must carry out their day-to-day work tasks by ensuring that all food offered for sale to customers is stored, prepared and served within strict food hygiene guidelines.*

*When a supplier makes a delivery, they need to have safe passage into the 'backroom' and not have to deal with unseen dangers such as slip hazards. Managers, or an OH&S/WHs Safety rep (such as an HSR), need to monitor that workers are meeting safety guidelines, communicate where safety standards are slipping, and make immediate improvements if changes need to be made.*



**"You have a role in workplace safety, just as everyone does!"**

Image: Erik Reis/  
photos.com



## Workplace Safety Stakeholders 1.10

### Employers

- ⇒ They manage work tasks, design work environments, develop OH&S/WHs policies and implement and supervise work practices.
- ⇒ In doing so they must take care and concern for safety of employees, and any other stakeholders; by law! They also have to consult with the HSR.
- ⇒ Employers must have relevant WorkCover insurance, and must meet other responsibilities set down by law.

### Employees

- ⇒ Employees, including managers, carry out work tasks and duties, and have a fundamental right to a safe workplace.
- ⇒ Employees have a responsibility to perform work in the safest manner, and to report any hazards.
- ⇒ Many workplaces have an OHS rep or an official HSR to deal with management on the behalf of workers.

### Health & Safety Representative

- ⇒ Many workplaces have an official OH&S/WHs officer (HSR) who has the responsibility to monitor and maintain safety conditions.
- ⇒ The HSR will usually act as a go-between for employees in consultations with management.

### OH&S/WHs professional/auditor

- ⇒ These are usually external specialists who are contracted to assess a workplace for OH&S/WHs risks.
- ⇒ They can help employers design safer work environments, and implement work practices that minimise harm.
- ⇒ They may also be involved in training employees, employers and management in OH&S/WHs issues.

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### Workplace safety stakeholders

A

1. Consider the sandwich bar example. List the varied stakeholders that might be involved in, or effected by, workplace safety issues.

2. Outline 3 key safety issues that might impact on how a sandwich bar runs its day-to-day operations.

3. Discuss who sets these safety standards. Consider whether these are legal requirements, or internal workplace procedures, or even if customers (or others) are requesting these.

4. In your workbooks, repeat these questions for a workplace with which you are familiar.



## 1.11 Workplace Safety Stakeholders

### Workplace safety regulators

Workplace safety stakeholders include **safety regulators** who are responsible for creating workplace safety laws and developing guidelines and codes of practice. They also have the power to inspect workplaces, along with other relevant duties. There are also various people who work in legal, advisory, enforcement and other roles related to workplace safety. So workplace safety regulators might have both a direct influence, and indirect influence, over workplace safety in varied workplaces.

For example, the **State Government** develops **legislation** that must be followed by law. It consults with **unions** and **industry associations** and other industry professionals.

**WorkSafe Victoria** (a State Government agency) manages the state's OH&S system, and works with employers, employees and the public to ensure improved safety.

**WorkSafe Victoria** is also responsible for managing the **WorkCover Insurance** scheme, including the workers compensation system.

#### Governments

- ⇒ Governments work jointly with other stakeholders to develop effective laws and strategies to help improve workplace health and safety outcomes.
- ⇒ Most OH&S/WHs laws and guidelines are controlled by the relevant government in each state or territory, and administered through local agencies such as WorkSafe Victoria, WorkSafe WA, WorkSafe Tasmania, SafeWork NSW, SafeWork SA, WorkSafe Queensland, WorkSafe ACT and NT WorkSafe.
- ⇒ In 2009 the Commonwealth government established Safe Work Australia. The aim of SWA is to improve national WHS guidelines, as well as to improve WHS compensation arrangements across Australia.
- ⇒ The agency is jointly funded by the Commonwealth, state and territory governments through an intergovernmental agreement.

#### WorkSafe Victoria

- ⇒ Almost all OH&S/WHs laws and regulations are state-based, so each state has its own specific safety agency; therefore WorkSafe Victoria manages Victoria's workplace safety system.
- ⇒ WorkSafe Victoria is responsible for promotion and enforcement of OH&S, as well as the WorkCover Insurance scheme, workers compensation, and the Return to Work Program.
- ⇒ WorkSafe Victoria's Inspectors primary role is to ensure workplaces comply with health and safety legislation. They are legally empowered to enter a worksite (and some public places) at any time if required or requested, so as to assess safety. They can issue improvement notices and enforcement notices.
- ⇒ WorkSafe Victoria Investigators investigate serious incidents and breaches of OHS legislation, which may lead to criminal prosecutions.

#### Unions

- ⇒ Play a proactive and leading role in the development of OH&S/WHs policies, guidelines and rules throughout Australian industry.
- ⇒ Unions work with employers, the government and employees to ensure that workers have access to a safe workplace.

#### Industry associations

- ⇒ Represent the interest of employers by providing advice and support to assist them to be aware of, and to implement, effective OH&S/WHs guidelines.
- ⇒ They work with government agencies, unions, training institutions and other parties to develop and implement effective workplace safety programs.



## Workplace safety regulators

B

1. Using the information in this topic and your current knowledge, outline the role of each of these workplace safety stakeholders.
2. Research online, and outline the key roles of these workplace safety stakeholders.
3. Interview a manager or owner of an enterprise with which you are familiar. Ask them to outline the role of each of these workplace safety stakeholders.



OHS/WHS Stakeholder	Roles: Based on your current knowledge.	Roles: Based on online research.	Roles: Based on workplace interview.
State Government			
WorkSafe Victoria (or for your state)			
WorkSafe Inspectors			
WorkSafe Investigators			
Commonwealth Government			
Safe Work Australia			
Unions			
Industry Associations			

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## 1.13 Workplace Safety Stakeholders

### OH&S/WHs safety representative

One of the key stakeholders who is responsible for your safety and wellbeing in the workplace is the **OH&S/WHs safety rep** at your particular workplace. This person is expected to be onsite all the time; and if they are not, the workplace should have some other employee (deputy) who is able to act in this role.

In some workplaces, workers will elect a **Health & Safety Representative (HSR)** who is registered with, and can be trained by, WorkSafe. Depending on the size and structure of your workplace, the OH&S/WHs safety rep or **HSR** might be:

- ⇒ the manager/owner (usually if it is a small workplace)
- ⇒ a full-time dedicated OH&S/WHs safety professional
- ⇒ an employee appointed to act as the safety rep on top of their other responsibilities, and who might be an elected HSR
- ⇒ a trained employee who is also a union representative, and who might be an elected HSR; or
- ⇒ some other designated and trained employee, and who might be an elected HSR.

It is vital that you meet with this person before you commence your work placement. The safety rep or HSR is your vital link to workplace safety. You must ask them what the key safety issues might be for new, inexperienced or young workers. You also need to find out from them how you go about raising safety concerns, and how you report any OH&S/WHs issues that you might encounter.

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### Health & Safety Representative (HSR)

- ⇒ Health & Safety Representative (HSRs) are elected by members of a Designated Work Group (DWG). A DWG is a group of employees in a work environment or workplace (or even across workplaces) who are likely to deal with similar workplace health and safety interests, conditions and concerns.
- ⇒ Although an employer can start the process to elect a HSR, employees can also initiate this process by asking their employer. Employers then have 14 days to get the process started.
- ⇒ The members of the DWG elect their HSR or HSRs; and may even elect deputies. All HSRs must be members of that DWG. HSRs might then also establish a health and safety committee.
- ⇒ The HSR is empowered to inspect any part of a workplace in which a member of their DWG works, with proper notice. They can also inspect the workplace/work environment straight away in the case of an immediate risk, or if an OH&S incident has occurred. HSRs can also accompany a WorkSafe Inspector during a relevant workplace inspection.
- ⇒ The HSR can attend interviews on health or safety matters between a safety inspector, the employer, with workers in the DWG, as well as independent contractors, (with the interviewee's consent).
- ⇒ HSRs are authorised to seek the help of any person whenever necessary.
- ⇒ A HSR must consult with their employer if they think that a health and safety breach has occurred in the workplace. If the issue isn't resolved, then the HSR can issue a Provisional Improvement Notice (PIN) to their employer. PINs are serious documents so they must only be used if there is a breach of, or failure to comply with, the *OHS Act* or with *Occupational Health and Safety Regulations (2017)*.
- ⇒ Employers are prohibited from dismissing, discriminating against, or treating an employee less favourably, if they are, or even were, HSRs or deputy HSRs.

WRS  
SUPER  
SKILLS

Choose a workplace to investigate and complete the following tasks. You might need to interview specific personnel from this work environment.



Workplace:		Dates:	
Work Environment:		Interviewed by:	
What workplace safety personnel exist in this workplace? Does it have an official HSR?			
Who is the OH&S/WHS safety rep?		Who is the deputy OH&S/WHS safety rep?	
What is the role of this OH&S/WHS safety rep?		What is the role of the deputy OH&S/WHS safety rep?	
What training does the OH&S/WHS safety rep need to undertake?			
What responsibilities does the OH&S/WHS safety rep have to fulfill?			
What authority does the OH&S/WHS safety rep have?			
What other safety information is relevant for this specific workplace (such as safety advice)?			

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## 1.15 Workplace Safety in Action

### Risk management

All workplaces contain hazards that risk causing harm. Employers, employees and other work-related stakeholders need to work together to manage risks to achieve a safe workplace.

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

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

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

**Consultation** helps create a safe workplace, and employers need to consult with employees, or HSRs, or other workplace safety reps. Consultation enables employers and employees (and/or HSRs or safety reps) to work together to:

- ⇒ resolve health and safety issues
- ⇒ identify and assess hazards or risks
- ⇒ make decisions on how to control risks
- ⇒ propose, develop and apply workplace safety information and training
- ⇒ work through changes that may affect workers' health or safety
- ⇒ develop, monitor and report safe work practices and procedures.

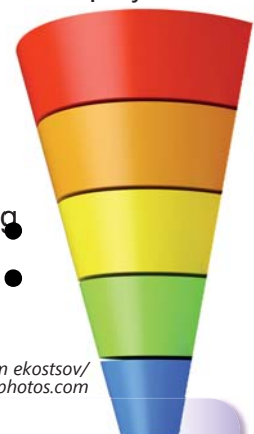


Image: Adapted from ekostsov/  
Depositphotos.com

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A Hierarchy of Control starts with the controls that are the most effective (e.g. elimination) down to controls that are less effective. You can find different style graphical representations online.

#### **Elimination:**

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

#### **Substitution:**

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

#### **Engineering:**

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

#### **Administration:**

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

#### **Personal Protective Equipment:**

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

WRS  
SUPER  
SKILLS



## Hierarchy of Control A

1. Apply the **ESEAP Hierarchy of Control** to a workplace safety issue in your school.  
Record important information in the table.
2. Apply the **ESEAP Hierarchy of Control** process to two hazards for a work environment or workplace with which you are familiar.

<b>Workplace/Work Environment:</b>			
<b>Name(s):</b>		<b>Date:</b>	
Hierarchy of Control	School workplace safety hazard(s)	Workplace safety hazard	Workplace safety hazard
Elimination			
Substitution			
Engineering			
Administration			
Personal Protective Equipment			
Other information:			

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## 1.17 Workplace Safety in Action

### Notifiable incidents

A **notifiable incident** (or a **reportable incident**) is a serious incident resulting in workplace injury, illness (or even death).

**Employers** are required to notify **WorkSafe Victoria** (and other relevant Safe Work agencies in different states) of such incidents using prescribed forms.

If you are involved in a notifiable (reportable) incident it is the responsibility and duty of your employer to notify WorkSafe immediately for serious incidents, or within 48 hours for less serious incidents.

You might also be **witness** to a notifiable (reportable) incident, or be the first person on the scene when a notifiable incident has occurred. In those cases you will be required to fill out relevant information on the **Notifiable Incident Form** provided by your employer (and available from WorkSafe).

### Notifiable (Reportable) incidents

- Incidents resulting in a person needing:
    - ⇒ immediate medical treatment for a range of injuries including amputation, serious head, eye, or laceration injuries, serious skin removal injuries, electric shock, spinal injury, loss of bodily function;
    - ⇒ immediate hospital treatment as an in-patient;
    - ⇒ medical treatment within 48 hours of being exposed to a substance.
  - Incidents resulting in death.
  - Incidents involving:
    - ⇒ registered or licensed plant falling, overturning, collapsing, or malfunctioning
    - ⇒ excavation (or shoring) failure or collapse
    - ⇒ building structure collapse
    - ⇒ explosion, implosion, or fire
    - ⇒ substance escape, spillage or leakage
    - ⇒ plant or objects falling from high places.
  - Mine incidents including plant collapse or overturning, inrush of water, mud, or gas, and ventilation system failures.
  - Dangerous goods incidents such as fire, explosion, spills, leakage and escape.
  - Explosive incidents including all injuries, damage to property, fire, explosion, theft, and attempted theft.
- This list includes more, and may change and be updated. Refer to:

[www.worksafe.vic.gov.au/report-incident](http://www.worksafe.vic.gov.au/report-incident)



### B Notifiable incidents



Consider the following scenario. Discuss this in small groups.

1. What would you advise Adler to do? Why so?
2. What are Adler's likely responsibilities? What about Granger's?
3. What other recommendations would you make?

Image: Adapted from  
ekostov/  
Depositphotos.com

#### Slippery fish

Adler is doing work placement in a small take away shop. He is supervised by his boss, Granger, and the full-time worker, Spacey.

It's after the peak lunchtime rush and the boss has gone out to do the banking. Adler is cleaning the tables and hears a big crash come from the kitchen.

Adler rushes in to find Spacey sprawled out on the floor, surrounded by pots and pans, and groaning in pain with his leg all twisted like a bad crabstick. Adler freezes!



### Workplace safety consultation

Workplace safety is a **shared responsibility**. Employers must implement and support effective **communication processes** to enable employees to have direct input into workplace safety.

Suitable processes might include face-to-face **consultation**, **mentoring**, guidance and support, holding both informal and formal **meetings**, induction and **training** programs, establishing specialist safety **committees**, including Designated Work Groups (**DWGs**), setting up work **planning teams** and committees; and other specific consultation methods suitable to the workplace and the nature of its operations. Some of the main supporting factors for effective workplace safety consultation are shown in the diagram. Discuss these as a class.

**"We have a work group meeting every Monday morning and every Friday afternoon and safety is the first item on the agenda!"**



Image: AndreyPopov/Depositphotos.com



### Workplace safety consultation

Research the health and safety consultation processes in a workplace you are familiar with. You might work in pairs and show your key findings in a visual form, such as a diagram or a flowchart, with just a small amount of supporting text.

1. Identify the key stakeholders involved, the methods of consultation that take place, and the scheduling and timing of these processes.
2. Discuss the different roles and responsibilities of employers and employees, as part of the consultation processes.
3. Outline the types of workplace health and safety information that is communicated by the different types of consultation that takes place in this workplace.
4. Describe 3 aspects of the health and safety consultation methods, that demonstrate positive communication processes in this workplace.
5. Suggest a possible improvement that could improve the health and safety consultation methods for this workplace.

## 1.19 Assessment Task

### AT1 OH&S/WHS Roles and Responsibilities


For this assessment task you are required to research and complete a range of activities related to the **OH&S/WHS roles, duties and responsibilities** of **work-related stakeholders** for **a selected work environment**; and also in relation to your own OH&S/WHS induction.



- ⇒ Your teacher will guide you through these tasks, but as you progress you will be expected to take on more self-responsibility. You must undertake direct research yourself.
- ⇒ Use the pro-formas to record your progress.
- ⇒ Your teacher might add other activities to this task.
- ⇒ Use the planner below to record and organise important task information that will help you complete each section.

AT1: OH&S/WHS Roles and Responsibilities Planner	
What specific tasks do I have to do for each section?	By when/Done?
Negotiate a work environment from a specific workplace to investigate OH&S/WHS.	
Complete my school-based <b>OH&amp;S/WHS induction</b> . Complete <b>workplace induction</b> (if required).	
1a. Summarise OH&S/WHS roles, duties and responsibilities of <b>employees</b> in this work environment.	
1b. Summarise OH&S/WHS roles, duties and responsibilities of <b>employees</b> in this work environment.	
1c. Summarise OH&S/WHS roles, duties and responsibilities of <b>visitors/volunteers</b> in this work environment.	
2a. Interview a workplace <b>HSR</b> or <b>OH&amp;S/WHS representative</b> from this work environment.	
2b. Summarise the key roles, responsibilities and powers of this <b>HSR</b> or <b>OH&amp;S/WHS representative</b> .	
3. Research the role of <b>work safety regulators</b> ; describe their impact on this work environment.	
4. Describe how the <b>Hierarchy of Control</b> is used to manage risks and hazards in this workplace.	
5. Describe the processes used to support employer and employee <b>consultation</b> about <b>workplace safety</b> in this workplace.	
6. Outline the process for reporting <b>workplace safety incidents</b> , including <b>notifiable incidents</b> , in this work environment.	
Prepare an overall summary <b>report/diagram</b> about OH&S/WHS roles, duties and responsibilities.	
Present report (if required)?	
Other (if required)?	

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Name:		Date:			
Workplace/work environment:					
AT1: OH&S/WHs Roles and Responsibilities - Tasks		Re-quired	Due by	Done	Teacher initials
⇒	Complete compulsory school-based <b>OH&amp;S/WHs induction</b> program such as <b>safe@work</b> and/or relevant VET OH&S units of competency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Meet with a workplace OH&S/WHs rep to undertake <b>work-related induction</b> (if required).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Summarise the most important <b>OH&amp;S/WHs roles, duties and responsibilities of employers.</b> Develop a visual to show this, e.g. poster, flowchart, diagram or multimedia resource.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.	Summarise the most important <b>OH&amp;S/WHs roles, duties and responsibilities of employees.</b> Develop a visual to show this, e.g. poster, flowchart, diagram or multimedia resource.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Describe the most important <b>OH&amp;S/WHs roles, duties and responsibilities</b> of other work-related stakeholders such as <b>visitors and/or volunteers.</b> Develop a visual to show this, e.g. poster, flowchart, diagram or multimedia resource.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Interview a <b>workplace HSE or OH&amp;S/WHs representative.</b> Develop suitable questions and take notes to 'record' their responses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Summarise 6-10 of the key roles, responsibilities and <b>powers</b> of the <b>HSE or OH&amp;S/WHs representative.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Describe the impact of <b>work safety regulators</b> on this work place.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Use examples to show how the <b>Hierarchy of Control</b> is applied in this workplace.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Describe a <b>workplace safety consultation process</b> <b>between</b> the employer and employees.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Summarise the workplace safety <b>incident reporting process</b> , including <b>notifiable incidents.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	Prepare an overall <b>report</b> and <b>diagram</b> that summarises the <b>OH&amp;S/WHs roles, duties and responsibilities</b> , as well the other workplace safety information your researched.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	<b>Present this report</b> to the class (if instructed by your teacher). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information:

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

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



## 1.21 Self-Reflection

### Self-Reflection Pro-Forma

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

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

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

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

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

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

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

# Workplace Safety: OHS/WHS Safety Procedures <sup>2</sup>

## Contents

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2.11 OH&S/WHS Processes .....	34		

Activities 2: OHS/WHS Safety Procedures	p.	Due date/Done?	Comment
2.02A Workplace hazards	25	<input type="text"/>	<input type="text"/>
2.04B Workplace risks and harm	27	<input type="text"/>	<input type="text"/>
2.05A Young workers	28	<input type="text"/>	<input type="text"/>
2.06B Young workers' hotspots	29	<input type="text"/>	<input type="text"/>
2.08A Safety signs in your environment	31	<input type="text"/>	<input type="text"/>
2.09B OH&S/WHS signs	32	<input type="text"/>	<input type="text"/>
2.10C OH&S/WHS in workplace	33	<input type="text"/>	<input type="text"/>
2.11A OH&S/WHS procedures	34	<input type="text"/>	<input type="text"/>
2.12B OH&S/WHS procedures	35	<input type="text"/>	<input type="text"/>
2.13A Risk assessment & hazard control	36-37	<input type="text"/>	<input type="text"/>
2.15B Safe work practices	38	<input type="text"/>	<input type="text"/>
2.16C Hazard control: ITEACM	39	<input type="text"/>	<input type="text"/>
2.17D Raising issues	40	<input type="text"/>	<input type="text"/>
2.18E Hazard scenarios	41	<input type="text"/>	<input type="text"/>
2.19F Personal protective equipment	42	<input type="text"/>	<input type="text"/>
2.19G OH&S/WHS audit and report	42-43	<input type="text"/>	<input type="text"/>
AT2 Workplace Safety Investigation	44-47	<input type="text"/>	<input type="text"/>
2.25 Self-Reflection	48	<input type="text"/>	<input type="text"/>

Comments:

## 2.01 Workplace Safety Issues

### Hazards

Dealing with hazards is a normal part of workplace life, just like in your personal life. Hazards exist in all workplaces, but some industries, occupations and work tasks are more hazardous than others. Any practical task that involves moving and lifting can be hazardous. Materials and chemical hazards exist throughout many industries. The use of machinery, tools and equipment has inherent dangers and hazards. Working at heights, driving, working with heat, cold, and with electrical voltage, are inherently hazardous. Stress and dealing with people can lead to psychological health hazards.



Image: chuntise/  
Thinkstock.com

However, just because hazards exist it doesn't mean that workers and other stakeholders need to suffer harm as a result of those hazards. Workplace safety regulators develop **laws** and **guidelines** that mandate how to work effectively with **hazards**. Workplaces and employers develop **safe working procedures** to eliminate or **control** hazards. Workers use **personal protective equipment** to reduce the **harm** associated with hazards. Employees are trained in how to eliminate or control hazards, and also in how to recognise and **report** potential hazards that might occur.

👤 So how about your own experiences? What are the common hazards that exist in occupations related to your own future pathway goals?

# Preview Draft Sample: Common Workplace Hazards Do Not Copy

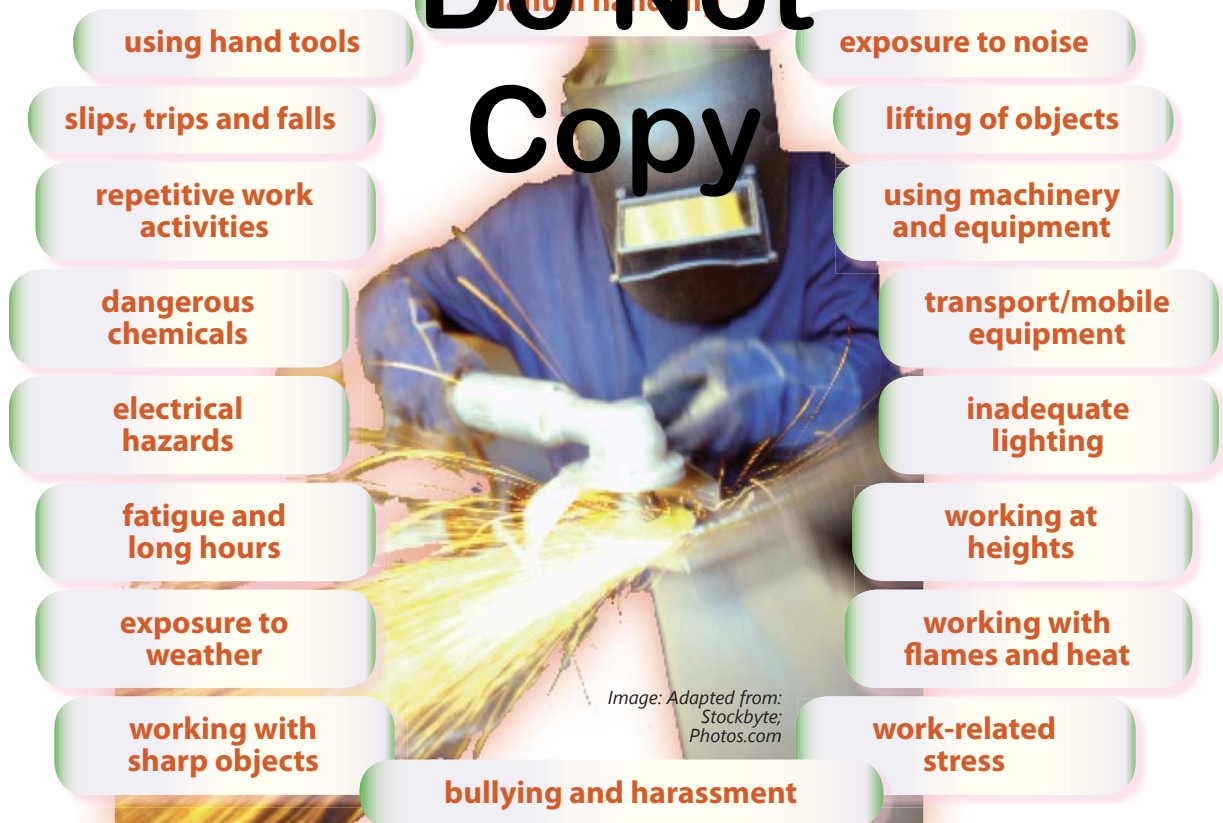


Image: Adapted from:  
Stockbyte;  
Photos.com

## Workplace hazards A

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

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

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Draft Sample:  
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Copy**

2. Visit the WorkSafe website at [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au) (or relevant site for your state). Click on Create a safe workplace, select Find a safety topic and then choose a topic such as Hazardous manual handling. (Or search directly for an industry.)
3. Outline some of the main issues and hazards associated with this work procedure, or industry.
4. From the WorkSafe resources, find and list some possible strategies to deal with OH&S/ WHS issues associated with this work procedure.
5. Use examples to apply the Hierarchy of Control to these issues and hazards.
6. Source or create images that illustrate both good and bad examples of this work procedure in action.
7. Describe examples when you have had to deal with these workplace hazards, and the methods you used to do this effectively.
8. Describe examples when you were not able to deal with these workplace hazards effectively. Why not? So what did you do, and what could/should have been done to control or eliminate these hazards?



## 2.03 Workplace Safety Issues

### Risks and harm

The very real and constant presence of workplace hazards leads to potential risks and harm to workers, as well as to other work-related stakeholders including customers/clients, visitors, volunteers and others. According to WorkSafe Victoria **risk** refers to the likelihood or potential of harm occurring; and **harm** refers to the injury or illness that might occur as a result of the hazard - including both physical and psychological harm.

Some workplace hazards present direct and **immediate harm** to employees (such as potential cutting injuries to chefs). Workplace hazards can extend to clients and customers (such as food borne bacteria from cross-contamination leading to food poisoning). Volunteers might also be put at risk (such as kitchen spills causing slips and falls in a community organisation preparing meals for the homeless).

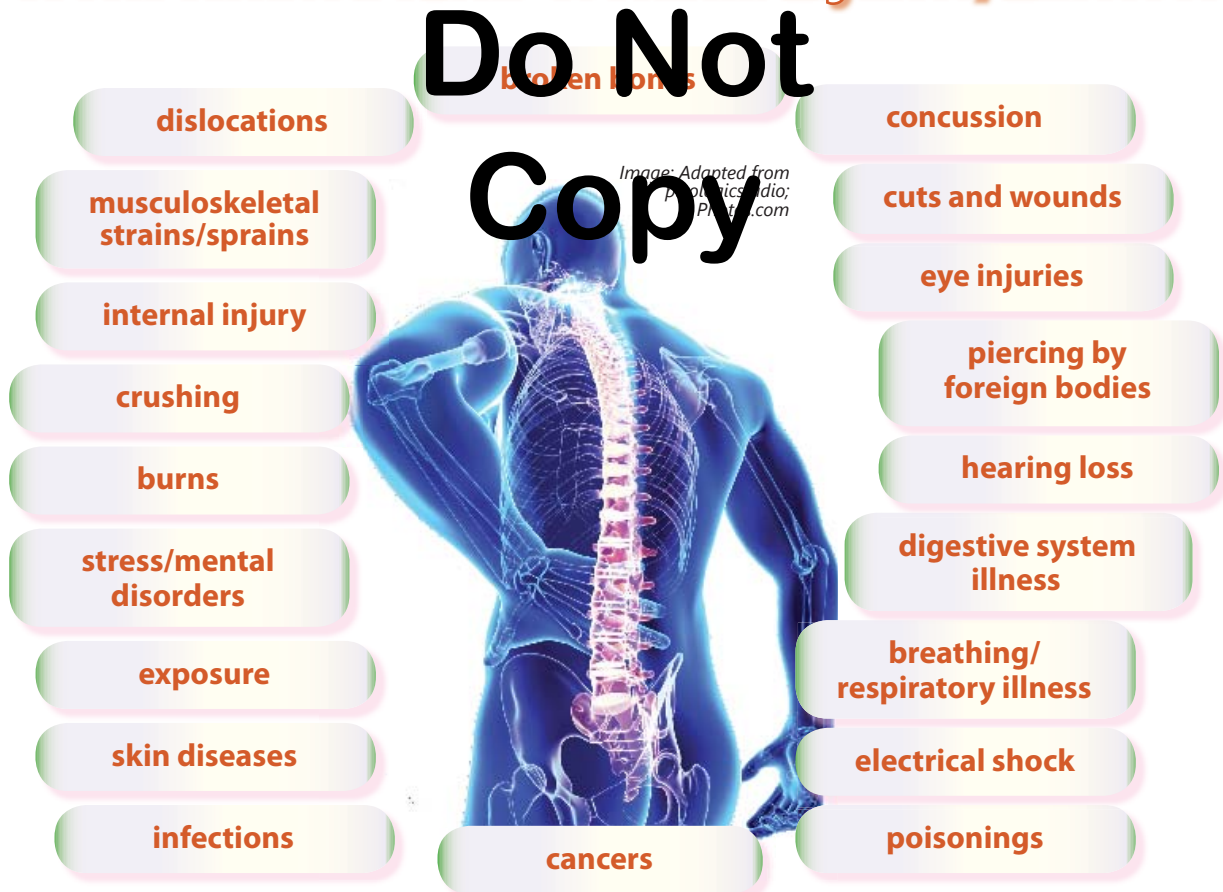
Risk is ever present in some work-related situations, e.g. cutting blades, fire, heights, machinery, driving and chemicals. Therefore injury and illness is very likely to occur immediately if safe working procedures are not followed.

Other risks may not be as readily apparent and might present only an occasional, but still potentially harmful, chance of injury, (such as not clearing away boxes from a floor, or even unexpected physical aggression from a client).

The risk and harm from some hazards might accumulate over time, e.g. hearing loss, exposure to weather, repetitive strain injuries and stress.

So in essence, you need to think in these terms. What is the hazard? How likely is the risk of harm, and to whom? and, what potential injuries and illnesses might occur?

### Work-Related Risks & Harm: Injuries/Illnesses





## Workplace risks and harm B

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

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

i.

ii.

iii.

iv.

v.

**Preview  
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3. Visit the WorkSafe website at [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au) (or relevant site for your state). Click on Create a safe workplace, select Find a safety topic and then choose a topic; or search directly for an industry, e.g. Hospitality.
4. Outline some of the main hazards and risks associated with this work procedure, or industry. What types of injuries or illnesses might occur?
5. Describe possible strategies to minimise the chance of these injuries or illnesses. Use examples to apply the Hierarchy of Control to these injuries or illnesses.
6. Research the most common types of hazards, injuries and illnesses that occur in workplaces generally; and those that are more common in your industry and occupation(s). Describe how the Hierarchy of Control could be applied. Develop and present a 10-point workplace harm reduction strategy to your class.



## 2.05 Hazard Control

### Young workers

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

- ☹️ young workers are 17% more likely to be injured at work than any other age group<sup>1</sup>
- ☹️ when young workers are injured they are 21% more likely to be hospitalised as a result of their injuries<sup>1</sup>
- ☹️ males working in rural and regional areas are particularly at risk<sup>1</sup>. (<sup>1</sup>Source: ABS, (2006), Work-Related Injuries, Australia 2005-06. via [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au))



**Inexperienced workers often take less care. Do you care enough?**

The most dangerous work environments for young people include:<sup>2</sup>

- ☹️ retail (especially fish'n'chip shops and takeaway food)
- ☹️ cafes and restaurants
- ☹️ manufacturing (especially meat products, metal fabrication, and wood and joinery sectors) and
- ☹️ construction (especially plumbing, electrical and carpentry work).

(<sup>2</sup>Source: [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au) PDF downloaded: Young Worker safety\_Tips\_for\_educators.pdf)

In 2015/16, 49 Victorian workers aged 15-24 were injured every week. Most injuries were caused by poor manual handling, and commonly occurred to hands, fingers and backs.<sup>3</sup> So special care needs to be taken to ensure that young workers are safe in the workplace. (<sup>3</sup>Source: [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au) 'Young workers vulnerable to workplace injuries', News, Sep 2016.

### A Young workers

According to WorkSafe Victoria, there are 4 main reasons why young workers are more likely to be injured at work.<sup>2</sup>

- ☹️ May not be fully developed physically and mentally.
- ☹️ May lack the necessary experience, skills or knowledge to understand the risks associated with the work they're doing.
- ☹️ May do work they are not able to, and have not been properly trained or supervised.
- ☹️ May not be aware of their OH&S/WHS rights and responsibilities.



1. As a class discuss each of these reasons, and then evaluate the extent to which each reason applies to the students in your class. View and discuss the advertisements from WorkSafe's Young Worker safety campaign from a few years ago.
2. Choose 2 reasons, and complete these tasks in your work folios.
  - i. Describe an occupation and workplace situation that might apply.
  - ii. Draw or find a graphic that relates to the situation.
  - iii. Create and perform a role play modelling this potential situation.
  - iv. Suggest 2 strategies to minimise risk for younger workers.



Young workers' hotspots **B**

Search for the *Young Workers Injury Hotspots* at [www.injuryhotspots.com.au](http://www.injuryhotspots.com.au)



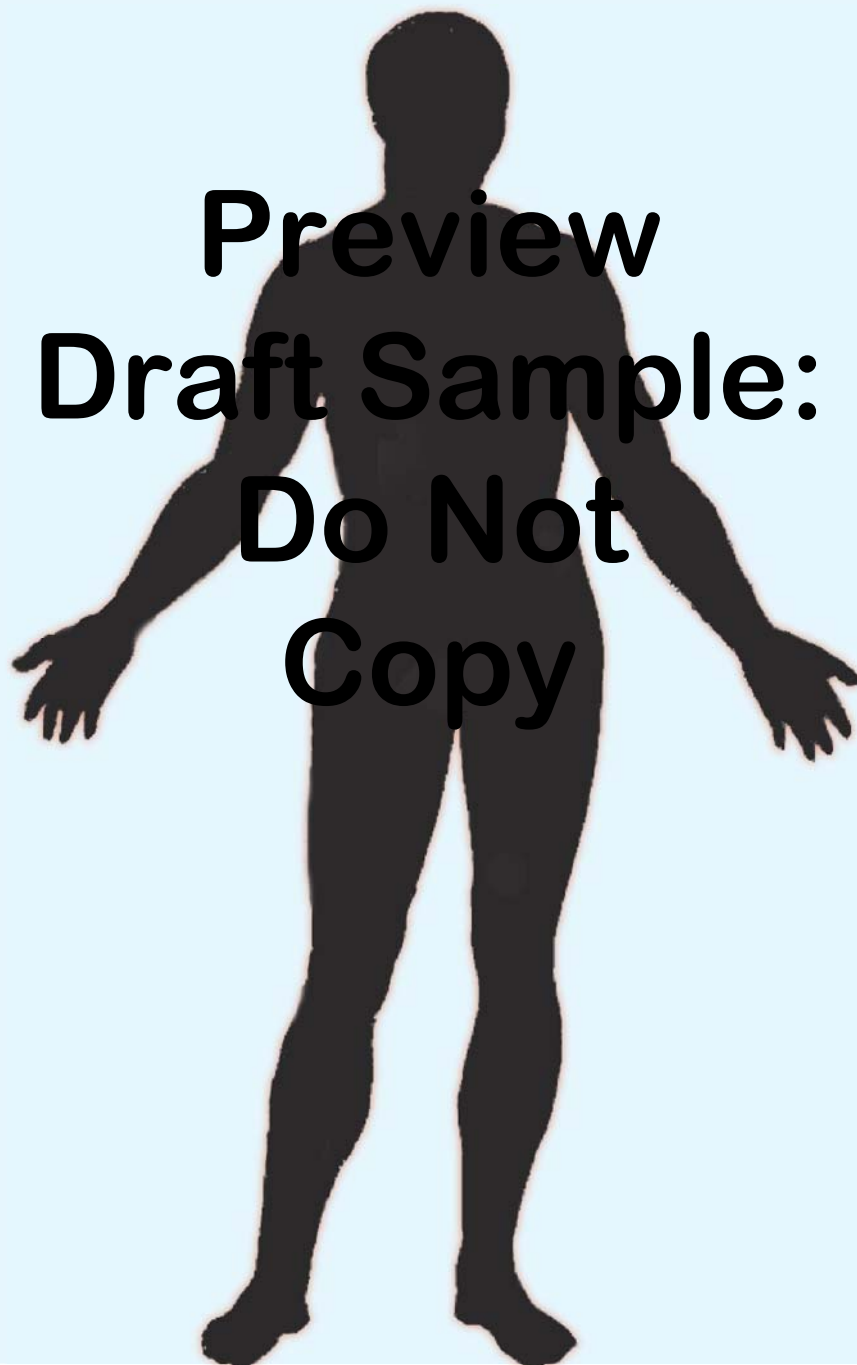
List some of the key industries for which information is available. Circle one of the industries you will investigate.

---

---

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

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



## 2.07 OH&S/WHs Signs

### Signs and symbols

Safety signs are one of the most easily recognisable forms of workplace safety information.

You probably have already been exposed to different safety signs as part of your everyday environment, or in your school, or even in workplaces.

In order for safety signs to be effective they have to be universal; the viewer must be able to understand the picture or phrase immediately.

Signs need to use recognisable pictures and simple text. Signs can also use colour to convey their message. **Red** for danger, **yellow** for caution, **green** for exits and so on.



### Workplace safety signs

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

- ⇒ warn of potential hazards and dangers
- ⇒ instruct on the correct personal safety equipment to wear and use
- ⇒ display mandatory hygiene practices
- ⇒ advise on first-aid equipment and procedures, and
- ⇒ reinforce OH&S/WHs rules and laws that must be followed



### The message

Visual OH&S/WHS information is vital in the workplace. This visual information can be categorised according to the type of message being communicated, as well as the urgency of the message.

Existing workers must be familiar and kept up-to-date with all types of these signs. But new workers, or those unfamiliar to the work environment, such as contractors, volunteers and visitors, might need site-specific, workplace or industry induction and training.

### Safety signs in your environment

A

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

**Preview  
Draft Sample:  
Do Not  
Copy**

2. Match each of the signs below to the types/categories of signs shown on p.30. Discuss workplaces in which you are likely to encounter these signs, and why.



Fire exit



Emergency eye wash



Now wash your hands



POISON






## 2.09 OH&S/WHS Signs

### B OH&S/WHS signs

1. Briefly explain the potential risk or hazard indicated by each of these warning signs.
2. Suggest an occupation that has each sign as part of the work environment.



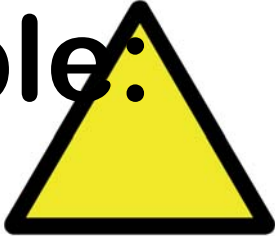



		
		
		
		

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## OH&amp;S/WHS in a workplace C

1. Choose a workplace to investigate. Your teacher might allow you to do this in pairs.
2. Obtain permission to visit this workplace or worksite and record information about OH&S/WHS signs and information in that workplace. If permitted, take photos and interview an HSR or OH&S/WHS representative or a manager.
3. Find examples in this workplace for each of the 6 blank signs below.
4. Draw or describe 3 other types of OH&S/WHS information on display in this workplace.
5. Suggest or develop 3 other signs or visuals that might be useful in this workplace.
6. Prepare a report to the class that discusses the workplace, its OH&S/WHS issues, signage and your suggestions. Use visual displays or a multimedia presentation.

*Tips: You will need to negotiate aspects of this activity with your teacher. Use planning pro-formas to help with your planning.*

Workplace:	Worksite:	
<b>Preview</b>  <b>Draft Sample:</b>  <b>Do Not</b> 		
<b>Copy</b>		
		

## 2.11 OH&S/WHs Processes

### OH&S/WHs processes and procedures

Ensuring workplace safety is a vital part of workplace processes. **Workplace procedures** must be followed correctly to ensure that work processes run smoothly, safely and effectively.

Workplace safety procedures apply before, during and after various work tasks. Effective management of OH&S/WHs issues and hazards is part of **risk assessment** planning in workplaces. Using and applying the **Hierarchy of Control** can assist workplace stakeholders to manage risk more effectively.

#### OH&S/WHs procedures before the work task

For example, medical equipment, cooking utensils and hairstyling equipment must be clean and sterile before being used.

#### OH&S/WHs procedures during the work task

For example, appropriate gloves and hand protection must be worn; and care must be taken to avoid cuts, needle-stick injuries and cross-contamination.

#### OH&S/WHs procedures after the work task

For example, sharps and biohazard waste must be disposed of using suitable containers; and equipment must be cleaned and stored.

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### A OH&S/WHs procedures

Consider one of these occupations (or one of your own choosing). Suggest 2 OH&S/WHs procedures that must be followed before, during, and after performing work tasks.

⇒ nurse, electrician, hairdresser, child-care worker, gardener, receptionist, bar attendant.

Occupation:		
	1st procedure	2nd procedure
before		
during		
after		

## OH&amp;S/WHS procedures B

1. Match each of the OH&S/WHS hazards/issues with the appropriate response. Be careful as some responses might match more than one hazard/issue.
2. Choose two of these matched pairs, and investigate further for a workplace you are familiar with.

Safety Hazard/issue		Process/response
Food contamination from employees and vermin.	1 <input type="text" value="e"/>	a Training and induction of employees.
Workers getting fatigued, making mistakes and becoming injured.	2 <input type="text" value=""/>	b Suitable safety signs and emergency equipment.
Chemicals and flammable liquids left around a workshop.	3 <input type="text" value=""/>	c Wearing suitable clothing.
New employees not knowing about potential hazards.	4 <input type="text" value=""/>	d Safe manual handling procedures.
Workers on-site having someone to look out for their safety concerns.	5 <input type="text" value=""/>	e Appropriate hygiene procedures.
Dangerous machinery that needs to be stopped immediately in an emergency.	6 <input type="text" value=""/>	f Guards, emergency cut-offs and barriers.
Intimidation and 'initiation' of apprentices and other new workers.	7 <input type="text" value=""/>	g Maintenance & testing of machinery, tools and equipment.
Lots of vehicles and traffic on-site, including forklifts.	8 <input type="text" value=""/>	h Rest breaks and shift lengths.
Uneven surfaces, unstable scaffolding and ladders that are too short.	9 <input type="text" value=""/>	i Maintaining adequate WorkCover insurance.
Injured workers needing to return to work on lighter duties.	10 <input type="text" value=""/>	j Industry-appropriate first-aid equipment.
Employees, contractors and visitors being easily able to identify potential hazards.	11 <input type="text" value=""/>	k Suitable and accessible personal protective equipment.
Frayed electrical leads and outdated equipment.	12 <input type="text" value=""/>	l Appointing an HSR or OH&S/WHS representative.
Sleeves and other loose clothing getting caught in machinery.	13 <input type="text" value=""/>	m Safe handling and storage of dangerous goods.
Needing the right safety gear for the specific job.	14 <input type="text" value=""/>	n Clearly marked pedestrian/vehicle zones.
Easily accessible incident reporting forms and guides.	15 <input type="text" value=""/>	o Safe working at heights.
Needing to, by law, maintain adequate insurance to cover injured workers.	16 <input type="text" value=""/>	p Anti-harassment and bullying policies.
Workers straining backs when lifting heavy items and doing repetitive tasks.	17 <input type="text" value=""/>	q Reporting and recording accidents and injuries.
Employees being able to find the first-aid station in an emergency.	18 <input type="text" value=""/>	r Developing a return-to-work process.

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## 2.13 Hazard Control and Risk Assessment

### Risk assessment and hazard control

The **Hierarchy of Control** is a 'big picture' approach to risk management. But workers and other work-related stakeholders are still exposed to hazards as part of their day-to-day work tasks.

Each **hazard** (e.g. cooking with gas) has an associated **risk** (e.g. burns and fat fires). A hazard and its associated risk might then result in **harm** (e.g. skin burns or eye damage from splatters). In order to eliminate or **control** the hazard, workers will need to follow safe workplace procedures (e.g. using PPE and ensuring that cooking appliances are regularly cleaned, inspected and serviced).

Risk assessment and hazard control processes involve four inter-related concepts. You need to develop an understanding of these concepts so that you can apply risk assessment and hazard control for specific work-related situations.

And workplaces might have dozens of specific risk assessment and hazard control processes for varied work-tasks.



Image: Goodluz/  
Depositphotos.com

#### Hazard

A hazard is a work task, a work procedure, a tool, an item of machinery, equipment, chemical or some other work-related element that might cause harm to people, including varied work-related stakeholders.

#### Risk

The risk is the potential likelihood or chance that a hazard will result in harm to people, including varied work-related stakeholders.

#### Harm

The harm is the outcome that might occur as a result of the risk associated with the hazard. Harm can include injury, illness, psychological harm, disease or even death.

#### Control

A control is an action, procedure or item that reduces, or in most cases, eliminates, a workplace safety hazard or risk, such as PPE.

### A Risk assessment & hazard control

1. Describe a risk assessment and hazard control process for a workplace with which you are familiar. Use the pro-forma on p.37, or one supplied by your teacher. Even better is if you use an example of a Hazard Control and Risk Assessment Pro-forma from that specific workplace.
2. Outline the work procedure, and how the risk assessment and hazard control process deals with hazards, risks, harms and controls.
3. Apply the Hierarchy of Control to this work procedure. How closely does the workplace's risk assessment and hazard control process 'follow' the Hierarchy of Control?
4. Does the workplace's specific risk assessment and hazard control process deal more effectively, or less effectively, than the Hierarchy of Control? Why so?
5. What other hazard and risk management steps or actions can you suggest?



[illegible]

## 2.15 Hazard Control and Risk Assessment

### Safe work practices

A work practice refers to the ways that a task is done in the workplace. Four conditions always need to be met in order to ensure that work practices are undertaken safely: **Training**, **personal protection equipment**, **support and supervision**, and **hazard reporting**.



#### 1. Training

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

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

#### 2. Personal protection equipment

An employee should be given access to the appropriate personal protection equipment to reduce workplace hazards; and training in how to use this.

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

#### 3. Support and supervision

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

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

#### 4. Hazard reporting

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

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

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### B Safe work practices

Complete the table for an occupation of your own choice. Collect or draw suitable images.

Occupation:			
1. Training	2. PPE	3. Supervision	4. Reporting

### Risk assessment and hazard control

It is vital that you are able to assess risks and control hazards in workplace environments. Hazard control processes, such as the **Hierarchy of Control**, use consistent steps that can be followed for all workplace tasks, jobs and even industries. The 6-stage **ITEACM** process is a method to specifically apply risk assessment and hazard control on a day-by-day basis.



### Hazard control: ITEACM

C

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

#### 1. IDENTIFY

The hazard, risk or potential for harm.

#### 2. TRAIN

Employees to manage the hazard safely.

#### 3. EQUIP

Workers with the correct safety equipment.

#### 4. ASSESS

That employees can effectively control the hazard.

#### 5. CONTROL

Ongoing work practices associated with the hazard.

#### 6. MONITOR

Check that hazards are being controlled consistently.

WRS  
SUPER  
SKILLS

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## 2.17 Hazard Control and Risk Assessment

### Raising issues

A common question that all workers are faced with when they start in a new workplace is, “What do I do if I think there is an OH&S/WHS problem?” You might come across various problems and hazards similar to these examples.

- ☹ You might experience a **safety problem that needs urgent attention**, such as requiring personal protective equipment, a faulty guard on machinery, or an electrical hazard such as a frayed appliance cord.
- ☹ You might notice an **emerging problem**, such as equipment that seems to be ageing, or apparent water stains that might indicate ceiling leakages, or a growing incidence of boxes being stored in walkways.
- ☹ You might also notice a **potential problem that hasn't yet been identified**, such as a workplace process that causes overuse injuries, or issues related to the operation of new equipment yet to be installed.

💡 So what do you? Who do you talk to? Your supervisor, your OH&S/WHS rep, or your boss? Do you need to fill out any forms to report the incident? What processes do workplaces generally use? What about your workplace specifically?

It is vital that you have the answer to these questions before you commence your work placement. And the responses will likely vary depending on whether you are an ongoing employee with responsibility in the workplace, or a work placement student under full supervision.

Preview  
Draft Sample:

### D Raising issues

💡 Find out the correct procedure for raising safety issues in a workplace of your choice. You should contact or interview an H&P safety rep or manager before your work placement.

Workplace:		
Problem: urgent attention	Emerging problem	Potential problems

### Hazard scenarios

E

Read each of the scenarios. Outline the process you should follow for raising and dealing with these OH&S/WHS issues. Add 2 more of your own. (You might work in pairs.)



*You are very busy working on registers and see a spill in the cleaning goods aisle. But after a few minutes, no-one else has seemed to notice.*

*You are working in a warehouse and notice that one of the forklift drivers hoons around and always goes outside of the marked lines.*

*You are working in an aged care facility. You have to assist a very heavy patient in and out of bed.*

*Your boss asks you to move large-sized, 24kg boxes, with a colleague. Half-way through, your workmate goes on break, leaving you to finish.*

**Preview  
Draft Sample:  
Do Not  
Copy**

Your own hazard...

Your own hazard...



## 2.19 Hazard Control and Risk Assessment

### F Personal protective equipment

1. One of the most important ways to control workplace hazards is to use the appropriate personal protective equipment (PPE). Identify each item of PPE shown below. Suggest an occupation that might use it. (Note: Items of PPE are not to scale.)
2. Draw, find graphics, or photograph at least 5 other items of PPE.



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### G OH&S/WHS audit and report

**Part A: OH&S/WHS Worksite audit** (Use or modify the pro-formas on p.43 & p.64).

1. Perform an OH&S/WHS audit of a selected workplace or specific work environment. Add an additional safety issue for each category.
2. Add at least 8 other OH&S/WHS risks that relate specifically to this work environment.
3. Draw or photograph 3 OH&S/WHS hazards that are being controlled effectively.
4. Draw or photograph at least 1 hazard that could be controlled more effectively.
5. Develop a risk assessment plan (you could use ITEACM) to describe how to better control risks associated with this hazard. [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au) has some templates.



**Part B: Interview an OH&S/WHS rep, HSR or relevant employee or employer.** Find out:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> The process employees can use to report safety concerns and hazards. | <input type="checkbox"/> How to fill out the Register of Injuries (obtain a blank or sample copy, or search <a href="http://www.worksafe.vic.gov.au">www.worksafe.vic.gov.au</a> and make a mock form). | <input type="checkbox"/> How to fill out a <b>Worker's Injury Claim Form</b> . Fill out a sample form for a 'simulated' incident when you return to school. |
| <input type="checkbox"/> How to fill out an incident report (obtain a blank).                 |   |   |

Note: Your teacher will inform you about which tasks are to be presented in written form, and which are to be presented verbally; and about timelines and dates for submission.

Tips: Use "S", "N" and "na". You will need to seek permission(s) and negotiate with your teacher and the employer/manager before doing this task.



## Hazard Control & Risk Assessment 2.20

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

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## 2.21 Assessment Task

### AT2 Workplace Safety Investigation

#### Introduction



For this assessment task you are required to investigate and report on **complex OH&S procedures** for a **selected workplace** (or a worksite or specific work environment within a larger workplace). Your teacher will discuss the requirements of your safety investigation, so tick the boxes that are relevant to you.

Note: Your teacher might combine this assessment task with **AT3** which involves planning and undertaking a complex Workplace Safety Activity in a team.

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

The 4 main requirements of this tasks are as follows.

1. Plan, organise and complete a safety investigation of a workplace.
2. Investigate complex work-related OH&S/WHs problems, issues, risks or hazards in that workplace.
3. Work safely to undertake the activity (perhaps in a team).
4. Prepare and present a report based on your safety investigation. Your teacher will advise you of the format and requirements of the report.

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

- |  |   |
|--|---|
| <input type="checkbox"/> A worksite or workplace with which you are familiar.                        | <input type="checkbox"/> A volunteer or community setting.                              |
| <input type="checkbox"/> A workplace in which you have undertaken work experience or work placement. | <input type="checkbox"/> An enterprise activity or community project.                   |
| <input type="checkbox"/> A workplace in which you are employed.                                      | <input type="checkbox"/> An area or location within your school.                        |
|  | <input type="checkbox"/> Some other relevant workplace as negotiated with your teacher. |

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

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

- ☐ Specific work-related OH&S/WHs issues occurring in a workplace.
- ☐ Workplace procedures performed by employees or volunteers.
- ☐ Workplace OH&S/WHs induction or training programs.
- ☐ The correct use of Personal Protective Equipment (PPE) and training.
- ☐ Workplace safety issues impacting on customers/clients, or on visitors.
- ☐ Work-related injury prevention strategies.
- ☐ A thorough OH&S/WHs audit of a workplace or specific work environment.
- ☐ A thorough OH&S/WHs audit of workplace safety signs and information.
- ☐ Some other relevant types of work-related OH&S/WHs issues or problems.

### Examples: Complex OH&S/WHS procedures

For this assessment task you are required to investigate **complex OH&S/WHS procedures**. This means that it must be more than a straightforward one-step process. For example, consider these one-step procedures versus more complex multi-step procedures. What types of workplaces, occupations and job tasks might these relate to?

- ⇒ Cooking chips vs using a commercial fryer.
- ⇒ Using a ladder vs safe working at heights.
- ⇒ Operating a power tool vs using a range of hand and power tools.
- ⇒ Refrigerating dairy products vs using and working with dairy products.
- ⇒ Correct ergonomics at a desk vs correct office ergonomics and device use.
- ⇒ Operating a fire extinguisher vs emergency and evacuation procedures.
- ⇒ Appropriate use of a PPE item vs safe working with a range of PPE.
- ⇒ Manual handling of boxes vs unloading a truck in a loading bay.
- ⇒ Assisting a child in day care vs supervising childrens' play time.
- ⇒ Performing a physical activity vs warm-up, cool down and injury prevention.

You can come up with some of your own examples.

### Investigation: Complex OH&S/WHS procedures

As part of your investigation and report you should (and in some types of workplaces, must) consider these workplace safety issues as part of the OH&S/WHS procedures. Your teacher might add others that are relevant to your own specific investigation.

- ☐ Identification of common ongoing potential hazards.
- ☐ Explanation of the potential risks involved.
- ☐ Analysis of the likelihood of potential harm.
- ☐ Discussion of who might be exposed to the hazard; and who might be at risk.
- ☐ Description of mandated use of PPE (where relevant).
- ☐ Explanation of workplace safety training used to control the hazard and deal with the risk.
- ☐ Description of the workplace safety training requirements.
- ☐ Description of the workplace safety reporting procedures.

*e.g. Fred, Jed, Red and Zed are all doing VET courses in construction, but in different industry sub-sectors; carpentry, plumbing, bricklaying and plastering. The guys are going to team up to investigate and describe the most important safe work procedures for 1st year apprentices, that apply generally across all construction trades.*

*Each is then going to investigate 2 workplace safety procedures that apply specifically for their own particular trade. They will document these using photos and/or video. Each team member will then choose one safe work procedure to model, and explain this using video (with a team mate assisting). They will also describe common 'mistakes' that could lead to this work procedure being performed in an unsafe manner. They will have a workplace supervisor approve this.*

*Their final report to the class will feature a series of do's and don'ts for construction workplace safety, using examples from the industry generally, and specific procedures from their own trades.*

## 2.23 Assessment Task

### AT2: Workplace OH&S/WHs Procedures - Report

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

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

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



In your report you need to address the following information.

#### 1. Workplace and worksite/work environment details

#### 2. Complex safety problem/workplace procedure being investigated.

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

#### 3. Summary of types of OH&S/WHs information that are used, and the consultation process.

e.g. 5 main types of OH&S information are a pre-training course, communication with co-workers, safety signs and symbols, safe operating guidelines and PPE instruction. For example...

#### 4. Examples and description of safety signs and symbols.

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

#### 5. Description of the nature of the specific complex OH&S/WHs problem (hazard).

e.g. One of the main problems is that when workers unload manually they have to carry the boxes across to the stacking shelves. This occurs because...

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

e.g. One of the main risks that comes from this is the chance that workers might suffer strains from manual handling. This risk exists because...

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

e.g. The warehouse has forklifts and pallet jacks that can be used for heavy or bulky deliveries. But many workers don't use these for small deliveries; and there are only 2 licensed forklift operators...

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

e.g. Forklifts and pallet jacks help eliminate the risk of manual handling injuries because workers don't have to...


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

e.g. Although the warehouse has marked traffic zones, employees have to criss-cross these zones when carrying boxes. One way to help deal with this problem is to...

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

e.g. At the moment the workplace is performing well at manual handling safety when dealing with heavy and large deliveries, as forklifts and pallet jacks are usually used. However, risks occur when...

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Name:		Dates:			
Workplace (worksite/work environment):					
AT2: Workplace OH&S/WH&S Procedures Report - Tasks		Re- quired	Due by	Done	Teacher initials
a.	Select and <b>negotiate</b> a suitable <b>workplace</b> , or specific worksite/work environment to <b>investigate</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Identify a range of <b>potential complex workplace safety problems</b> that could be investigated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Choose 3 complex problems and <b>describe safe workplace procedures</b> that apply in that workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Describe how the <b>Hierarchy of Control</b> applies to these safe work procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Make contact with relevant workplace stakeholders for your investigation. <b>Interview</b> OH&S or safety representatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Safely <b>investigate a workplace</b> to find out more about the complex problem, OH&S/WH&S information, safe work procedures and the consultation process. <b>Investigate</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Safely <b>model</b> these <b>complex work procedures</b> under supervision. and/or <b>Interview employees</b> about the safe work procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	<b>Document</b> the <b>hazards, risks, control</b> measures and other OH&S information, and the <b>consultation process</b> related to this complex workplace safety problem/procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Prepare a <b>draft report</b> with images; and have this checked by your teacher with <b>feedback</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Prepare and submit your <b>final report</b> . 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Present</b> this <b>report</b> to the class (if required).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information:



## 2.25 Self-Reflection

### Self-Reflection Pro-Forma

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

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

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

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

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

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

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

# Workplace Safety in Action

3

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## 3.01 WRS Safety Activity

### Work Related Skills - Team Safety Activity

Now that you have developed an understanding of workplace health and safety information, risks, hazards and safe working procedures, you are required to apply your knowledge to plan, organise, do and review a complex teams-based safety activity.

Your Work Related Skills Team Safety Activity might relate to varied work-related contexts such as:

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

### Requirements

The basic step-by-step requirements of the activity involve the following.

- ✓ Work safely in a team
- ✓ Plan a complex Work Related Skills Team Safety Activity
- ✓ Identify, plan and organise the tasks required as part of the safety activity.
- ✓ Organise and agree on each team members' roles as part of the safety activity.
- ✓ Describe and clearly communicate the responsibilities of each team member for the safety activity.
- ✓ Discuss the advantages and disadvantages of teamwork for the safety activity.
- ✓ Safely do the tasks associated with the safety activity.
- ✓ Review how well your team went at planning, organising and doing the Work Related Skills Team Safety Activity.

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### Work Related Skills Team Safety Activity

Listed are some possible complex work-related safety activities that you and your team might undertake.

Your teacher will discuss the suitability of these with your class, and might suggest other potential options for you to consider.

- ☐ Planning, organising and monitoring safety for a VCAL PDS (or other) activity.
- ☐ Undertaking a thorough workplace safety audit and investigation, and reporting your findings.
- ☐ Investigating workplace hazards and associated risks; and modelling safe working procedures.
- ☐ Investigating, explaining and then training for a safety emergency or evacuation procedure.
- ☐ Participating in workplace safety skills training such as first-aid training; and planning a demonstration.
- ☐ Training for a workplace procedure including use of PPE; and planning a demonstration.
- ☐ Investigating existing work-related safety advice and information; and then improving and communicating appropriate safety information.
- ☐ Demonstrating and modelling safe workplace procedures in a workplace or work environment.

For your Work Related Skills Team Safety Activity you should follow the 4 stages of the **PODR Planning Process**: Plan, Organise, Do and Review. The PODR Planning Process is explained in detail in Section 7; and your teacher will discuss how to apply PODR with you now.

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

<b>Work Related Skills Team Safety Activity is:</b>		<b>Teams members are:</b>	
<b>Stage</b>	<b>Tasks required</b>	<b>Roles and responsibilities</b>	<b>Key dates</b>
Planning	<h1 style="text-align: center;">Preview Draft Sample: Do Not Copy</h1>		
Organising			
Doing			
Reviewing			
Other information			

### 3.03 Team Work

#### Teamwork

The most important employability skill for your future is your ability to work as an effective member of a team. In all workplaces you will work alongside people with varied strengths, different weaknesses and wide-ranging personalities.

Effective teams use a mix of abilities, skills, personalities and experiences. You don't want all team members to be outgoing and loud. This will cause conflict and little will get done. Also, if all team members are quiet and reserved the team will find it difficult to get started. So teamwork can lead to much more productive outcomes than people working individually and/or alone. This diverse mix of skills and abilities creates **synergy**.

You are required to plan, organise, do and review your complex Work-Related Skills Safety Activity. To achieve this your team will have to:

- ✓ identify and discuss the **advantages**, as well as the **disadvantages**, of **teamwork**
- ✓ develop **common goals** for your team and team members
- ✓ agree on team members' **roles** and **responsibilities**
- ✓ work **collaboratively** to undertake your Team Safety Activity
- ✓ use **feedback** to help you team, and
- ✓ review your effectiveness.

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Depositphotos.com

✎ A good starting point is to discuss and then apply the '8 Tips for Effective Teams'.

#### A Teams

Have a think about your abilities, skills and experiences, and outline how you can offer to use these as part of your Work Related Skills Team Safety Activity. Also consider your personality strengths and weaknesses, and how these might play out in team situations.

<b>My abilities...</b>	<b>My skills...</b>	<b>My experiences...</b>
<b>My personality strengths...</b>		<b>My personality weaknesses...</b>

## 8 Tips for Effective Teams

### Communicate clearly

- ⇒ Be willing and able to communicate effectively with people; including those from different backgrounds.
- ⇒ Listen carefully to what people say.

### Assign roles and responsibilities

- ⇒ Assign roles and responsibilities to team members; including the role of the leader.
- ⇒ Rotate team roles and share responsibilities around.
- ⇒ You might have one leader, or share this role, depending on the activity.

### Take minutes

- ⇒ Record important information, dates and responsibilities.
- ⇒ Someone must always take notes (minutes) of meetings.
- ⇒ Share this responsibility around so that everyone builds this skill.

### Build synergy

- ⇒ Ensure that team members' strengths and weaknesses are complementary.
- ⇒ Pair people together to help support and train team members.

### Set clear objectives

- ⇒ Clearly understand and know the goals/objectives of the team.
- ⇒ Write these down, give everybody a copy; and monitor to stay on track.
- ⇒ Pin these objectives up for all to see if necessary.

### Follow team rules

- ⇒ Establish a set of rules or a procedure for group meetings, and stick to these.
- ⇒ Follow these meeting rules, and get people to report on their progress.

### Listen and be fair

- ⇒ Listen to and consider other team members' points of view.
- ⇒ Put aside personality differences; you don't have to be 'friends' to work well together.
- ⇒ Don't over yell or get personal.

### Make group decisions

- ⇒ Develop a decision-making process that everyone agrees to.
- ⇒ You might choose a majority vote, and then stick with that; or some other method, such as consensus.

WRS  
SUPER  
SKILLS

## 8 Tips for Effective Teams

B

1. Discuss each of the 8 *Tips For Effective Teams* as a class. Make relevant notes.
2. In your work teams, discuss these questions to develop specific examples of how you would apply and follow these for your Work Related Skills Team Safety Activity.

How will we make sure that we communicate information clearly to all team members?	What planning and decision-making process will we use to set clear objectives, and to communicate these?	How will we decide to assign roles and responsibilities to team members?	What team rules will we agree on that must be followed?
What process will we use to take minutes, communicate the information in minutes, and to share the responsibility?	What methods and guidelines will we develop to make sure that we listen to all team members and be fair?	What strategies will we make use of to build synergy within our team?	What processes will we use and apply to make group decisions, and to ensure that team members follow these?





### 3.05 Safety Activity - Planning

#### Planning your team safety activity

The first step you have to undertake for your Work Related Skills Team Safety Activity is to undertake appropriate planning. This involves determining your overall **goal** or **objective** you are trying to achieve in doing the activity.

This planning stage also involves clarifying your overall **timeline** for completion, identifying specifically who will be involved as **team members**, and the **skills**, **experiences** and **qualifications** that they will bring to the team.

Depending on your activity, you may also need to discuss and record the **materials** and other **inputs** required for the activity, how you will make use of **technology** and **equipment** in the activity, **other people** that you may need to deal with as part of the activity, **financial** considerations involved in the activity (including costs), and other relevant 'big picture' questions.

You will then have to **consult** with your teacher and get **feedback** on whether your overall plan is acceptable. You may need to **negotiate** with your teacher to make changes, before finalising your final plan of action.



#### PODR planning process

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 your Work Related Skills Team Safety Activity. These are your four PODR steps.

1. Develop a **plan** about what it is you are trying to do (your goal) and how best to get this done.
2. **Organise** yourself and any resources you need to successfully complete the task.
3. Complete and **do** the tasks.
4. Monitor and **review** your work output, and if necessary, make any changes and adjustments.

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 might cross over into one another.

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#### PODR Planning

**1. Plan**  
Return to your overall goal and write this in one or two short sentences. Also outline how you might be able to **achieve** this goal.

#### 2. Organise

Break your overall goal into a series of smaller, achievable, bite-sized **objectives**. Develop an **action plan** to achieve each of these smaller objectives on a task-by-task basis.

Organise **yourself**, other **people** and any **resources** you need to successfully complete each task.

#### 3. Do

Undertake the day-to-day **specific activities** needed to perform each task. This involves using **people**, **resources** and **time** effectively (as outlined in the organising phase).

#### 4. Review

**Monitor** what you're doing as you go along, and make any **changes** and **adjustments** if necessary. **Evaluate** what you achieve and compare your **outcomes** to your objectives and overall goal.

WRS  
SUPER  
SKILLS

## Safety activity - Planning A

Have an initial team meeting and start to record key planning information below



Overall goal

Timeline

Team members - Skills, experience and qualifications

Material and inputs

Technology and equipment

Other people

Financial considerations

Consultation, feedback and review (and any other important information)

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## 3.07 Safety Activity - Organising

### Organising your team safety activity

Once your final plan has been approved, your team will need to start organising itself to get things done. Organising is often the most difficult and time consuming phase of the entire activity. Many teams are able to come up with an interesting goal as part of a 'grand' plan. However, they might not be able to organise themselves effectively and efficiently so as to deliver on the goal and objectives of their initial plan. It is important to spend time organising so that your team can get things 'right' in the first place. (*i.e. We will perform a work-related safety demonstration to teachers on how to correctly use carpentry power tools. But how do we do this; and within just 2 weeks?*)

So consider these four questions that can help guide your organising.

1. **What** do we have to do?
2. By **when** does this have to be done?
3. **Who** is going to have responsibility for doing this?
4. **How** will this be done?

#### Organising tasks and people

- ☐ First off, develop some team rules. Then discuss and negotiate (meeting), document (minutes) and communicate:
- ☐ the overall goal(s) you are aiming for
- ☐ the more specific objectives you are trying to achieve
- ☐ the tasks that need to be completed to achieve these goals and objectives
- ☐ the order in which tasks need to be done
- ☐ the deadlines and timeline for completion of tasks
- ☐ the resources needed to do each task, including external people, and
- ☐ other relevant information.
- ☐ Allocate team roles and responsibilities.
- ☐ Match people to tasks based on their skills and experience.
- ☐ Team-up so that there is always more than one person responsible for a task (to cover absences, etc.).
- ☐ Pair people based on synergy. e.g. A team member with good verbal skills with a team member with design skills.
- ☐ Clearly communicate, document and share everyone's roles and responsibilities.
- ☐ Draft rosters and to-do lists.
- ☐ Consider rotating team roles, i.e. leader, safety rep, deputy safety rep, etc..
- ☐ Share information to all team members.

#### Organising resources

- Discuss and negotiate (meeting), document (minutes) and communicate:
- ☐ people resources including team members' skills, abilities and experiences, and strengths/weaknesses
  - ☐ inputs and materials that might be required
  - ☐ equipment and other resources including work-related equipment
  - ☐ technological resources including ICT devices used to record, document, communicate and prepare a report
  - ☐ financial (money) resources if relevant.

#### Organising time

- Discuss and negotiate (meeting), document (minutes) and communicate:
- ☐ the overall timelines for the activity
  - ☐ the ongoing short-term deadlines
  - ☐ a schedule of tasks that need to be done first (pre-requisite)
  - ☐ a schedule of tasks that can be done at the same time (concurrent)
  - ☐ to-do lists and task deadlines
  - ☐ roster of people for tasks and deadlines
  - ☐ estimates of time for each task
  - ☐ back-up plans.

WRS  
SUPER  
SKILLS

### Safety activity - Organising

A

Once your plan is approved, it's time to start organising (which is an ongoing process). Use the key questions of 'what', 'when', 'who', and 'how' to identify what you need to organise.



#### Organising tasks and people

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#### Organising resources

#### Organising time

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### 3.09 Safety Activity - Doing

#### Doing your team safety activity

Once you have planned and organised your team safety activity, and had everything approved by your teacher (and relevant supervisor), it's time to undertake the activity.

As part of this **doing** phase you will need to use task-specific **to-do lists** and **rosters**.

You will also need to ensure that your team members work safely. So this requires applying the **Hierarchy of Control** to your own actions.

You need to consider how each of the stages of **Elimination**, **Substitution**, **Engineering**, **Administration** and **PPE** apply to your own team safety activity. Use the general pro-forma on p.17; or develop your own that is more relevant for your specific safety activity.

In this phase of your activity you should once again consider those four questions that can help guide the specific tasks related to your **doing**.

1. **What** specific tasks do we have to do?
2. By **when** do these specific tasks need to be done?
3. **Who** is going to have responsibility for doing these specific tasks?
4. **How** will these specific tasks be done?

You should also determine who is going to have responsibility for checking that the completion of specific tasks are on track, that they are done, and also how this progress will be communicated to other team members so that everything falls into place. This means that someone will have to take on a coordinating leadership role.

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Workplace Safety Laser

## Copy

Workplace safety is a shared responsibility. All workplace stakeholders need to be responsible for ensuring that workplace safety is a priority.

If you are a paid employee, or undertaking work placement (or work experience), or even a volunteer worker, you are expected to take on key workplace safety responsibilities as part of your day-to-day work roles and duties. And the same is expected of you for your complex, team-based Work-Related Skills Safety Activity.

One way that you can apply this responsibility is to be a Workplace Safety LASER.

Being a Workplace Safety LASER involves these 5 inter-related responsibilities.

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

You should build these 5 laser 'beams' of responsibility into your PODR Planning Process. These are especially relevant in the Organising, Doing and Reviewing stages.

Image: nikkytok/  
Depositphotos.com



So how about you? Are you  
(workplace) LASER sharp?

WRS  
SUPER  
SKILLS

### Safety activity - Doing A

So now it's time to answer the key questions of 'what', 'when', 'who', and 'how'. Draft your responses below, then collate the information in a *To-do list* or an *Activity Action Roster*. Don't forget to include the responsibilities of being **Workplace LASER Sharp** for each 'question'.



**What specific tasks need to be done?**

**By when do these specific tasks need to be done?**

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**Who has responsibility for doing these specific tasks?**

**How will these specific tasks be done properly, and what else is needed to support and do these?**



### 3.11 Safety Activity - Reviewing

#### Reviewing your team safety activity

An important part of working to achieve goals, is to review your work performance to evaluate whether you are succeeding.

You are required to undertake a review that evaluates the effectiveness of your OH&S investigation from the 'workplace' point-of-view. You might evaluate whether you chose the most relevant safety issues to investigate, the extent and thoroughness of your investigation, and the suitability and practicality of the recommendations you suggested. You are also required to self-assess, as to how well you and your team performed at planning, organising and doing your Work Related Skills Team Safety Activity.

#### A Safety activity - Reviewing

Complete these evaluations of your safety investigation; and then how well you and your team performed in undertaking the Work Related Skills Team Safety Activity.

Name(s):		Date:	
Work-Related Activity:			
How important or vital was the workplace safety issue(s) we were investigating?		To what extent were we able to apply our current understanding of workplace safety issues?	
To what extent were we able to build our knowledge of workplace safety issues?		How practical and suitable were the recommendations that we made?	
To what extent have the recommendations been implemented?		Other important information for review, including feedback and advice from workplace stakeholders.	

Name(s):			Date:		
Work-Related Activity:					
<b>Planning</b> What did I/we do well?		<b>Organising</b> What did I/we do well?		<b>Doing</b> What did I/we do well?	
What improvements could be made?		What improvements could be made?		What improvements could be made?	

### Team Member/Individual Evaluation

As part of working as a team you should undertake both self-assessment and assessment of your team members. Copy and use this pro-forma to honestly assess the performance of your group members (or yourself) as part of your activity.

Team member: \_\_\_\_\_

Overall activity: \_\_\_\_\_

Specific task(s): \_\_\_\_\_

Assessed by: \_\_\_\_\_ Date: \_\_\_\_\_

Ability to effectively:

	Excellent	Very Good	Good	Basic	Not shown
--	-----------	-----------	------	-------	-----------

i. Plan and organise .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

ii. Manage time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

iii. Work safely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

iv. Demonstrate task skills .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

v. Apply leadership strategies .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

vi. Communicate with team .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

vii. Communicate with others .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

viii. Solve problems .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

ix. Use technology appropriately .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

x. Contribute to the team .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Briefly describe your/this student's 2 most successful contributions/areas of involvement.

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

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

Briefly suggest 2 areas that you/this student can improve upon in their next task.

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

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

Briefly describe 2 transferable skills that you/this student demonstrated doing this activity.

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

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

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

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### 3.13 Assessment Task

#### AT3 Work Related Skills Team Safety Activity

##### Required:

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

##### Stage 1: Plan, organise and complete a safety investigation.

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

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

Other important task information

##### Stage 2: Investigate a work related OHS/WHS problem, issue or hazard.

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

Other important task information

##### Stage 3: Work safely in a team.

You must plan and organise to make sure that you work safely when doing your investigation. This requires you to get relevant permissions beforehand; and also to identify and follow all safety procedures. You will also have to seek feedback and evaluate your effectiveness.

Other important task information

##### Stage 4: Prepare a report (and if required present this report).

You will need to prepare your findings in a written report. Your teacher will discuss suitable report sections or headings. They will also give you guidelines about format, length and due dates. And you may have to also prepare a team presentation that summarises your main findings. This is a good way to share information about different work settings.

Other important task information

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<b>Name:</b>		<b>Final date:</b>			
<b>Team members:</b>					
<b>Workplace/work environment:</b>					
AT3: Work Related Skills Team Safety Activity - Tasks		Re- quired	Due by	Done	Teacher initials
<b>Stage 1: Plan and organise a complex safety investigation.</b>					
1	⇒ Form into suitable teams.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Negotiate a suitable work environment to investigate.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	⇒ Allocate team member roles and responsibilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Discuss your plan and team roles with supervisor.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	⇒ Outline the team's safety procedures.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Discuss advantages and disadvantages of teamwork.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Stage 2: Investigate complex work-related OH&amp;S/WH&amp;S problems, issues or hazards.</b>					
4	Undertake an OH&S/WH&S audit of a specific work environment.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Interview an HSR or safety rep to discuss your findings.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Describe the application of the Hierarchy of Control for the work environment.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Outline hazard control procedures for complex work-related task(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Describe at least 3 varied types of safety information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Evaluate the employer/employee consultation process.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Explain an ongoing OH&S/WH&S issue for this work environment.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Suggest possible solutions to this safety issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Discuss these solutions with an OH&S/WH&S rep, an HSR, or an appropriate supervisor.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Stage 3: Work safely in a team.</b>					
5	⇒ Seek feedback on your team's effectiveness.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Review and evaluate your team's performance.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Stage 4: Prepare and present a report.</b>					
	⇒ Prepare your report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Present your report.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional information:

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

### 3.15 Risk Assessment and Hazard Control Pro-Forma

#### Risk Assessment and Hazard Control Investigation

Use this pro-forma during, and after, your workplace safety audit or investigation, to describe more detail as part of a Risk Assessment and Hazard Control Investigation.

Workplace:		Specific worksite/work environment:	
Job/occupation role:		Assessed by:	Date(s):
Describe the hazard.		Outline the risk.	
Explain the potential harm.		Describe suitable controls.	
What is currently being done effectively to deal with the hazard?		What could/should be done to deal more effectively with the hazard?	
Describe how the Hierarchy of Control is being applied to manage this hazard.			
Hierarchy of Control: Elimination		Hierarchy of Control: Substitution	
Hierarchy of Control: Engineering		Hierarchy of Control: Administration	
Hierarchy of Control: Personal Protective Equipment			
Explain and evaluate the consultation process that exists in relation to this hazard.			
Other relevant information:			

WRS  
SUPER  
SKILLS

# Employment: Pay and Conditions

# 4

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Activities 4: Employment: Pay & Conditions		p.	Due date/Done?	Comment
4.01A Minimum entry standards 1	66	<input type="checkbox"/>	<input type="checkbox"/>	
4.02B Australian Apprenticeships	67	<input type="checkbox"/>	<input type="checkbox"/>	
4.03C Minimum entry standards 2	68	<input type="checkbox"/>	<input type="checkbox"/>	
4.04D Job research	69	<input type="checkbox"/>	<input type="checkbox"/>	
4.10A Wages and conditions	75	<input type="checkbox"/>	<input type="checkbox"/>	
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4.13A Apprenticeship pay rates	78	<input type="checkbox"/>	<input type="checkbox"/>	
4.15B Traineeship pay rates	80	<input type="checkbox"/>	<input type="checkbox"/>	
4.16C Award and enterprise agreement pay rates	81	<input type="checkbox"/>	<input type="checkbox"/>	
4.17D FWO - Industry information	82	<input type="checkbox"/>	<input type="checkbox"/>	
4.18E Occupational Investigation	83	<input type="checkbox"/>	<input type="checkbox"/>	
4.19A Workplace Investigation	84-85	<input type="checkbox"/>	<input type="checkbox"/>	
AT4 Employment Opportunities and Conditions	86-87	<input type="checkbox"/>	<input type="checkbox"/>	
4.23 Self-Reflection	88	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:



## 4.01 Starting Out

### Minimum entry standards

When you first start out in the workplace you generally will be employed in an entry-level position.

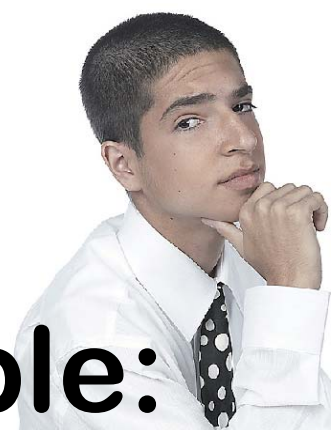
An entry-level position will have a set of minimum entry standards that an employee needs to have achieved before they can be employed in that occupation.

Minimum entry standards can be classified in two basic ways.

1. All of the qualifications, training, skills or experience that a beginning employee needs in order to be qualified for entry into an occupation.
2. The minimum entry requirements needed to get into a course of study (such as TAFE or Uni) so as to gain the qualifications, skills or experience needed to work in an occupation (such as ATAR, pre-requisites, etc.).

Almost every occupation requires some sort of further study or training for entry. Entry-level skills at certificate II can be the first step towards your pathways development. In many trade industries, students undertake a pre-apprenticeship to gain these entry-level skills.

*"I know I can't start at the top but do I really have to start right down at the bottom?"*



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### A Minimum entry standards

Use [www.myfuture.edu.au](http://www.myfuture.edu.au) to find out minimum entry standards for these occupations.



Occupation	Minimum entry standards
child-care worker	
chef	
checkout operator	
fitness instructor	
ICT technician	
your choice	
your choice	

### Australian Apprenticeships

An Australian Apprenticeship is the most common type of **entry-level training** for many occupations. Australian Apprenticeships involve a combination of on-the-job and off-the-job competency-based training (CBT). The apprentice or trainee is exposed to both the practical and theoretical aspects of their occupation as part of their Australian Apprenticeship. Australian Apprenticeships are an ideal way to combine work and study, and complement TAFE studies as a pathways option. More and more students are undertaking VET programs and part-time, school-based apprenticeships and traineeships (ASbAs), while still at school, to get a head-start on their careers. Perhaps you or someone in your class or school is interested in, or already doing, a school-based apprenticeship or traineeship?

### Trades and services

The more traditional, practical or trade types of Australian Apprenticeships normally take 3-4 years to complete. These include occupations as diverse as light vehicle mechanic, chef, hairdresser, carpenter, baker, metal engineering tradesperson and hundreds more. It is interesting to note that many of these occupations face significant skills shortages.

The more service-oriented Australian Apprenticeships take about 12-18 months to complete. These traineeships include IT technician, customer service officer, office assistant, dental nurse, trades assistant, retail worker, child-care worker as well as hundreds more. Many of these occupations are the first step to further career development as a para-professional.

### Australian Apprenticeships

Australian Apprenticeships are available in more than 500 occupations. Industries include:

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

Check out the Australian Apprenticeship website at:

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



### Australian Apprenticeships

B

Find occupations you can enter via an Australian Apprenticeship for 3 industries above.

Industry 1	Industry 2	Industry 3

## 4.03 Starting Out

### Which job is which?

It is important that you know which occupational types you might pursue as part of your career pathway. There are over 1,000 official job classifications in Australia classified by ANZSCO! Classifications also exist related to the skill-levels or seniority of an occupation. For example, a doctor is classified as a professional, whereas a cashier is an elementary sales and service worker. These classifications determine the duties, responsibilities and working conditions associated with different occupations. When you first start out in the workplace you are expected to have the appropriate qualifications, skills and competencies for that occupation.

Your participation in workplace learning or work experience is the ideal starting point to find out what might best suit you. As your career pathway develops, you would hope to move through these classifications, and consolidate your career as a manager or administrator, professional, associate professional or tradesperson. For example, you might start in the Retail Trade industry in an entry-level position as a sales assistant, but with an ambition to grow into a more advanced occupation, such as a Retail Manager.

### Australian Occupations (Nov '18)

#### ⇒ Most common

1. Sales Assistants (General) ..... 529,700
2. General Clerks..... 281,800
3. Registered Nurses..... 278,900
4. Retail Managers ..... 240,700
5. Truck Drivers..... 199,400
6. Accountants ..... 188,400
7. Receptionists..... 179,600
8. Aged and Disabled Carers ..... 175,900
9. Primary School Teachers..... 164,700
10. Commercial Cleaners ..... 156,500
11. Office Managers ..... 150,700
12. Checkout Operators/Cashiers..... 145,100
13. Electricians ..... 145,000
14. Child Carers..... 143,900
15. Advertising, PR & Sales M'gers ... 141,200

#### ⇒ Least common

1. Upholsterers..... 800
2. Textile/Footwear Prod Machinists..... 1,000
3. Wood Culture Workers..... 1,200
4. Agricultural Technicians..... 1,600
5. Aquaculture Farmers..... 1,800
6. Forestry and Logging Workers ..... 1,900
7. Commissioned Officers (Mar'ment) .. 2,000
8. Wood-Machinists & Trades Workers 2,400
9. Print Finishers and Screen Printers ..... 2,700
10. Boat Builders and Shipwrights ..... 2,800

Source: Australian Jobs 2019, Department of Jobs and Small Business

### C Minimum entry standards



1. Match these most common occupations to the qualification needed to enter that occupation. (Some might fit more than one qualification level.)
2. Add 2 more occupations of your own choice.
3. Score each out of 10 for how interested you are in that occupation.

Job-specific training/licensing	Australian Apprenticeship
Higher level TAFE	University ⇒ Primary school teacher (Just 2/10 for me!)



Choose an occupation you are interested in pursuing as part of your career pathway, and complete the following occupational summary using [www.myfuture.edu.au](http://www.myfuture.edu.au) or [www.joboutlook.gov.au](http://www.joboutlook.gov.au)



Tips: You might work in pairs and your teacher can guide you. Enlarge this page to A3.



Correct occupation title

⇒

Brief summary description:

⇒

3 Main tasks as part of the job:

⇒

⇒

⇒

Specialisations (if applicable):

⇒

⇒

Work conditions:

⇒

Personal requirements:

⇒

⇒

Education and/or training required (include course entry requirements):

⇒

Employment opportunities:

⇒

Other relevant information (if applicable):

⇒

Contacts (for your state):

⇒

Related jobs and/or industry:

⇒

Use Job Outlook or My Future to find out the following info.

Occupation size

When? \_\_\_\_\_

Employment Growth (5 yrs)

To When? \_\_\_\_

Unemployment level

Year? \_\_\_\_\_

Weekly Earnings

Year? \_\_\_\_\_

Job Prospects

To when? \_\_\_\_

% Full-time

When? \_\_\_\_\_

Main Industry

When? \_\_\_\_\_

Average Age

When? \_\_\_\_\_

% Male/Female

When? \_\_\_\_\_

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## 4.05 Wages and Conditions

### Workplace conditions

Workplace conditions relate to both the **monetary** and **non-monetary** benefits and rewards that an employee obtains from working. You should interview someone in a workplace to see how each of these apply for an occupation(s) in which you are interested.



#### Wages

- ⇒ Wages are calculated on an hourly basis and normally apply for trades, or for semi-skilled, and temporary employees.
- ⇒ A set rate is determined in an award, a registered agreement, or by the national minimum wage pay scales.
- ⇒ In some cases employees can earn higher wages if they perform higher duties, such as when acting in a supervisory role.
- ⇒ Employees might also be able to earn overtime or penalty rate loadings depending on shift, holiday and weekend work.
- ⇒ A wage will be related to an employee's classification; and junior wage rates will apply in most industries, and in Australian Apprenticeships.



"I want a job that pays me a big wage so I can buy lots of stuff...I don't care if I don't even need it!"

## Preview

"I don't want a high salary. I want a job that has family-friendly arrangements so that I can balance my work/life commitments."



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#### Salaries

- ⇒ Salaries are calculated on an annualised basis and normally apply for higher-skilled, managerial, para-professional and professional occupations.
- ⇒ Although salary earners don't automatically earn more than wage earners, the types of occupations that are normally paid a salary tend to have higher income levels.
- ⇒ Salaries are not just paid once a year! Just like wages they are usually paid fortnightly, or even monthly.
- ⇒ Most salary earners don't get paid overtime and are usually expected to work long hours as part of their normal employment responsibilities.

#### Retainers, commissions, piece-rates and bonuses

- ⇒ Employees in sales occupations, such as real estate agents and sales reps, may be paid an annual retainer topped up with a sales commission or a bonus.
- ⇒ A retainer is usually quite a low amount, but the salesperson has the potential to earn much more based on achieving sales targets. The bonus or commission acts as an incentive that rewards employees who can make lots of sales.
- ⇒ Many employees, including those in managerial roles, may have access to bonus payments or team bonuses as part of their salary package. Usually these bonuses are based on an employee's performance in their annual review.
- ⇒ A piece-rate of pay is given to an employee for producing a quantifiable amount of output, or performing a set quantity of tasks. Pay is not structured on an hourly basis.



### Superannuation

- ⇒ Under law, employers are required to contribute at least 9.5% of an employee's average annual income as superannuation as at 2020.
- ⇒ This contribution applies to full-time, part-time and casual employees, employees aged 18+ earning more than \$450 gross a month; (and also for employees under 18 working 30+ hours/week and earning \$450+/month).
- ⇒ Some employers offer higher superannuation as part of their employment conditions, which encourages workers to be loyal to that organisation. This can really build up over the long term.
- ⇒ Employees can also elect to put in some of their own income to their superannuation fund.

### Fringe benefits

- ⇒ Many professional and managerial workers are rewarded with fringe benefits as part of their overall salary package.
- ⇒ Fringe benefits may include items such as company cars, fuel allowances, rent allowance, travel allowance, laptops, devices, mobile phones, private school fees, gym memberships, health insurance and other relevant benefits.
- ⇒ Fringe benefits are paid instead of cash income. The employee receives these fringe benefits as part of their employment package, but doesn't have to spend their own cash to pay for these benefits.
- ⇒ So by 'sacrificing' part of their salary an employee receives a lower income and might pay less tax, but still gets the benefit!
- ⇒ The employer pays fringe benefits tax on these benefits.



"At first I thought it was cool that my boss gave me a free laptop and a mobile, but after a while I realised why!"

Image: Xalanx/  
Depositphotos.com

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### Workplace freebies, perks and discounts

- ⇒ Some employees are given other benefits that come from working for companies that produce particular goods and services. They may be entitled to discounts on travel, home loans, products, and other non-income benefits.
- ⇒ Some organisations also offer employees workplace perks and incentives such as free gymnasiums and health care, childcare facilities, free food and snacks and even alcohol(!), as well as coffee, coffee and more coffee. But you should really see what happens when employees have to buy their own milk! Some of these perks, such as discounts, are actually fringe benefits!
- ⇒ Ask your teachers about all the perks they don't get!



"Don't give me decaf!"



## 4.07 Wages and Conditions

### Workplace conditions

You think it would be easy to find out what the true wage entitlements and workplace conditions are for various jobs, but this area is one of the most complex parts of workplace law. The wages and other conditions that you are entitled to depend on a number of inter-related factors, including these.

- i. The official title of your occupation in which you are employed.
- ii. The classification level of your occupation.
- iii. Whether you are employed as a junior, or an Australian Apprentice, or a 'trainee'.
- iv. Whether you are employed as:
  - ⇒ a full-time employee; or
  - ⇒ as a part-time employee on a pro-rata basis; or
  - ⇒ as a casual employee with a casual wage loading in exchange for a loss of other conditions.
- v. Whether your wages and conditions are covered by:
  - ⇒ an existing registered enterprise agreement negotiated 'on your behalf' with your employer; or
  - ⇒ whether your wages and conditions are covered under a modern award (there are 122 as at early 2020).
- vi. Whether you are employed by a pty. ltd. company; or by a non-incorporated entity such as a partnership or sole trader (usually a small business).
- vii. Whether you are employed in:
  - ⇒ Vic, ACT, NT, NSW, QLD, SA; in these states all entities are covered under the national system and modern awards.
  - ⇒ WA; all pty. ltd. entities are covered under the national system, but others might be covered under some existing state awards.
- viii. Whether you have an individual contract negotiated with your employer (usually for senior management positions).

Your teacher will give you more information or advice if you need it. You should also interview someone in a workplace to see how each of these apply for an occupation(s) in which you are interested.



"So how much do we get paid?"



"Beats me, I only work here?"

### PayCheck Plus

Fair Work Ombudsman has an online **Pay Calculator** tool that will help you determine which award you are employed under, relevant job classifications and associated rates of pay. It takes a bit of getting used to, but can be a good starting point for your research.

[www.calculate.fairwork.gov.au/FindYourAward](http://www.calculate.fairwork.gov.au/FindYourAward)

WRS  
SUPER  
SKILLS



### Safety net

Workplace conditions are set down in law. As at early 2020, all employees working in Australia are protected by a set of minimum workplace rights and conditions of employment.

These minimum conditions act as a 'safety net' and include ten **National Employment Standards** (NES) that set down basic entitlements that apply to all full-time employees, and to part-time employees (on a pro-rata basis). The safety net also includes a set of **minimum pay rates** reviewed annually.

Employees might be entitled to other and better conditions, as well as higher rates of pay, depending on the type of workplace arrangement they are employed under. For example, workers employed under awards or registered agreements are likely to have more favourable conditions, and higher rates of pay, than the NES provides. However, the NES acts as a minimum.

But don't judge a job's 'attractiveness' on the rate of pay alone. You should take into account other conditions such as superannuation, long service leave, career progression and family leave provisions. You also should consider days and hours of work, minimum shift lengths, allowances and other workplace conditions.

# Preview

#### National Employment Standards

- ✓ A maximum standard working week of 38 hours for full-time employees, plus 'reasonable' additional hours.
- ✓ A right to request flexible working arrangements to care for a child under school age, or a child (under 18) with a disability.
- ✓ Parental and adoption leave of 12 months (unpaid), with a right to request an additional 12 months.
- ✓ Four weeks paid annual leave each year (pro-rata), and perhaps more for certain shift workers.
- ✓ Ten days paid personal/carer's leave each year (pro-rata), 2 days paid compassionate leave, 2 days unpaid carer's leave, plus some other unpaid leave situations.
- ✓ Community service leave for jury service (paid up to 10 days), or unpaid leave for voluntary emergency activities.
- ✓ Long service leave.
- ✓ Paid days off on public holidays unless required to work (excludes casuals).
- ✓ Notice of termination and redundancy pay.
- ✓ The right for new employees to receive the Fair Work Information Statement.

#### Minimum pay rates

The Fair Work Commission reviews minimum wages each year.

This national minimum wage applies to employees who are not covered by an award or registered agreement. These are called 'award/agreement free employees'.

- ⇒ In July 2019 the minimum wage rose to \$19.49/hour (\$740.80 for a 38 hour week) for adults, a rise from \$18.92/hour in 2018.
- ⇒ Minimum pay rates in (modern) awards were increased by 3.0% as well.
- ⇒ Casuals must get an extra 25% hourly according to the 2019 review.
- ⇒ Apprentices get between 55-95% of this rate.
- ⇒ Juniors get between 36.8-97.7% of this rate.
- ⇒ Workers with certain disabilities may have different rate levels.

Source:

***Annual Wage Review, Fair Work Australia, 2017/18 & 2018/19.***

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## 4.09 Fair Work Australia

### Fair Work Australia

Fair Work Australia is the Commonwealth Government agency that exists to administer the industrial relations system.

It deals with issues relating to the safety net of minimum wages and employment conditions, enterprise bargaining, industrial action, dispute resolution and other workplace matters.

### The Fair Work Ombudsman

works with employees, employers, contractors and the community, “to promote harmonious, productive and co-operative workplaces.”

Fair Work Australia also investigates workplace complaints, and enforces compliance with Australia’s workplace laws.

### Fair Work Australia

Their functions and responsibilities are set down in the Fair Work Act 2009.

- ✓ “Provide education, assistance, advice and guidance to employers, employees, outworkers, outworker entities and organisations.
- ✓ Promote and monitor compliance with workplace laws.
- ✓ Inquire into and investigate breaches of the Fair Work Act.
- ✓ Take appropriate enforcement action.
- ✓ Perform our statutory functions efficiently, effectively, economically and ethically”.

The website has some very well-explained and easy to follow web pages and factsheets organised under 6 major topics at:

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

You could try using the **Pay Calculator** to search for wage rates and other information.

[www.calculate.fairwork.gov.au/FindYourAward](http://www.calculate.fairwork.gov.au/FindYourAward)



### Fairwork Infoline

The easiest way to get help to find out information about this complicated area is by calling the infoline on:

**13 13 94**

between 8:00am - 5:30pm, Mon to Fri.

You should do this before starting a new job.

WRS  
SUPER  
SKILLS

**“This is really complex,  
so I should call the  
Infoline to find out my  
correct rates of pay.”**



### Unions

The relevant union that represents employees in your workplace, occupation or industry can really help you a lot. They have specific information on their websites, including for young workers; and people who can answer questions.

You can call the **ACTU** on **1300 362 223** and they can point you in the right direction; or search for a union online.



## Wages and conditions A

1. Answer the following statements as true or false. Then discuss these as a class.

- a. All employees earn wages on a per/hourly basis.
- b. Junior wage rates are usually calculated as a proportion of adult rates.
- c. The minimum adult wage rate is \$19.49 per hour.
- d. A person on a salary always earns more than a person on a wage.
- e. Most employees being paid a salary are usually not likely to be paid any overtime.
- f. Employees who work as professionals are more likely to be paid a salary.
- g. Salespeople are often paid a combination of a retainer and commission.
- h. A piece-rate is paid on a per/hourly basis.
- i. By law, employers must pay superannuation on behalf of most of their employees.
- j. Employees cannot receive fringe benefits instead of income.
- k. Some employers offer perks and discounts as part of their employment conditions.
- l. Employees must never work more than 38 hours per week.
- m. Full-time employees are entitled to four weeks annual leave per year.
- n. All employees are entitled to paid parental leave.
- o. Part-time employees can take ten days of paid personal leave per year.
- p. An employee on the minimum pay scale will earn about \$741 for a standard 38-hour week.
- q. No employee in Australia can be paid less than \$19.49 per hour (as at July 2019).

2. Reply to the following statements, and then discuss these as a class.

- ⇒ Employees can receive pay and conditions better, but not worse, than the 10 minimum workplace conditions.

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- ⇒ Money is the most important workplace condition for employees to worry about.

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## 4.11 Workplace Agreements

### What am I signing?

When you start employment you are required to sign some official documentation from your employer. One of these documents will be your **employment declaration** relating to your **tax file number**, and another is likely to be your **employment contract** or agreement.

Many employees are unaware of the type of workplace arrangement they work under.

If you are aged under 18 and covered under an **registered enterprise agreement**, this must be co-signed by a parent or guardian. You cannot be forced or coerced into signing an agreement or contract that you don't understand.



**Do you know what you are signing when you start work?**

### Which workplace arrangement?

The type of workplace arrangement that workers are employed under depends on a number of factors.

- ⇒ In most cases, managers and other highly-skilled professionals are likely to be on individually negotiated contracts.
- ⇒ Many trades and manual workers will be on registered enterprise agreements (formerly known as EBAs) or paid according to national or industry awards.
- ⇒ Some industries and workplaces have a history of successful unionisation, and as such are more likely to have negotiated enterprise agreements.
- ⇒ Many medium-sized and large organisations favour enterprise agreements, but they might have employees covered under industry (modern) awards, or even national minimum pay scales.
- ⇒ Some small businesses rely on national (modern) awards under the federal system, or the minimum conditions of the NES, (or relevant state awards for WA).

### Registered Enterprise Agreement

- ⇒ A (registered) enterprise agreement is an agreement negotiated between an employer (or employers) and employees; or most likely a union acting on their behalf.
- ⇒ Enterprise agreements are normally negotiated between employers and unions (on behalf of workers) for similar enterprises in the same industry; or even for one specific enterprise (usually a larger enterprise).
- ⇒ Many medium-sized and large organisations use enterprise agreements to set wages and conditions for most of their workers. Some might still refer to these as EBAs (enterprise bargaining agreements) or even just registered agreements.
- ⇒ Workers employed under enterprise agreements usually have better wage rates and conditions than the 10 NES, and usually better pay rates than awards.
- ⇒ An enterprise agreement will contain dozens of conditions such as rest breaks, long-service leave, allowances and many other conditions specific to the type of workplace and occupational classification. You should be able to look up registered agreements through:

[www.fwc.gov.au/index.cfm?pagename=agreements](http://www.fwc.gov.au/index.cfm?pagename=agreements)



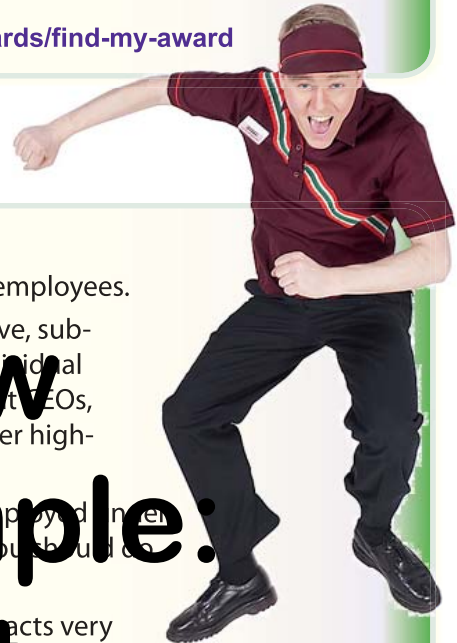
### Award

- ⇒ (Modern) awards apply to an industry, or to an occupation, and prescribe a set of minimum conditions for employees across Australia who work in that same industry or occupation.
- ⇒ These minimum employment standards apply in addition to the National Employment Standards.
- ⇒ On 1 January 2010, 'modern' awards replaced thousands of federal and state-based awards (pre-modern awards).
- ⇒ Awards might not apply to some managers, nor some high income employees.
- ⇒ You can look up awards through:



[www.fairwork.gov.au/awards-and-agreements/awards/find-my-award](http://www.fairwork.gov.au/awards-and-agreements/awards/find-my-award)

**"Many fast food businesses in the Accommodation and Food Services industry are covered by the Fast Food Industry Award, 2010."**



### Contract (individual)

- ⇒ Individual contracts (AWAs) no longer apply for almost all employees.
- ⇒ However, some management and nearly all senior, executive, sub-contracting and consultancy positions are negotiated by individual common law contracts. Think of these when you hear about CEOs, executive positions, AFL coaches (getting sacked!) and other high-flyers. One day it might be you.
- ⇒ So it is VERY IMPORTANT that you will be employed under an individual contract (unless you are a contractor). If so, you should do more investigation.
- ⇒ But take note, although all workers sign employment contracts very few employment contracts will be individual contracts, that is, not part of an enterprise agreement, or not part of an award, or not even the national minima.

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Workplace agreements

A

1. Explain the difference between an enterprise agreement and a (modern) award.

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2. Interview an employee and ask them about their workplace agreement, wages and conditions; (or base this on your own employment). Draft some questions in your work folios and record their answers. (Tip: You could interview a friend or a family member, but class members cannot do the same person, and you can't all just ask different teachers!)
3. Prepare an oral report for the class about this employee's workplace agreement.
4. Find out what type of arrangements apply for an occupation you are interested in.





## 4.13 Pay and Conditions

### Australian Apprenticeships

Many young people start their career by undertaking an Australian Apprenticeship. The pay rates for an apprenticeship vary depending on the type of job, the industry, and whether there is a registered agreement in place; or if pay and conditions are covered under an award.

Pay rates are also different depending on whether the employee is undertaking a traditional 'trades' form of **apprenticeship** of 3-4 years, or a **traineeship** of 12-18 months.

Apprentices are paid a set percentage of the relevant adult rate for that job (or occupational classification). The percentage may vary slightly depending on the trade and industry.

Trainees are paid according to the **National Training Wage**. Employers are welcome to pay their apprentices and trainees more, but they cannot pay less.

Most apprentices and some trainees are also likely to be paid a range of **allowances**.

Image: photography33/  
Depositphotos.com



### A Apprenticeship pay rates

- Given below are rough approximations of what non-adult apprentices might earn at different stages of their training. Calculate how much each would earn per hour, per week (38 hours) and per year (based on 3 different adult wage rates).

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

'Adult' wage	1st year 55%	2nd year 60%	3rd year 80%	4th year 95%
\$20	Pay: \$12/hour	Pay:	Pay:	Pay:
	Week: \$456	Week:	Week:	Week:
	Year: \$23,712	Year:	Year:	Year:
\$25	Pay:	Pay: \$15/hour	Pay:	Pay:
	Week:	Week:	Week:	Week:
	Year:	Year:	Year:	Year:
\$30	Pay:	Pay:	Pay: \$24/hour	Pay:
	Week:	Week:	Week:	Week: \$1,083
	Year:	Year:	Year:	Year:



- As a class discuss these wage amounts. Do you think they are fair, reasonable and enough? Would you be happy with these rates of pay? Why/why not?
- What could be done to encourage and reward people who undertake an Australian Apprenticeship?

### Traineeships

Nearly all trainees are paid according to a pre-determined rate known as **The National Training Wage**. The **Fair Work Commission** has set down this rate in the *Miscellaneous Award 2010*. This information is then used for all awards throughout other industries (except for nine specific modern awards). So nearly all awards will refer employers and employees to the National Training Wage rates and other conditions contained in **Schedule E** in the *Miscellaneous Award 2010*.

It is important to note that trainees will get their other entitlements such as **penalty rate** % loadings, **overtime** % loadings as well as specific job-related or industry-related **allowances** from the industry or occupation award that covers them.

There will still be some trainees who will have their wages and other conditions set down in a specific registered agreement. And the National Training Wage rates, just like all other minimum rates, are updated annually.

Different National Training Wage rates apply for **Wage Level A**, **Wage Level B** and **Wage Level C** trainees. This Wage Level classification varies according to industry type (and therefore job type) and also the qualification/certificate level. There are varied National Training Wage pay rates based on the number of years out of school (up until when a trainee becomes an adult). There are also **part-time** rates, rates related to **disability classification**, and rates for **Australian School-based Apprentices**.

Image: photography33/  
Depositphotos.com



Nearly all trainees are paid according to the National Training Wage set down in Schedule E in the Miscellaneous Award 2010.

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### Registered enterprise agreements and Modern awards

The majority of employees in Australia (except for more senior managers, professionals and an increasing amount of contractors) are paid according to either a rate set down in a modern award, or according to a registered **enterprise agreement**.

Most **awards** are national awards and apply across an industry or industry sub-sector Australia-wide. Awards set down minimum rates of pay and other conditions for employees, depending on their job classification. Apprentices, trainees and juniors will be paid a proportion of the adult rate. Awards will also specify information about penalty rates, overtime, allowances and other pay-related issues. For example, many retail workers are covered under the *General Retail Industry Award (2010)* with many hospitality workers covered by the *Hospitality Industry (General) Award 2010*. And of course award pay rates are updated annually. (Note: WA will have some employees covered under WA state awards).

About a third of all workers, including some Australian Apprentices, are employed under a **registered enterprise agreement**. Registered agreements must have minimum conditions that are at least as favourable as awards. As a result, many registered agreements have more favourable wages and conditions than awards. For example, in retail there is the *Coles Supermarkets Enterprise Agreement 2017*, the *Priceline Retail Employees Enterprise Agreement 2017*, and many more.

## 4.15 Pay and Conditions

### B Traineeship pay rates

Given below are National Training Wage rates for a **non-adult** trainee as applicable to 2019/20 based on school level and years out of school.

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

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

National Training Wage Pay Rates: 2019/20 According to the Miscellaneous Award 2010, Schedule E			
School Leaver Wage Level A	...and has completed Year 10	...and has completed Year 11	...and has completed Year 12
Just left school	Week: \$332.80	Week: \$366.50	Week: \$436.60
	Hour: \$10.65	Hour:	Hour:
	Year: \$17,306	Year:	Year:
Plus 1 year out of school	Week: \$366.50	Week: \$436.60	Week: \$508.10
	Hour:	Hour: \$14.36	Hour:
	Year:	Year: \$22,714	Year:
Plus 2 years out of school	Week: \$436.50	Week: \$508.10	Week: \$591.30
	Hour:	Hour:	Hour: \$19.45
	Year:	Year:	Year: \$30,748

2. Find out the current rates for this year (as they will rise by the National Minimum Pay rate % increase). Then complete the same type of table.

National Training Wage Pay Rates: 20__ / __ According to the Miscellaneous Award 2010, Schedule E			
School Leaver Wage Level A	...and has completed Year 10	...and has completed Year 11	...and has completed Year 12
Just left school	Week:	Week:	Week:
	Hour:	Hour:	Hour:
	Year:	Year:	Year:
Plus 1 year out of school	Week:	Week:	Week:
	Hour:	Hour:	Hour:
	Year:	Year:	Year:
Plus 2 years out of school	Week:	Week:	Week:
	Hour:	Hour:	Hour:
	Year:	Year:	Year:

## Award and enterprise agreement pay rates

C

1. Find out the correct information from 1 of the **awards** listed on p.79 Also do this for an award that matches your own preferred occupation.
2. Find out the correct information from 1 of the **registered agreements** listed on p.79. Also do this for an agreement that matches your own preferred occupation.



You could get advice from an employer, or search through [www.calculate.fairwork.gov.au](http://www.calculate.fairwork.gov.au)

<b>Award:</b> <b>name:</b>		<b>Year:</b>	
Award: Non-adult apprentice pay percentages.			
Award: Non-adult apprentice hourly pay amounts.			
Award: Job Classifications		Award: Juniors	
Award: Casual rates		Award: Penalty rates & overtime	
Award: Shifts and breaks		Award: Allowances	

<b>Agreement:</b> <b>name:</b>		<b>Year:</b>	
Agreement: Non-adult apprentice pay percentages.			
Agreement: Non-adult apprentice hourly pay amounts.			
Agreement: Job Classifications		Agreement: Juniors	
Agreement: Casual rates		Agreement: Penalty rates & overtime	
Agreement: Shifts and breaks		Agreement: Allowances	

## 4.17 Pay and Conditions

### D FWO - Industry information

Use information from one of the industries in the Industry Pay and Conditions Guides on the Fair Work Ombudsman site, to summarise some key points related to the following categories. Start with: [www.fairwork.gov.au/pay/minimum-wages/pay-guides](http://www.fairwork.gov.au/pay/minimum-wages/pay-guides)



Industry:	
classifications & categories	
pay	<b>Preview Draft Sample: Do Not Copy</b>
hours of work, rosters and breaks	
leave	
termination & redundancy	

## Occupational Investigation

E

1. Choose one occupation you are interested in pursuing as part of your career pathway, and investigate wages, conditions and other entitlements for this occupation.
2. Choose another occupation that must be entered via an Australian Apprenticeship. Investigate wages, conditions and other entitlements for this occupation.

Complete the research guide below. Use your work folio if you need to as well.



*Tips: You might work in pairs. Your teacher can guide you. Copy this page and enlarge to A3.*

Correct occupation title:



Workplace & industry:



Contact information to find out details about workplace arrangements:



Type of workplace arrangement that applies to this occupation for this workplace:



Wage rates for this occupation:



Casual loading for this occupation:



Junior, training or grading rates for this occupation (if applicable):



Overtime and penalty rates for this occupation (if applicable):



Breaks and rest periods for this occupation (if applicable):



Hours of work, (or rostering) for this occupation (if applicable):



Another workplace entitlement:



Another workplace entitlement:



Another workplace entitlement:



Union details and contacts (if applicable):



Other information:



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## 4.19 Workplace Investigation

### A Workplace investigation



Interview a manager, owner or union rep in a workplace to find out the following information. Also consider interviewing specific employees about their workplace conditions.

Workplace:		Location:	
What does the enterprise do? What types of goods and/or services are produced or provided?			
What are some of the main <b>occupations</b> at that workplace? What are the <b>roles and responsibilities</b> of <b>employees</b> in these jobs?			
Occupation 1:	Occupation 2:	Occupation 3:	
Roles and responsibilities	Roles and responsibilities	Roles and responsibilities	
What are the main roles and responsibilities of <b>employers</b> ?			
What are some of the <b>main issues</b> impacting on the workplace?			

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## Workplace Investigation 4.20

Occupation 1:	Occupation 2:	Occupation 3:
Correct classification:	Correct classification:	Correct classification:
Adult wage:	Adult wage:	Adult wage:
Junior rates:	Junior rates:	Junior rates:
Casual rates	Casual rates	Casual rates
Penalty rates:	Penalty rates:	Penalty rates:
Overtime rates:	Overtime rates:	Overtime rates:
Allowances:	Allowances:	Allowances:
Annual leave:	Annual leave:	Annual leave:
Personal leave:	Personal leave:	Personal leave:
Other leave:	Other leave:	Other leave:
Shift lengths:	Shift lengths:	Shift lengths:
Shift times:	Shift times:	Shift times:
Breaks:	Breaks:	Breaks:
Other:	Other:	Other:
Other:	Other:	Other:
Other:	Other:	Other:
Other:	Other:	Other:
Other:	Other:	Other:
Award/agreement name:	Award/agreement name:	Award/agreement name:

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## 4.21 Assessment Task

### AT4 Employment Opportunities and Conditions

For this assessment task you are required to complete a number of activities related to the investigation of employment opportunities, pay and conditions, and rights and responsibilities in a specific workplace.

- ⇒ Your teacher will advise you as to which workplace to investigate.
- ⇒ Use the pro-forma on p.87 to record your progress.
- ⇒ Your teacher might add other activities to this task.

#### Stage 1: Occupation description

Negotiate the task requirements and details with your teacher.

Research and summarise the key characteristics of at least 3 different occupations in a workplace. Include at least 1 graphic or image.



#### Stage 2: Occupation investigation

Conduct your own online and other research; and also interview relevant stakeholder(s) from the workplace.

For 3 different occupations in a workplace summarise and describe:

- ⇒ wage rates and entitlements including wages, penalty rates, casual loadings, penalties, overtime, etc.
- ⇒ basic workplace conditions including leave, break time, shift lengths, allowances, etc..

#### Part 3: Interview and Summary

Interview a stakeholder from the workplace, such as a manager, an owner, or possibly even a representative from a union (if relevant).

Find out and then summarise:


- ⇒ the main workplace issues
- ⇒ the names of relevant workplace agreements, awards, etc.
- ⇒ the key roles and responsibilities of employees
- ⇒ the key roles and responsibilities of employers.

#### Part 4: Reporting

- ⇒ Prepare a draft report and get feedback.
- ⇒ Prepare and submit your final report.
- ⇒ Present this report to the class (if required).

Other important task information

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<b>Name:</b>		<b>Dates:</b>			
<b>Workplace:</b>					
<b>AT4: Employment Opportunities and Conditions - Tasks</b>		<b>Re- quired</b>	<b>Due by</b>	<b>Done</b>	<b>Teacher initials</b>
Negotiate the task requirements and details with your teacher.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1. <b>Summarise the key characteristics of at least 3 different occupations in a workplace.</b>		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Include at least 1 graphic or image.					
2. <b>Occupation 1</b>					
- Describe main pay rates.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Describe other pay rates (e.g. casual, penalties, etc.).		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Describe other workplace conditions.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Occupation 2</b>					
- Describe main pay rates.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Describe other pay rates (e.g. casual, penalties, etc.).		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Describe other workplace conditions.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Occupation 3</b>					
- Describe main pay rates.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Describe other pay rates (e.g. casual, penalties, etc.).		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Describe other workplace conditions.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. <b>Interview a relevant workplace stakeholder(s).</b>					
- Outline the main workplace issues.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Describe relevant workplace agreements, awards, etc.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Summarise key roles and responsibilities of <b>employees</b> .		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- Summarise key roles and responsibilities of <b>employers</b> .		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Prepare a draft report and get feedback.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Prepare and submit your <b>final report</b> .		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Present this report</b> to the class (if required). 		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Additional information:					
Signed: _____ Date: _____					

## 4.23 Self-Reflection

### Self-Reflection Pro-Forma

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

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

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

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

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

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

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

# Job-Seeking Skills

# 5

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## 5.01 Job-Seeking Skills

### Successful job-seeking

You might have heard before that being successful at job-seeking is like a having a full-time job. If you want to achieve a positive outcome then you have to put the time in. At this stage of your career pathways development you probably have two main outcomes in relation to job-seeking.

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

It is important to note that for some career choices, the two points above might be directly related. e.g. Casual job as a checkout operator - long-term career in retail management. One thing is for sure. No-one is going to knock on your door and offer you a job. You have to get out there to find or create that job or work placement opportunity.

### Sources of Job Opportunities

#### Online websites

The most used method for sourcing employment is specialised online job portals. These sites also offer the benefit of lodging résumés, career profiling, job matching and message alerts. Try:

[www.seek.com.au](http://www.seek.com.au), [www.dominic.com.au](http://www.dominic.com.au), [www.careerone.com.au](http://www.careerone.com.au),  
[www.jobsearch.gov.au](http://www.jobsearch.gov.au) and <http://australia.indeed.com>.



#### Organisation websites

Many organisations, especially larger ones, recruit directly through the Human Resources, Careers, Working With Us, etc. pages of their websites. They often use digital portals and may advertise or recruit out through social media.

#### Networking

Use your contacts, friends and relatives to help you find employment. Networking is one of the best ways to find jobs and work experience opportunities; so start building your network!

#### Social and online media

Many lower-level and casual positions are advertised on social media using 'word-of-mouth' networking; with opportunities shared through personal networks.

Classified sites such as Gumtree contain some job ads, as well as ads posted by people seeking jobs - but beware - some may not be legit. LinkedIn is a major source for professional referrals and positions.

#### Cold-calling

Cold-calling involves showing initiative and approaching potential employers by visiting or calling them. You must have all your information such as CVs and references, ready to go.

#### Newspapers/Print Media

Print is now used less often but look at your local and Saturday papers. Their websites will have many more jobs.

#### Employment agencies

Many employers use agencies such as Drake and Skilled. You can register with these agencies who can match you to jobs.

Some Group Training Organisations (GTOs), such as MEGT specialise in youth employment and Australian Apprenticeships.

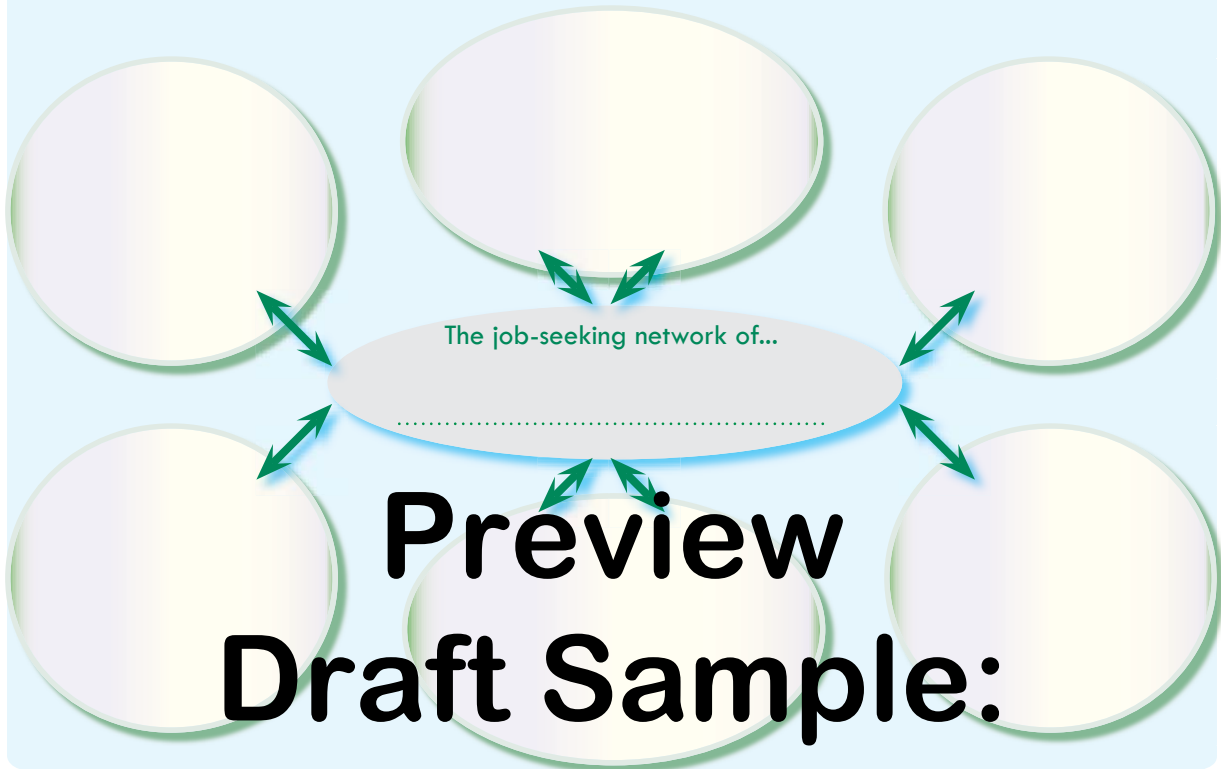
#### jobactive

jobactive members are called *jobactive providers* and they are contracted by the government to assist unemployed people to access workforce opportunities. Some providers specialise in remote jobs and disability support. Start with Centrelink or: [www.jobsearch.gov.au](http://www.jobsearch.gov.au)



**My job-seeking network** A

List the full name and numbers of 6 people who can be a part of your job-seeking network. If you have done this last year, you should see that your network is constantly changing and evolving.

**Active networking** B

1. Suggest 3 ways that you can develop or widen your job-seeking network.

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2. Use one of these methods to add the names, role or title, and contact numbers, of 2 more people to your job-seeking network.

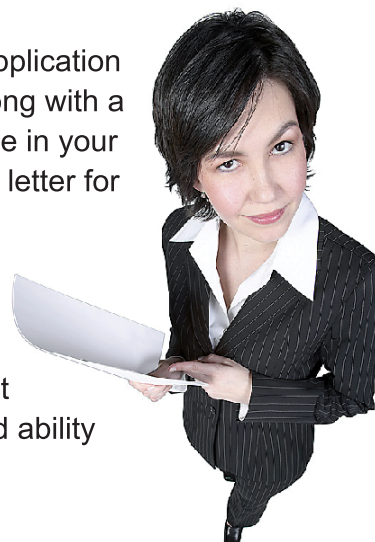
## 5.03 Job Applications

### Application letter

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

Employers use application letters to test your interest in the job, your suitability for the position, as well as your ability to use correct grammar and spelling. When applying for a position online or electronically you might also have to submit a brief letter by email. This is also a test of your grammar and ability to communicate professionally. So keep these tips in mind.

1. Application letters should be set out as a typed formal business letter, using plain fonts and plenty of space.
2. You should ensure that the application letter relates to the job you are applying for.
3. Your application letter should summarise some of your key skills, competencies and experience that suit the particular job.
4. Your application letter should encourage the employer to think that you might be a good fit for their organisation.



**"Let me just have a little look at your application letter."**

# Preview Draft Sample: Do Not Copy

### A Job applications

Use the terms to complete the following passage about job application letters.

An a letter should be set out as a f business letter. The letter should be t unless you are asked to h your letter. The letter should use p fonts and generous s between paragraphs. The letter should include the correct addressing, spelling and t of anyone named in the advertisement. The letter should relate s to the position and organisation and must not be just a general, generic or form letter. The letter should summarise how your main s, c and e enable you to do the job; or show how you might l to do the job. The letter should clearly explain how you could be an a to the organisation, i.e. what can you o that will make you a good employee? Always keep a c of the letter for your own records.

- ☐ application
- ☐ asset
- ☐ competencies
- ☐ copy
- ☐ experience
- ☐ formal
- ☐ handwriting
- ☐ learn
- ☐ offer
- ☐ plain
- ☐ skills
- ☐ spacing
- ☐ titles
- ☐ typed
- ☐ specifically

106 Lumbuk Place,  
SPRINGTOWN, VIC, 3523

1a. Your address, note the format!

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

March 24, 2020  
Mr. Able Ami  
Human Resource Manager  
Gaudy Homewares  
Shop 7, Spflats Homemakers Complex  
Springtown Flats VIC 3521

1b. Date of writing the letter.

1c. The name, title, and address of who you're sending to. Note the format. (Not Able or dude!)

Dear Mr. Ami

2. Intro title of letter.

I am applying for the position of casual retail assistant that was advertised on the Facebook page of the Springtown Chronicler on March 20, 2020.

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

I am currently undertaking VCAL - Intermediate (Year 11) at Springtown College and as part of this I am studying a Certificate II in Retail. I am hoping to develop a long term career in the retail industry focusing on customer service.

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

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

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

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

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

6. Any relevant experience and competencies that you have.

Working at the Deject Shop made me interested in building a career in customer service because I liked the responsibility of looking after customers and being able to help make them happy. I also enjoy studying my TAFE retail course and learning about all the retail competencies I need to have for this industry.

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

I have enthusiasm and a range of retail and transferable skills, such as very good computer skills, that can contribute positively to Gaudy Homewares. I also welcome the chance to gain more training from your organisation.

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

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

9. The sign-off.

Yours Sincerely

Lucinda Lightfoot  
enc: Résumé and references

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

Preview  
Draft Sample:  
Do Not  
Copy

## 5.05 Job Applications

### B Job application draft



1. Use the table below to start drafting your relevant information for a job letter.
2. Copy this page, and interview another class member to draft some of their information.

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

**Preview  
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Copy**

Draft a job application letter for a position you are interested in, or a work experience/ placement opportunity, or an advertisement your teacher has provided. When your teacher has checked over this letter, prepare a final copy using a computer.

*Tip: Perhaps you could make a copy of this page and enlarge to A3.*

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## 5.07 Résumés

### Résumé

A résumé is still the most commonly used initial selection tool for job applicants. A résumé should clearly and concisely describe you, your skills, your training, your attributes, and your experience to potential employers. It should sell you and get you an interview!

Depending on the format of the application process you might need to supply a full résumé as a hard copy or as an attachment, or alternatively you might need to input sections of your résumé into various fields as part of an online form. Read the tips below about résumé formatting and content.

### Your Résumé

#### What to do: Formatting...

- ⇒ Use a word processing package, duh!
- ⇒ Use a computer, and not a tablet.
- ⇒ Use an 11-12 point plain font. Times New Roman is ok, Calibri is good, Arial looks good when printed.
- ⇒ Use one consistent font only, and use no more than 2 font sizes.
- ⇒ Use headings and sub-headings.
- ⇒ Use size, bold and italic to show different information/headings.
- ⇒ Insert page numbers at the bottom of the page.
- ⇒ Include plenty of white space.
- ⇒ Use tabs to indent and line up sections.

#### What to do: Content...

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

#### What not to do: Formatting...

- ⇒ Don't handwrite your résumé (unless asked).
- ⇒ Don't use a tablet, use a computer.
- ⇒ Don't use a font that is too small and crowded, or is so large that it looks awkward on the page.
- ⇒ Don't use a font that is too fancy, or use more than 2 font sizes.
- ⇒ Don't crowd too much onto a page.
- ⇒ Don't use spaces to indent, and don't have uneven indents.
- ⇒ Don't use coloured paper.
- ⇒ Don't use gimmicks, tricks, fancy ribbons and so on.

#### What not to do: Content...

- ⇒ Don't include a cover page.
- ⇒ Don't have any spelling and grammatical errors.
- ⇒ Don't make the reader have to work out for themselves the skills and competencies you have.
- ⇒ Don't send originals of certificates.
- ⇒ Don't have any spelling/grammar errors.
- ⇒ Don't include a photograph (unless necessary, e.g. modelling).
- ⇒ Don't disclose full personal details and your address to 'unknowns', especially through social media.
- ⇒ Don't have spelling/grammar errors!

WRS  
SUPER  
SKILLS



The purpose of a résumé is to quickly, clearly and concisely communicate information about you to someone who doesn't know you. That is why this activity, preparing a résumé for someone you don't know very well, works best.

1. Partner up with someone in the class. It is best if you work with someone who you don't know very well. Your teacher can put you into pairs. **DON'T WORK WITH YOUR CLOSE FRIENDS!**
2. Use the résumé template distributed by your teacher, or the one on pp.100-101. It is best to enlarge it to A3 size.
3. You are required to write a draft résumé for your partner. This means you need to interview them to find out the appropriate information to include. Prepare a rough draft of their résumé using the template.
4. Make sure that you include all relevant information. Check each other's résumés for accuracy and spelling. Follow the tips and examples on these pages.

*(List below some of the questions you might need to ask your partner.)*

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

5. As an extension activity, this résumé can now be set up using a computer software package such as Word. Your teacher will inform you if this is the case.

**Preview**  
**Draft Sample:**  
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**Copy**

## 5.09 Sample Résumé

**Résumé: Ignatia Oglethorpe, April 2020**

1

**Ignatia Oglethorpe**  
**4/72 Know Way, Mayloika, 3525**

**M: 0411 0411 0411**

**DOB: 1/5/2003 ignog@wotmail.com.au**

### Education

2

2020: Springtown College, currently completing VCAL Intermediate (Yr 11) and Certificate II in Hospitality Operations.

VCAL subjects include:

3

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

Certificate II in Hospitality Operations modules include:

- Work with colleagues and customers
- Develop and update hospitality industry knowledge
- Follow health, safety and security procedures
- Follow workplace hygiene procedures
- Provide food and beverage service.

2016-2019: Completed Years 7-10 Springtown College

### Qualifications & Training

- June 2019: Certificate in Basic First Aid.
- March 2020: Certificate I in Food Hygiene

### Career Ambition

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

### Employment History

6

#### Employment

⇒ Co-fi Culcha Café, 111 Buzzdoing St, Mayloika

Position: Food and beverage assistant      Duration: Oct 2019 - current

Tasks: Serving customers, preparing food and coffee, taking phone, SMS and email orders, cleaning and working the register.

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

7

- ➔ Effective communication with customers
- ➔ Working with staff as part of a busy food and beverage team
- ➔ Using electronic point-of-sale equipment and register
- ➔ Following hygienic food preparation and service processes
- ➔ Being flexible, working evening and weekend shifts
- ➔ Safely using coffee machines and cooking equipment.

#### Note:

*This résumé has been set out to fit on these 2 pages.*

*It may be better spread over 3 pages which still is OK.*

*Page 1 would include all the personal information, qualifications, etc...*

*Page 2 would include all employment history.*

*Page 3 would start with transferable skills and then so on.*

**Preview  
Draft Sample:  
Do Not  
Copy**

**Résumé: Ignatia Oglethorpe, April 2020****Employment History (cont.)****6****Work Experience**

⇒ Da's Char Bar and Grill, Bustledon Hwy, Springtown Hills.

Position: Kitchen assistant Duration: June 2019 - 2 weeks

Tasks: Preparing food, table service, washing dishes and cleaning.

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

**7**

- Dealing with customers and staff in a professional manner
- Following verbal instructions in a busy kitchen
- Using kitchen equipment and utensils safely
- Making salads and entrées
- Following food hygiene processes
- Carrying meals to tables safely and quickly.

**Transferable Skills****8****Leadership**

- 2020, Springtown College Peer Support Program for new year 7 students which involved supporting young students and guiding them through their new environment.
- 2019, coordinated Year 11's small business activity providing a catered staff lunch for charity.
- Ongoing volunteer with the Springtown Community Group.

**Professional Skills****9**

- Able to use Word, Excel, PowerPoint, digital and email applications.
- Able to touch-type at 40 words per minute.
- Current learner's permit.
- Can use business and office equipment including ICT devices and photocopiers.
- Can safely operate most kitchen equipment, including coffee machines.
- Able to sketch, draw and create visual displays.
- Fluent at reading and writing in Italian.

**Achievements****10**

2019, school achievement award for best Graphic Design student.

**Hobbies/Interests**

Cooking, art and design, internet and multimedia, meeting new people.

**Referees****11**

Ms. Shay Kyorhead  
 VCAL Coordinator  
 Springtown College  
 P: 92222 3333 (BH)

Mr. Bill Dzup  
 Owner  
 Co-fi Culcha Café  
 M: 04 1104 1101

Mrs. Ethel Lambchop  
 President - Springtown  
 Community Group  
 P: 9999 9999 (BH)

## 5.11 Résumé Writing

### 1. Clear personal details

- ⇒ Make sure your personal details are included neatly in their own section at the top.
- ⇒ Showing your age can indicate how close you are to driving.
- ⇒ Use a professional email address that will not offend people.

### 3. School & VET subjects & units

- ⇒ List main subjects that you are studying and also the main units that you are studying as part of VET.
- ⇒ Pick those that match the types of jobs you are applying for.
- ⇒ Get help at: [www.myfuture.edu.au](http://www.myfuture.edu.au)

### 5. Career ambition

- ⇒ Include a short 'Career Ambition', but make sure it is related to the occupation you are applying for.

### 7. Employment tasks and skills

- ⇒ State clearly what your job position was and when you did this.
- ⇒ List 3 to 5 main tasks that you performed on a day-to-day basis. i.e. What did you do?
- ⇒ Also list 6 to 10 work-related skills that you developed doing this work. List 'ings' tasks you can be relied upon to do competently.

### 9. Your professional or technical skills

- ⇒ Include all of your other skills under the heading 'Professional Skills'.
- ⇒ If you are applying for a trade-related job you should add a heading 'Technical Skills'.
- ⇒ Make sure to include your abilities with computers, software, tools and equipment.

### 2. Current education: Easy to follow

- ⇒ There's no need to include specific results under 'Education' unless asked.
- ⇒ Feel free to fully explain what you are studying by using full sentences.
- ⇒ People may not be aware of different qualifications such as VCAL, so clarify these.

### 4. Other qualifications & certificates

- ⇒ List any extra non-school certificates you have obtained.
- ⇒ You might have completed these at work, or at TAFE, but they should be listed separately.

### 6. Employment/experience history

- ⇒ Your 'Employment History' should include paid employment, work experience and voluntary and community work.
- ⇒ Start with your most recent experience first.

### 8. Your other transferable skills

- ⇒ Include all of the other sections under the heading 'Transferable Skills'.
- ⇒ This way you are telling them that you have developed a lot of other skills and experiences that you can use in different occupations.

### 10. Other information & achievements

- ⇒ Include any 'Achievements' or awards you have received either through study or through sport or community participation.
- ⇒ One line is enough for hobbies, your boss might be into these too!

### 11. Referees: accurate and suitable

- ⇒ You must include 'Referees', but first, ask these people if it is OK to use them; and get them to write out their correct contact details.
- ⇒ Do not use family members!

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SKILLS

### Résumé template

A

1. Research a range of different résumé styles and formats (but not US-style résumés).
2. Develop a résumé template for a computer software package that your school uses, or use one sourced online. Work in pairs to set up the template properly.
3. Use the template to prepare a résumé for your partner.
4. Make a presentation to the class discussing your template.



*Tip: You might need extra ICT support/access for this activity. Your teacher can arrange this.*

### My résumé

B

1. Use a template and any previous résumés to complete a draft résumé.
2. Develop a career statement and include this as well.
3. This résumé should now be set up using a software package such as Word.
4. Check your résumé for accuracy and formatting. Make appropriate changes.
5. Have someone else in the class check your résumé. Make appropriate changes.
6. Present this to your teacher for final checking.
7. Complete the project planner below prior to, and as you complete, this activity.



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

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## 5.13 Résumé Template

*Résumé Template:* \_\_\_\_\_ *Date:* \_\_\_\_\_  
1 (Personal details)

---

Education 2

3

Qualifications & Training

Career Ambition

Employment History 6  
*Employment*

Position: \_\_\_\_\_ Duration: \_\_\_\_\_

Tasks: \_\_\_\_\_

Competencies: \_\_\_\_\_  
7

**Preview  
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Copy**

Page 1 of 2

Résumé Template: \_\_\_\_\_ Date: \_\_\_\_\_

**Employment History (cont')**

6

*Work Experience*

Position:

Duration:

Tasks:

Competencies:

7

**Transferable Skills**

8

*Leadership*

*Clubs*

*Professional Skills*

9

*Achievements*

10

*Hobbies/Interests*

**Referees**

11

*(school)*

*(professional)*

*(other)*

**Preview  
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WRS  
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SKILLS

## 5.15 Selection Criteria

### Selection criteria

Some application processes require you to respond to **selection criteria**. This means that applicants need to provide more information in their **application letters** or **expressions of interest** than what is contained on their résumé. Applicants are being asked to demonstrate or 'prove' what they are saying on their CV. The 'responses' help show the likelihood of an applicant's ability to fulfil the requirements of the specific job.

You are more likely to encounter **formal selection criteria** for higher-level, career-focused positions. However, **informal selection criteria** are also being increasingly used due to the switch to online applications. Many e-applicants are applying for jobs that they are not qualified for by simply attaching their CVs as part of the online process. Selection criteria enable employers to 'cull' prospective applicants quickly, and eliminate serial applicants who are not suited to that job.

If an application asks you to address specific selection criteria (such as a list of questions) then the employer (or agency) is using a formal selection criteria process.

### Informal criteria for selection

However, all positions are filled using a pre-determined set of criteria to guide the selection of applicants. You should think of these as the things that the hirer is looking for in a suitable applicant for the job. For many level positions, these criteria for selection might include an applicant's:

- ✓ education level
- ✓ vocational qualifications
- ✓ industry-specific experience
- ✓ general experience including transferable skills
- ✓ licenses and industry-specific certifications
- ✓ practical or technical skills
- ✓ safe use of equipment, machinery and work-related technologies
- ✓ demonstrated evidence of successful teamwork
- ✓ leadership experience
- ✓ community participation and involvement
- ✓ general skills and abilities such as punctuality, communication and numerical skills
- ✓ health and fitness (where applicable for the role)
- ✓ age (where applicable for the role)
- ✓ understanding of the roles and responsibilities of the job
- ✓ understanding of the industry,
- ✓ and other criteria upon which an applicant might be judged as suitable for the specific role, that workplace and that organisation.



So as you can see, it's quite a task to be able to both demonstrate and communicate that you indeed 'tick all of these boxes'! That's why the labour market is so competitive for young job-seekers. From here on, we will refer to these informal criteria for selection as 'selection criteria' (rather than that more formal definition).

*Image: Ron Chapple Studios/Ron Chapple Studios/Thinkstock*



Selection criteria

A

1. Rephrase the 6 'Common Selection Criteria' how you see, into how they might be asked in a job interview. How would you respond to each of these questions?

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

**Preview**

**Draft Sample:**

**Do Not**

**Copy**

2. Research job opportunities for a position you are interested in now, and/or one that matches your future career pathways goals. Find out, and document the selection criteria for these positions.
3. Explain whether these selection criteria are general (informal), or more specific to the type of occupation and industry.
4. Do you meet these selection criteria? Why so, or why not?
5. What might you have to do to 'skill-up' so as to satisfy selection criteria in the future?



## 5.17 Selection Criteria

### Addressing selection criteria: SAO Technique

One method to address selection criteria is to use the SAO technique. This involves treating all questions or criteria as a 3-part process, and developing or providing responses in three stages.

- 1. Situation:** Describe a task or situation where you demonstrated work-related or transferable competencies and skills.
- 2. Action:** Give examples of what you did and how you did this. Identify resources used such as other people, equipment, etc..
- 3. Outcome:** Summarise the outcome; was it successful and why; or was it unsuccessful and if so, how would you improve?


 So consider how you would use SAO if you were asked to, “Describe how you have worked effectively in a team” Discuss this as a class.

Image: william87/  
Depositphotos.com

### Using SAO

Have a look at the SAO example below and discuss this as a class.

What would you have done in that work situation? And has this student described the situation that happened clearly, explained the action, and then reported on the outcome?



Preview  
Draft Sample:



### Applying SAO

Q. “Explain a work-related problem you had to overcome, and how you went about this.”

#### Situation

I was working in the newsagency when the computer system went down during the busy lunchtime period. At first I was a bit panicked and not sure what to do.

#### Action

I had to switch to manual which meant adding up the orders using a calculator and recording all sales manually on a pad. I opened the register with the override key so I could process cash transactions.

Some customers weren't happy because cashless transactions couldn't be processed. So I apologised and directed those people to the nearest ATM to get cash if they wanted to continue their purchase.

#### Outcome

Surprisingly, everything ran quite smoothly after a few minutes. Most people had cash anyway, and people even started talking with each other a bit more as they waited.

Some even stuck up for me to people who were complaining. After about 30 minutes I was even able to calculate most purchases and the required change in my head, and just used the calculator as a back-up for big multiple purchases.

What was interesting was that after a while, most small transactions were faster to process and I got to engage more with the customers. And it was quite fun to use my brain more!

The boss is now thinking of introducing a second cash-only register for busier periods with me working it!

Use the SAO technique to develop answers for these potential interview questions. Make sure that you choose a job which matches your career ambitions.

**Job:**

Q. Describe an example where you worked successfully as part of a team.

S:

A:

O:

Q. Explain a work-related problem you had to overcome and how you went about this.

S:

A:

O:

Q. Tell us of how you had to, or when you might be expected to, use initiative in the workplace.

S:

A:

O:

**Preview  
Draft Sample:  
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Copy**



## 5.19 Digital Applications

### Check your digits

You are living in a digital world. A lot of formal and informal job-seeking now takes place entirely using digital processes. This is especially common for larger enterprises who use streamlined **job application portals**. And many of these larger enterprises are big employers of younger or entry-level workers.

However, one of the pitfalls of some digital application processes is that job-seekers simply attach résumés and apply for positions for which they are unsuitable, unqualified, or in some cases, not really even interested in. As a result, more **streamlined, automated** ‘smart’ digital application systems have been set up to quickly eliminate applicants who are unsuitable for a position. This is done using key word analysis, and is enabled by getting users to fill in standardised **data fields** as part of the application process.

In practical terms, this means that you will have to tailor your **expression of interest** or **cover letter**, your **résumé**, and your responses to **selection criteria**, to suit the application process that you are forced to use. And you are likely to have to do some slight, or even major tweaks, time and time again.

So a good strategy is for you to get this right in the beginning. You should make use of the methods already outlined in Section 4 to create your standard résumé(s), application letters and responses to typical selection criteria. These are your ‘templates’.

But you are going to have to develop the skills to be able to modify this template information, so that you can cut in, paste the key information as needed, into a particular application process. This also means that you might need to add, delete or change some of the information to suit different application processes.

Three key digital application requirements require you to be able to:

- ✓ choose and enter the ‘correct’ information in the relevant field,
- ✓ ensure that you address/respond to specific ‘questions’ in the application process, and
- ✓ adjust your ‘template’ information to fit in the field length (i.e. number of words or keystrokes).

**Don't use a phone for a job application!**



Image: georgejmclittle/  
Depositphotos.com

### Digital applications

You must know and describe the correct process related to each of these digital job-seeking requirements. So you need to:

- ☐ research how to sign up and register with suitable job-seeking sites and portals
- ☐ be able to turn your job-seeking information into digital copies, such as PDFs
- ☐ become familiar with a range of online job application portals
- ☐ be able to quickly and accurately modify your job-seeking information to suit and ‘fit’ digital job application portals (including field lengths)
- ☐ develop appropriate online safety strategies to not disclose or share personal information, unless you are sure of the person/enterprise
- ☐ know the best sources of help, including support from your Careers Coordinator.

WRS  
SUPER  
SKILLS

Now is the time to research appropriate digital job-seeking processes. This will enable you to create appropriate e-documents; and to also be able to modify your own job-seeking portfolio to suit varied requirements of digital processes.

Discuss each of these questions. Then working in small research teams, develop appropriate guidelines. (You can add other requirements.)



Digital application question	Digital application strategy/advice	Who could help?
What are the most suitable digital job-seeking portals for me?		
What are the requirements for signing up to digital job-seeking portals?		
What is the best format for e-documents; and what software do I need to create these?		
Which enterprises commonly use their own online application portals?		
How might I need to modify my job-seeking portfolio to 'fit' online application portals and templates?		
What information could I leave out if the application portal has set character limits for input fields?		
How do I make sure that I am safely sharing my personal information online?		
How do I know which sources of online information are relevant for me?		

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## 5.21 Job Interviews

### The interview

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

If you do get an interview you are going to have to be confident, but not cocky, and sell yourself. Employers want to see if your personality suits their organisation. They also want to see if you will be able to work effectively with their other staff.

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

#### 1. Prepare thyself!

- ⇒ Find out about the organisation, what they do, their products, their history, etc..
- ⇒ Find out where to go, how long it will take to get there, any parking and public transport issues, who to contact in a building, and so on.
- ⇒ Have extra copies of your résumé, references and offer to leave these.



#### 2. Look the part

- ⇒ Dress suitably for the interview. You can never be over-dressed for a job interview but you can be under-dressed. No sunnies, no hats and no tracks ever!
- ⇒ Tone down all accessories for the interview.
- ⇒ Be clean, fresh, neat, ironed and ready to shine. Borrow clothes if you need to.

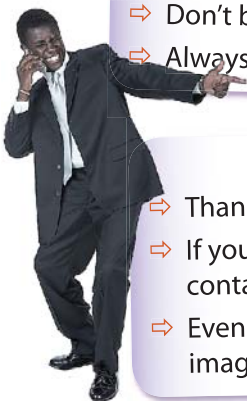
#### 3. Be personable

- ⇒ Greet people warmly, look into their eyes (but don't freak them out by staring), use their names, shake hands (no knuckle-crunching) and wait to be seated.
- ⇒ Sit upright and lean slightly forward, don't fidget, don't chew and no MOBILES!
- ⇒ You've earned this chance to impress so feel good about yourself.

#### 4. Sell yourself confidently

"You mean I got the job, great!"

- ⇒ Clearly know your strengths, and how what you've done before, suits this job. Have examples ready. You can refer to notes but don't just read stuff out.
- ⇒ Always talk about positive experiences you have had working in a team.
- ⇒ Don't be afraid to ask the interviewers to repeat or clarify a question.
- ⇒ Always ask at least one question (e.g. about further training and career growth).



#### 5. Reflect on your experience

- ⇒ Thank them for their time and shake, even if the interview has gone badly.
- ⇒ If you haven't heard anything after 5 working days (unless told to wait longer) contact the organisation to find out the news.
- ⇒ Even if you're not successful for this job you might have been ranked second. So imagine if the person ahead of you doesn't take the job!

WRS  
SUPER  
SKILLS

### Under the microscope

Life's tough. In a job interview, you are competing against a lot of other good applicants.

- ☹ Some may be better qualified than you.
- ☹ Some may have more experience than you.
- ☹ Some will be better at interviews than you.
- ☹ Some may have a better personality than you!
- ☹ Some may even look better than you!

So, how are you going to get a job over these well-qualified, experienced and glamorous competitors? You have got to be prepared for every likely possible question that may be asked. That means anticipating the kinds of questions that are commonly asked in interviews, as well as those that are specific to the particular workplace and position that you are applying for.

As part of your preparation you should make a list of potential questions and make notes about possible answers. If you've never had an interview before, ask an adult, maybe one in the industry you are preparing to enter, or your careers teacher, for some ideas. Then you need to check that your answers are good ones. You should also do a practice interview.



### Common interview questions

Some questions are often asked and you will be expected to be able to answer these well.

- ⇒ Why do you want this job?
  - ⇒ Why should we employ you in this position?
  - ⇒ What skills/abilities/qualities/experience can you contribute to the organisation?
  - ⇒ Demonstrate how you have succeeded in a team environment and in dealing with other people.
  - ⇒ Where do you see yourself in 12 months time?
- If you can't answer these questions with confidence and certainty, the employer may well consider you a dud! So undid yourself!

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1. Anticipate 10 questions and prepare 10 answers for one of these 2 job ads. Use your work folios.
2. Find your own advertisement and develop questions and answers for that. Use your work folios.
3. Write a job application letter, submit your résumé, and participate in a trial interview and selection process for one of these positions. Use your work folios.

#### Extension:

Develop a poster, graphic or other visual aid that gives at least 10 job interview tips. Present this to the class.

### Job interviews

A

#### Trades assistant/labourer - Casual

Landscape gardening and plumbing firm.  
Fit, reliable, energetic person required for regular weekend work. Early starts so must have own transport or be close for pick-up. Use of outdoor tools and equipment and OH&S/WHS knowledge essential. Good pay for right person. Sam Stone, Leaf It To Me Gardening, 47 Aphid Way, Greentown 3452.

#### Australian Apprenticeship: Retail Sales

Enthusiastic trainee required for home electronics, mobile phone and car sound-system retailer. Join our national chain and have the opportunity to grow into a management position. Specific product knowledge not essential. Excellent communication skills, knowledge of computer applications and ability to work a flexible roster essential. Phone: 909 00900.



## 5.23 Assessment Task

### AT5 Job-Seeking Portfolio

For this assessment task you are required to complete a range of activities that together will contribute to the development of your job-seeking portfolio. Some of the tasks are those that you have undertaken throughout this unit of work.

Your teacher is likely to add other tasks that are more relevant for your own specific circumstances and interests. Note: Your teacher might combine **AT4** and **AT5** into one larger assessment task.

Job/position:		Final due date:			
Name:					
AT5: Job-Seeking Portfolio - Tasks		Re- quired	Due by	Done	Teacher initials
<b>1a. Employment opportunity</b>					
⇒ Source/negotiate a relevant employment opportunity.		<input checked="" type="checkbox"/>			
⇒ Describe the suitability of this for you.		<input checked="" type="checkbox"/>			
⇒ Use appropriate technology.		<input checked="" type="checkbox"/>			
<b>1b. Selection criteria - General</b>					
⇒ Identify key general criteria.		<input checked="" type="checkbox"/>			
⇒ Prepare suitable responses.		<input checked="" type="checkbox"/>			
⇒ Use appropriate technology.		<input checked="" type="checkbox"/>			
<b>1c. Selection criteria - Specific</b>					
⇒ Identify key specific criteria.		<input checked="" type="checkbox"/>			
⇒ Prepare suitable responses.		<input checked="" type="checkbox"/>			
⇒ Use appropriate technology.		<input checked="" type="checkbox"/>			
<b>2. Different résumés and cover letters</b>					
⇒ Outline key strengths.		<input checked="" type="checkbox"/>			
⇒ Outline key weaknesses.		<input checked="" type="checkbox"/>			
⇒ Choose and explain best types for you.		<input checked="" type="checkbox"/>			
<b>3a. Your résumé</b>					
⇒ Prepare a draft.		<input checked="" type="checkbox"/>			
⇒ Complete your final.		<input checked="" type="checkbox"/>			
⇒ Adapt for a digital application process.		<input type="checkbox"/>			
<b>3b. Your cover letter</b>					
⇒ Prepare a draft.		<input checked="" type="checkbox"/>			
⇒ Complete your final.		<input checked="" type="checkbox"/>			
⇒ Adapt for a digital application process		<input type="checkbox"/>			
<b>4. Your application</b>					
⇒ Prepare draft of full application.		<input checked="" type="checkbox"/>			
⇒ Complete final full application.		<input checked="" type="checkbox"/>			
⇒ Adapt for a digital application process.		<input type="checkbox"/>			
<b>5. Feedback and strategies for improvement</b>					
⇒ Reflect on strengths/good points.		<input checked="" type="checkbox"/>			
⇒ Describe the weaknesses/bad points.		<input checked="" type="checkbox"/>			
⇒ Outline actions for improvement.		<input checked="" type="checkbox"/>			
<b>Other</b>					
⇒ Participate in a job application process.		<input type="checkbox"/>			
⇒		<input type="checkbox"/>			
⇒		<input type="checkbox"/>			

## Unit Self-Reflection Pro-Forma

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

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

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

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

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

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

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



## 5.25 Unit 1 Assessment Record

[illegible]

# Developing Your Work-Related Skills

6

## Contents

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Activities 6: Developing Work-Related Skills	p.	Due date/Done?	Comment
6.04A Work-Related Activity	119	<input type="text"/>	<input type="text"/>
6.04B My Unit 2 requirements	119	<input type="text"/>	<input type="text"/>
6.05A Brainstorming	120	<input type="text"/>	<input type="text"/>
6.06B Brainstorming in action	121	<input type="text"/>	<input type="text"/>
6.08A My employability skills	123	<input type="text"/>	<input type="text"/>
6.10B Core Skills For Work	125	<input type="text"/>	<input type="text"/>
6.11C Industry-specific competencies	126	<input type="text"/>	<input type="text"/>
6.13D Skills and competencies	128	<input type="text"/>	<input type="text"/>
6.13E Skills Audit	128-129	<input type="text"/>	<input type="text"/>
6.16A Transferable skills	131	<input type="text"/>	<input type="text"/>
AT1a Applying Employability Skills	132-133	<input type="text"/>	<input type="text"/>
6.19 Self-Reflection	134	<input type="text"/>	<input type="text"/>

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## 6.01 Work-Related Activity

### Complex Work-Related Activity

In Unit 1 you completed your Complex Workplace Safety Activity, as well as a range of other activities and assessment tasks. Now for Unit 2 you are required to research, plan and organise a **Complex Work-Related Activity** or project.

The work-related activity/project will be ongoing, and might consist of a number of smaller projects that together combine into one larger activity for assessment. Alternatively, you might undertake multiple work-related activities or projects for the unit, with each one assessed individually.

For example, one Work-Related Activity might be based on your work placement or VET course, a second might be related to community participation and/or volunteering, while a third might require you to work in team to plan, organise, do and review, a school-based enterprise.

Your teacher will use this Complex Work-Related Activity to assess your achievement across a range of complementary learning outcomes.

As part of the unit you will also complete tasks that will develop your **employability skills** and help you to plan, organise and manage your Complex Work-Related Activity more effectively. You will have to demonstrate applied skills in teamwork, in problem-solving and in the effective use of technology. You will also be required to deliver a presentation; as well as applying your workplace safety skills for your Unit 2 projects.

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

Some possible activities that you might consider doing are listed on p.118. Some will suit your skills and the skills of your team, and some will not. You must always negotiate an appropriate activity with your teacher.

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### Complex Work-Related Activity

This refers to the overall activity/project 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 team activity
- ⇒ voluntary work or programs
- ⇒ community work or project
- ⇒ integrated VCAL project

...or other approved work-related activities or projects, negotiated and approved by your teacher and your educational institution.



### 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 relate more generally to the development and demonstration of varied employability skills. This means that your school or learning institution will require you to complete a range of work-related activities or projects to enable you to demonstrate this achievement.

When completing your work-related activities or projects, you will be expected to develop and demonstrate a range of work-related task skills.

Some of these are listed in this box opposite.

Consider these as a checklist for each task you do, as well as a checklist for the 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. Copy, complete and then compile these as part of an **evidence portfolio**.

### 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 includes physical safety such as injuries, as well as 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/activities.

### Work-related tasks



Your Complex Work-Related Activity might require you to:

- ⇒ undertake day-to-day tasks as part of a work placement
- ⇒ plan, manage and complete tasks as part of an enterprise activity
- ⇒ develop and demonstrate employability skills
- ⇒ develop and demonstrate specific work-related skills and competencies on-the-job
- ⇒ work according to relevant job responsibilities
- ⇒ work effectively with others
- ⇒ plan, organise and manage yourself and others
- ⇒ understand, record and analyse work-related information
- ⇒ communicate effectively with co-workers, team members, customers and other stakeholders.

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

### WRS activity requirements



For this unit you **must** successfully demonstrate these six broad areas of achievement during your work-related activities or projects.

1. Plan and organise your activity (ies).
2. Describe and demonstrate relevant employability skills.
3. Solve problems including OH&S/ WHS issues.
4. Work effectively as part of a team.
5. Review and evaluate your performance.
6. Create and make a presentation.

## 6.03 Work-Related Activity

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Appropriate VET, TAFE and short courses. | ⇒ Pink Ribbon                                       | <input type="checkbox"/> parent-teacher night hosts     |
| <input type="checkbox"/> relevant industry/workplace simulations  | ⇒ Movember  | <input type="checkbox"/> school guides/ambassadors      |
| <input type="checkbox"/> Australian Business Week                 | ⇒ Live Below the Line                               | <input type="checkbox"/> catering for staff luncheon    |
| <input type="checkbox"/> industry design competitions             | ⇒ CanTeen   | <input type="checkbox"/> primary school mentoring       |
| <input type="checkbox"/> volunteer work                           | ⇒ Vision Australia                                  | <input type="checkbox"/> OH&S/WHS audit                 |
| <input type="checkbox"/> peer-support leadership                  | ⇒ Zoo Sponsorship                                   | <input type="checkbox"/> school signage                 |
| <input type="checkbox"/> first-aid course and training            | ⇒ _____   | <input type="checkbox"/> school furniture rejuvenation  |
| <input type="checkbox"/> industry-specific training               | ⇒ _____   | <input type="checkbox"/> car wash                       |
| ⇒ Responsible Service of Alcohol                                  | ⇒ _____   | <input type="checkbox"/> street-art mural               |
| ⇒ various licenses and certification                              | ⇒ _____   | <input type="checkbox"/> cross-class quizzes            |
| ⇒ fitness instruction   | <input type="checkbox"/> school social organisation | <input type="checkbox"/> publications/websites such as: |
| ⇒ 'White Card'  | <input type="checkbox"/> radio station              | ⇒ careers factsheets                                    |
| ⇒ _____   | <input type="checkbox"/> fashion show               | ⇒ comics/zines  |
| ⇒ _____   | <input type="checkbox"/> school uniform designs     | ⇒ youth guides  |
| ⇒ _____   | <input type="checkbox"/> visual arts show           | ⇒ school magazine/blog                                  |
| ⇒ _____   | <input type="checkbox"/> enterprise activities      | ⇒ ICT/device guides                                     |
| ⇒ _____   | <input type="checkbox"/> small business day         | ⇒ safety factsheets                                     |
| <input type="checkbox"/> cross-age tutoring for:                  | <input type="checkbox"/> functions catering         | <input type="checkbox"/> school functions/expos         |
| ⇒ primary school  |   | <input type="checkbox"/> open-day activities            |
| ⇒ Year 7&8s   |   | <input type="checkbox"/> school marketing design        |
| ⇒ older people  |   | <input type="checkbox"/> sporting competitions          |
| ⇒ migrants  |   | <input type="checkbox"/> recycled funds                 |
| <input type="checkbox"/> leadership programs                      | <input type="checkbox"/> ongoing business such as:  | <input type="checkbox"/> school environment cleanup     |
| <input type="checkbox"/> team-building activities                 | ⇒ school canteen                                    | <input type="checkbox"/> media/video productions        |
| <input type="checkbox"/> outdoor education activities             | ⇒ senior-leadership books                           | <input type="checkbox"/> community TV and radio         |
| <input type="checkbox"/> mentoring programs                       | ⇒ retail enterprise                                 | <input type="checkbox"/> school band                    |
| <input type="checkbox"/> community work                           | ⇒ catering/breakfasts                               | <input type="checkbox"/> music recording                |
| <input type="checkbox"/> environmental programs                   | ⇒ environmental work                                | <input type="checkbox"/> dance performances             |
| <input type="checkbox"/> Landcare programs                        | ⇒ shopping services                                 | <input type="checkbox"/> sporting and fitness seminars  |
| <input type="checkbox"/> junior coaching & clinics                | ⇒ office administration                             | <input type="checkbox"/> martial arts displays          |
| <input type="checkbox"/> fund-raising activities such as:         | ⇒ teacher training (in ICT)                         | <input type="checkbox"/> drama/theatre productions      |
| ⇒ child sponsorship   | ⇒ _____   | <input type="checkbox"/> school environmental audits    |
| ⇒ Red Shield  | ⇒ _____   | <input type="checkbox"/> school beautification programs |
| ⇒ Red Cross   | ⇒ _____   | <input type="checkbox"/> water-saving programs          |
| ⇒ Clean Up Australia  | <input type="checkbox"/> recycling program          | <input type="checkbox"/> student competitions           |
| ⇒ RSPCA   | <input type="checkbox"/> school website design      | <input type="checkbox"/> _____                          |
| ⇒ Smith Family  | <input type="checkbox"/> aged-care visits           | <input type="checkbox"/> _____                          |
| ⇒ Red Nose Day  | <input type="checkbox"/> community gardening        | <input type="checkbox"/> _____                          |
| ⇒ Good Friday Appeal  | <input type="checkbox"/> cultural days              | <input type="checkbox"/> _____                          |
| ⇒ Jeans for Genes Day   |   |   |
| ⇒ World's Greatest Shave  |   |   |

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## Work-Related Activity A

Outline the type of Work-Related Activity(ies) or projects that you will be required to do as part of your educational institution's teaching program.

*Tip: Some potential activities are on p.118. Discuss these as a class, and in smaller groups.*

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# Preview

## Draft Sample: My Unit 2 requirements B

After consulting with your teacher, list the tasks that need to be completed to satisfy the learning outcomes for this unit. Update this throughout the semester.

Work-related activities and tasks (what you need to do to meet the LO(s))	LO(s)	By when?

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## 6.05 Brainstorming

### Brainstorming

Brainstorming is a problem-solving technique that you can use to help you move forward when tackling a goal, a problem, or an issue. Given this, brainstorming is a very useful technique to help your class, your team and you start planning your Complex Work-Related Activity.

With brainstorming, you list whatever thoughts come into your head that you relate to a key concept, issue or problem. During the brainstorming process no suggestion is criticised or rejected. The initial idea is to generate a list of words/phrases related to a concept, issue or problem. This way, brainstorming acts as a great starting point to develop ideas.

Brainstorming is useful for generating creative ideas because one word, leads to another, and then to another. This can help people come up with new ways of thinking about a concept, issue or problem. Brainstorming can help unlock creative potential, and allow people to both hear and see possible ideas and solutions.

In a team brainstorming situation, the words of other people can drive you, or someone else, to come up with new solutions. When the team has finished the brainstorming process, 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 moves off in different directions.

### Effective brainstorming

- ☺ Write the key idea large and bold for everyone to see, perhaps on a whiteboard, or somewhere clearly on your page.
- ☺ Set a short time limit, between 60 seconds and 2-3 minutes, depending on the size of the group.
- ☺ Someone has to lead the group and write down the responses.
- ☺ Use 'hands-up' for ideas.
- ☺ Write down all ideas so that all participants can see these.
- ☺ Ideas are not criticised or rejected.
- ☺ Make sure to encourage everyone to contribute.
- ☺ Do not allow one or two members to dominate.



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### A Brainstorming

You have 120 seconds to list 15 words/terms associated with the key concept of:

*"Why is it hard for young people to get a start in the workforce?"*


## Brainstorming in action B

- 

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## 6.07 Skills and Competencies

### Employability skills

VCAL Work Related Skills has been developed to enable you to demonstrate a range of **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 **generic** or general employability skills through work, education and training, as well as through your personal and social 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.

### Employability Skills

These 8 skills are a set of life 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.

### Communication

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

### Technological

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

### Problem-solving

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

### Learning

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

### Initiative and enterprise skills

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

## My employability skills A

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

⇒ Personal/Social: Through helping your family and others, hobbies, sports, interests, etc..

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

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

Employability skills	Personal/Social settings e.g. Learning: <i>At home I have taught myself to touch-type by chatting online.</i>	School settings e.g. Problem-solving: <i>I am good at fixing mechanical and technical things.</i>	Workplace settings e.g. Teamwork: <i>At work in the shop I have to work with staff to stock the shelves and help customers.</i>
Communication			
Teamwork			
Problem-solving			
Planning and Organising			
Self-awareness		<i>I should like to improve myself.</i>	
Learning			
Technological			<i>During work experience I...</i>
Initiative and Enterprise Skills	<i>I am good at creating...</i>		

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## 6.09 Skills and Competencies

### Core Skills For Work

The eight employability skills is an important set of skills used in many work-related situations and learning programs. However, as the contemporary world of work evolves, we have seen the emergence of newer skills-sets classifications that describe important work-related skills with a slightly different focus.

The *Core Skills For Work Development Framework* created a set of 10 **Core Skills For Work** considered important for contemporary workers. Some learning, workplace and industry stakeholders prefer to use this newer Core Skills For Work set as a focus for career and skills development (rather than employability skills). The set of Core Skills For Work is organised into three clusters.

The first two skills are part of *Cluster 1: Navigate the world of work*. These relate to building and developing a career by maintaining **work/life balance**; and through understanding the **roles**, **rights** and **responsibilities** of a worker.

*Cluster 2: Interact with others*, focuses on generic **interpersonal skills** that all workers are expected to demonstrate and develop in work-related situations.

*Cluster 3: Get the work done*, involves day-to-day **work-related skills** that are essential for all workers in the contemporary world of work.

Many of these 10 core skills are similar to, or even cross over with, employability skills. And as such, these may also be relevant as part of your investigation into work-related skills. So how do you think these 10 Core Skills For Work relate to your own situation?



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Core Skills For Work  
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Image: alfonsodetomas/  
depositphotos.com

#### Core Skills For Work

##### Cluster 1 - Navigate the world of work

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

#### Core Skills For Work

##### Cluster 2 - Interact with others

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

#### Core Skills For Work

##### Cluster 3 - Get the work done

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



Complete the table by explaining how you have shown, or developed, the 10 Core Skills for Work in each of these 3 settings.

⇒ Personal/Social: Through helping your family and others, hobbies, sports, interests, etc..

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

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

Core Skills For Work	Personal/Social settings	School settings	Workplace settings
	e.g. <i>Manage career and work life. I have to juggle sport, school and leisure with my job by....</i>	e.g. <i>Plan and organise. For VCAL we have to plan an integrated PDS/WRS activity that involves...</i>	e.g. <i>Connect and work with others. In my work placement I have to take direction from my boss by....</i>
Manage career and work life.			
Work with roles, rights and protocols.			
Communicate for work.			
Connect and work with others.			
Recognise and utilise diverse perspectives.			
Plan and organise.			
Make decisions.			
Identify and solve problems.			
Create and innovate.			
Work in a digital world.			

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## 6.11 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. Specifically for this industry this may include hand and power tools, safety harnesses and measuring tools and equipment.

In the Accommodation and Food Services industry a chef also 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 that industry.



So have a think about the industry-specific competencies that you have been developing through your own VET course.

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### C Industry-specific competencies

Choose an occupation that you are interested in. Identify and explain 3 industry-specific competencies that are important in that occupation. (Tip: [www.myskills.gov.au](http://www.myskills.gov.au) and search for an occupation, then 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.


Demonstrating these enterprise capabilities is vital for developing employability skills and the Core Skills For Work. So which of these sound like you? 



Image:  
Adapted from...  
Mark Wragg  
iStock/Thinkstock

### Enterprise Capabilities

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#### 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.**

6.13 Skills and Competencies

D 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.



Preview  
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E Skills Audit

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1. Circle high, medium, or low, for what you think your current skill level is for each of the 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 opportunities.	high	medium	low	high	medium	low
24. Recording people's information for 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 professionally.	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

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## 6.15 Transferable Skills

### Transferable skills

Many people have a range of personal and social competencies that are transferable to workplace situations. 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 are building 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 tasks that you can do quite well without even thinking about them.

You might just have natural aptitude or ability to do something. i.e. Sports, fixing things, cooking, looking after children, using technology, sewing, 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 enjoy 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 more patient and confident in my ability to communicate."**

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#### 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?



Describe how you have developed your 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...

---

---

---

---

---

---

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## 6.17 Assessment Task

### AT1a Applying Employability Skills

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

Employability Skill	How could/should we demonstrate this in our Work-Related Activity?
Planning and organising	(Possibly consider: Goals, objectives, timelines.)
Teamwork	(Possibly consider: Team leader, roles, responsibilities.)
Communication	(Possibly consider: Being specific, taking notes, use of ICT.)
Technological	(Possibly consider: Work-related, safety and communications tech.)
Learning	(Possibly consider: Your own skills-gaps, your team's skills-gaps, training.)
Problem-solving	(Possibly consider: Safety, conflict and stress, back-up plans.)
Self-awareness	(Possibly consider: Strengths and weaknesses, skills-gaps, being enterprising.)
Initiative and enterprise skills	(Possibly consider: Using technology, developing an idea, reviewing performance.)

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Core Skill For Work	How could/should we demonstrate this in our Work-Related Activity?
<b>Communicate for work</b>	(Possibly consider: With team members, with external people.)
<b>Connect and work with others.</b>	(Possibly consider: With team members, with external people.)
<b>Recognise and utilise diverse perspectives.</b>	(Possibly consider: With team members, with external people.)
<b>Make decisions.</b>	(Possibly consider: Making team decisions, allocating roles.)
<b>Create and innovate.</b>	(Possibly consider: Showing initiative, using digital communication.)
<b>Work in a digital world.</b>	(Possibly consider: Using technology, developing an idea, reviewing performance.)

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Industry-specific skills/competencies.	How are these relevant?
1.	
2.	
3.	
4.	
5.	

## 6.19 Self-Reflection

### Self-Reflection Pro-Forma

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

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

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

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

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

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

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

# Effective Planning and Organising 7

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Comments:

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## 7.01 Goal-Setting

### Goals

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

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

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

An important aspect of goal-setting and planning is choosing the right goals to achieve. So whenever you start planning to achieve your goals you should

ask yourself, "how do these apply to me?".



Image: almagami/  
Depositphotos.com

### A My goals



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

What will I be doing in 3 months time?

---

What will I be doing in 12 months time?

---

What will I be doing in 2-3 years?

---

What will I be doing in 6 years?

---

What will I be doing in 15 years?

---

## Goal-Setting Process: 7 Key Steps

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

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

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

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

5. Make short-term **sacrifices** to achieve a longer-term **investment** in yourself, or your project.

A goal without  
a plan  
is just a wish!

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

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

WRS  
SUPER  
SKILLS

# Preview

## Draft Sample:

Goal-Setting: Complex WRS Activity

Consider your Complex Work-Related Activity. Describe how you might apply and use each of the 7 goal-setting steps as part of planning, organising, doing and reviewing this.

Step	How to apply each of these to the Complex Work-Related Activity
1.	
2.	
3.	
4.	
5.	
6.	
7.	

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## 7.03 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. These are the four **PODR** steps.

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

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



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#### 1. Plan

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

#### 2. Organise

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

#### 3. Do

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

#### 4. Review

- ⇒ Monitor what you've achieved, evaluate your outcomes for quality, and make any changes and adjustments if necessary.
- ⇒ Each of these 4 stages of Plan-Organise-Do-Review are not 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 and equipment needs.

**Review...**

- ⇒ Reflect/comment on what went well.
- ⇒ If things didn't go too well outline changes that might need to be made.

**Next task...**

- ⇒ Which is the next task that needs to be completed?
- ⇒ What arrangements are needed to move forward?

Any other information that needs to be recorded?

Student  
signature:

Date:

Supervisor's  
signature:

Date:


WRS  
SUPER  
SKILLS

## 7.05 Effective Planning

### Effective resource planning

The major task that you will have to complete for this unit is to plan, organise and manage your Complex 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 our time actively engaged in work 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 leaders, ensuring that teams are balanced to reflect complementary skills and also training and skill up workers so that they are able to successfully achieve work tasks.

#### Technology and equipment management planning

- ⇒ An important part of successful planning is ensuring that you have the right tools and equipment, including ICT, to achieve your goals. In business this might be referred to as asset management.
- ⇒ Effective technology and equipment management might involve hiring or buying the right devices and equipment, training people how to use these, 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.

## Planning and organising skills

Throughout this section there are a number of tips, advice and pro-formas to advance your development of planning and organising skills. You should be familiar with some of these from PDS.

However, for Work Related Skills, you need to consider these from a work-related perspective, so that you apply these for planning, organising and managing your Work-Related Activity.

## Task skills

Task skills are the types of skills that you will need to develop and apply for specific tasks that you are doing. These extend from employability skills and enterprising capabilities. In effect, you could think of these as being a bit like industry-specific competencies. Therefore, these task skills mostly relate to the 'doing' stage of any project.

For example, if you are running a BBQ, task skills will relate directly to the cooking, the marketing, the cleaning, managing the finances, specific safety and hygiene requirements, and so on. You get the picture.

One of the best ways to keep track of all of your required tasks is to create a to-do list. To-do lists can be a simple tick sheet on a post-it note, a diary, a smart phone app, or a summary list like the one shown below. The ideal to-do list will include all the required tasks, in order if any other relevant information that can help you, prioritise the tasks, and then record when they are done.



**"Methinks I needs an app."**

# Draft Sample:

# Do Not

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

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

Priorities for tomorrow:

## 7.07 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 - and that time is not all just for working! 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

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

WRS  
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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 six students.

Task	By ...day ...date ...time	Person(s) responsible	Equipment/money/ inputs	Other information	When...day ...date ...time ...duration	Done/ initials
e.g. Go to the shops and buy sausages for BBQ.	Monday Aug 12 9.00 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

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### 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 pre-requisites for others later on.



Although everything might be 'important', not everything 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!

Preview

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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 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.





## 7.09 Task Management Skills

### Managing technology and equipment

It is vital to plan to make sure 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 technology and 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 technology and equipment as part of a Work-Related Activity you will need to consider the issues listed below.

### Managing Equipment & Technology

#### 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 generally costs a lot more than typical consumer items, because it is made to last.

#### 4. Training

All employees using the technology and equipment will need to be trained how to use this properly, effectively, responsibly and ethically before they are expected and permitted to use it.

#### 5. Safety

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

#### 6. Availability

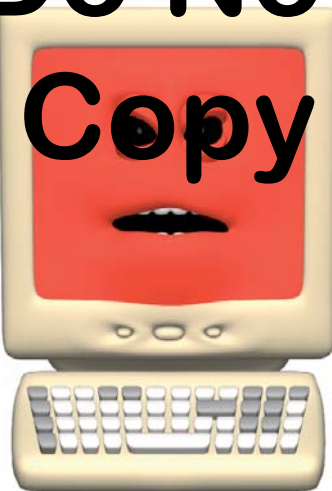
You need to have access to the technology and equipment when you want, so you must plan well in advance in order to reserve equipment and facilities.

#### 7. Supervision

You might need to be supervised when using the technology and 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 or place.



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

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### 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 complex 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.)

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

#### Managing others: Top 10 Tips (GST exc.)

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

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## 7.11 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, beverages 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.



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### A Materials and equipment



Use your workbooks to complete the following tasks.

1. As a class, use real examples to discuss the 8 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 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.

Use the TEMP-O task organising planner to help identify the types of specific tasks, equipment, materials, and roles of people, required for your Complex Work-Related Activity. You can then get your teacher to check over this.



**1. Tasks**  
(What, when & how?)

**2. Equipment**  
(What, when & \$?)

**3. Materials**  
(What, when & \$?)

**4. People**  
(Who is responsible, who supports, who checks?)

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## 7.13 Financial Planning

### 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, so that you can 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 or 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 one person 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/or 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.



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Cash Budget/Financial Planner **B**

Your Complex Work-Related Activity might involve money-related revenue and expenditure, and require you to develop a budget as part of financial planning.

Use this Cash Budget/Financial Planner template to estimate, and then record, financial revenues and expenditure items that are associated with your Work-Related Activity.

Cash Budget/Financial Planner							
Name(s): _____							
Activity: _____ Date(s): _____							
Revenue items	Forecast \$	Actual \$	Variance %	Expenditure items	Forecast \$	Actual \$	Variance %
<b>Total Revenue</b>				<b>Total Expenditure</b>			
Forecasted Surplus				Forecasted Deficit			
Actual Surplus				Actual Deficit			
Variation				Variation			
Student signature: _____ Date: _____							
Supervisor's signature: _____ Date: _____							



## 7.15 Assessment Task

### AT1b Complex Work-Related Activity

#### Introduction

For this assessment task, you are required to plan, organise and manage a teams-based, complex Work-Related Activity.

It is likely that this assessment task will extend over a number of weeks.

The complex Work-Related Activity will require you to undertake a range of specific tasks related to planning, organising, doing and reviewing stages of activity completion.

It is most likely that this complex Work-Related Activity will be teams-based. In some circumstances you might negotiate an individual focus with your teacher. If that is the case then you will also have to undertake another complex Work-Related Activity that involves you working in teams.



Your teacher will explain the specific requirements with your class. Note these below. Then you (and your team) will negotiate a suitable task with your teacher.

#### Complex Work-Related Activity guidelines and information


The key requirements are:

- ☐ A worksite or workplace with which you are familiar.
- ☐ A workplace in which you have undertaken work experience or work placement.
- ☐ A workplace in which you are employed.
- ☐ A work-related investigation based on your VET studies.
- ☐ A volunteer or community setting.
- ☐ An enterprise activity or community project.
- ☐ A significant work-related issue within an industry.
- ☐ Some other relevant work-related focus negotiated with your teacher.

#### Complex Work-Related Activity: What do I/we have to do?

The 6 main requirements of this task are as follows.

1. Plan, organise, do (manage), and review a complex Work-Related Activity.
2. Explain and apply employability skills required for the complex Work-Related Activity.
3. Solve problems related to the complex Work-Related Activity.
4. Work effectively and safely in a team as part of the complex Work-Related Activity.
5. Review and evaluate performance in undertaking the complex Work-Related Activity.
6. Deliver a presentation (using appropriate technology) to report on the complex Work-Related Activity.

<b>Name:</b>		<b>Key dates:</b>			
<b>Team members:</b>					
<b>Work-Related Activity:</b>					
AT1: Complex Work-Related Activity - Tasks	Required	Due by	Done	Teacher initials	
1. Form into teams, complete a PODR Planning Pro-forma.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Identify technology and other resources required.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Plan team roles and responsibilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Review, refine and re-submit PODR Planning Pro-forma.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
2. Explain relevant employability skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Use and apply employability skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
3. Conduct a safety risk assessment.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Describe potential issues, hazards, risks and problems.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Plan strategies to deal with potential problems.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Apply strategies to deal with problems.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Use technology responsibly and ethically.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
4. Organise the Work-Related Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Contribute effectively to the Work-Related Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Undertake and complete the Work-Related Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Use and apply technology collaboratively.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
5. Review effectiveness of team performance.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Evaluate effectiveness at problem-solving.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Evaluate effectiveness in using technology.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Evaluate feedback and make recommendations.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Review transferability of employability skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
6. Prepare a presentation about the Work-Related Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Explain key processes and outcomes of the WRS Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Present final report to the class/audience. 	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

Additional information:

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

## 7.17 Assessment Task

Name(s):		Key dates:
WRS Activity:		
⇒ Number the steps in the most suitable order to support your completion of the activity. ⇒ Blank spaces have been left in this planner so that you can add task steps if needed. ⇒ Your teacher might add, remove or change steps depending on the nature of your activity. (Note: You should also complete a PODR Journal Pro-forma for each day that you spend either planning, organising, doing or reviewing your WRS Activity.)		
Task	Details/Timelines	Done?/Date
<b>WRS Activity: Planning - Initial Stage</b>		
<input type="checkbox"/> Participate in a discussion about the Work-Related Activity or project that you can undertake.		<input type="checkbox"/>
<input type="checkbox"/> Choose appropriate team members. Consider a synergised team.		<input type="checkbox"/>
<input type="checkbox"/> Choose some potential activities and discuss these with your team.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<b>WRS Activity: Planning - Development Stage</b>		
<input type="checkbox"/> Select a suitable WRS Activity. Undertake brainstorming to identify key ideas, issues and requirements.		<input type="checkbox"/>
<input type="checkbox"/> Fill-out a 'PODR Planning Pro-forma', p.154-7 Submit this to your teacher for advice and approval.		<input type="checkbox"/>
<input type="checkbox"/> Complete a 'TEMP-O', p.147. Submit this for advice and approval.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<b>WRS Activity: Organising - Initial Stage</b>		
<input type="checkbox"/> Organise meetings with any external parties; discuss these with your teacher. (If not OK, go back a stage as you may need to redraft your 'TEMP-O'.)		<input type="checkbox"/>
<input type="checkbox"/> Identify any permissions, safety, ethical and legal issues that need to be sorted out.		<input type="checkbox"/>
<input type="checkbox"/> Complete a revised 'PODR Planning Pro-forma' and/or 'TEMP-O'. Submit for checking, advice and approval.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>

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## Assessment Task 7.18

Name(s):		Key dates:
WRS Activity:		
(Note: You should also complete a PODR Journal Pro-forma for each day that you spend either planning, organising, doing or reviewing your WRS Activity.)		
Task	Details/Timelines	Done?/Date
<b>WRS Activity: Organising - Development Stage</b>		
<input type="checkbox"/> Start organising the activity. Confirm group roles and discuss with your teacher. Use 'Activity Action Roster(s)', p.142.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/> After roles have been agreed upon and allocated, team members need to draft 'To-do Lists', p.141, for their roles.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/> Ensure that all relevant permissions, safety, ethical and legal requirements have been sorted out.		<input type="checkbox"/>
<input type="checkbox"/> Anticipate and discuss potential problems; plan back-ups or contingencies. (e.g. To cover team absences.)		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<b>WRS Activity: Doing stage</b> (List tasks that are specific to the activity you are undertaking.)		
<input type="checkbox"/> If all is approved and ready, then carry out the activity. Use 'to-do' lists to manage the doing phase.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<b>WRS Activity: Reviewing stage</b>		
<input type="checkbox"/> When finished, complete evaluation questions and pro-formas. Your teacher will discuss your reporting requirements.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>

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## 7.19 PODR Planner



### 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?*

# Preview

#### **Organising:**

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

# Draft Sample:

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

# Copy

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



### PODR Planning Pro-forma: Team Activity

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

#### Organising (cont.):

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

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

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

# Preview Draft Sample:

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

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*What are other potential work-related and ethical issues that exist; how will you deal with them?*

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



## 7.21 PODR Planner



### 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 tasks?*

*Who will help supervise the set-up and coordination of the activity?*

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

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

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**PODR Planning Pro-forma: Team Activity**

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

**Reviewing:**

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

*Who will evaluate its progress and how?*

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

*What back-up is in place?*

**Preview**  
**Draft Sample:**  
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*What are the requirements for our presentation about the activity?*

**Other:**

*What other information is important?*

## 7.23 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 - 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: _____			

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# Effective Problem-Solving

8

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Activities 8: Effective Problem-Solving	p.	Due date/Done?	Comment
8.02A Work-related problems	161	<input type="text"/>	<input type="text"/>
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Comments:

## 8.01 Problem-Solving

### Problem-solving

One of the key drivers of 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 workplaces, 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 not cover 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-stocks
- ✔ work/life imbalance
- ✔ technology/equipment issues
- ✔ delivery issues
- ✔ manufacturing breakdowns
- ✔ issues with inputs/components
- ✔ environmental waste

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Problem-Solving Tools  
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### Brainstorming

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

### IASM process

A 4-stage problem-solving process whereby the user identifies and analyses a problem, and then selects a solution(s), and monitors the solution for effectiveness.

### 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 a worker; and potential problems that might arise as part of your Complex Work-Related Activity.

<p>Work-related problems - As a worker</p> <p>e.g. New employees are not shown how to deal with difficult customers.</p>	<p>Work-Related Activity problems - As a worker</p>
<p>Work-related problems - customers</p> <p>e.g. Customers have to queue for too long, especially at lunchtime.</p>	<p>Work-Related Activity problems - With clients</p>
<p>Work-related problems - equipment &amp; devices</p> <p>e.g. The photocopier keeps breaking down.</p>	<p>Work-Related Activity problems - With equipment</p>
<p>Work-related problems - processes</p> <p>e.g. The delivery truck blocks the customers' cars.</p>	<p>Work-Related Activity problems - With processes</p>

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## 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.

IASM  
+



### A IASM problem-solving

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  
causes

They are much bigger and deeper than plastic bags.

#### Suggest some 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

WRS  
SUPER  
SKILLS

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**IASM problem-solving in action 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 work processes 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

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3. Suggest some solutions  
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4. Manage the chosen solution

## 8.05 SWOT Analysis

### SWOT Analysis

A SWOT Analysis is a tool that you can use to analyse problems. It 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

For a SWOT Analysis you must 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 this internal analysis can really assist workplaces and stakeholders to reflect on things that are being done well, and also on those areas which need improvement.

### 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 future. This involves:

- ⇒ recognising potential forces for change, and using these to create better outcomes and opportunities
- ⇒ analysing threats from trends and changes occurring in the external world which might cause problems.

In work-related situations, opportunities might arise from new markets, products or technologies; and threats might come from competitors and new technologies.

#### Strengths

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

*i.e. For your team: What skills, abilities and experiences does each person bring to the activity/project?*

#### Weaknesses

- ⇒ What are you not so good at?
- ⇒ Find out more and skills you should improve and develop.
- ⇒ Form partnerships and teams to make up for your weak points.
- ⇒ Get advice/training to help you improve.

*i.e. For your team: What knowledge and skills do your team members lack, or need to develop further?*

#### Opportunities

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

*i.e. For your team: What do you stand to learn and gain from doing the activity/project?*

#### Threats

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

*i.e. For your team: What are some external responsibilities that could prevent team members from doing their tasks properly.*

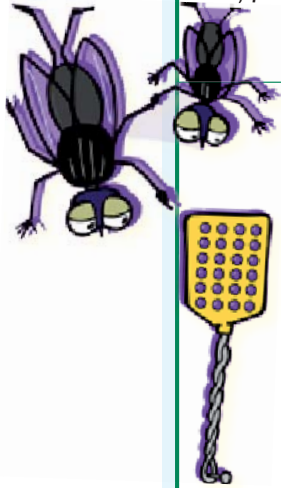
SWOT Analysis in action **A**

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
Opportunities	Threats

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## 8.07 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 your work in PDS.

### Which way should I go?

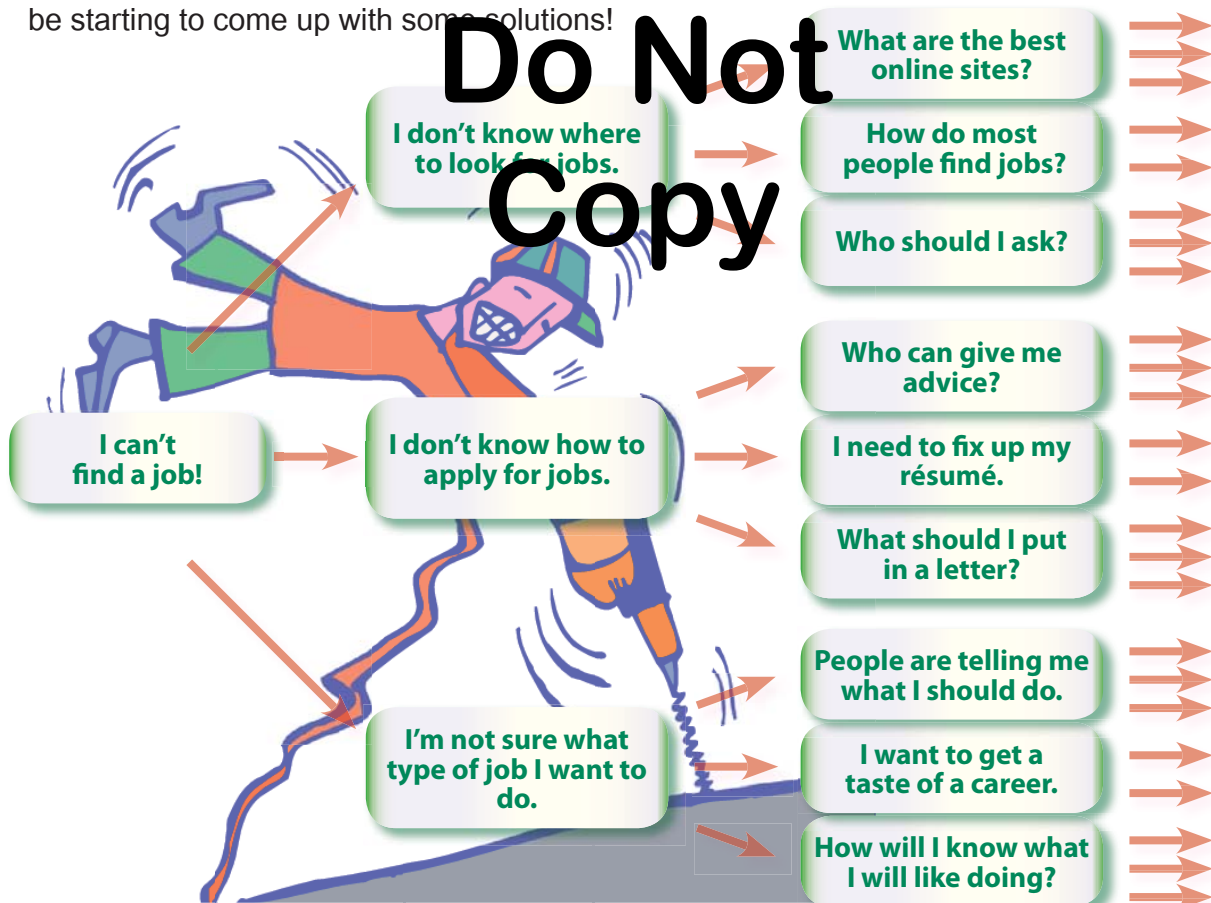
Drilling-down breaks complex problems into progressively smaller parts. This makes big problems a little easier to solve. Drilling down can then be used in conjunction with another method to help tackle the problem.

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

- ⇒ Identify your 'big' problem and write it at the left of a sheet of paper.
- ⇒ 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'?
- ⇒ List any points, issues and questions that influence these new issues. Try for 2-3. If stuck, answer 'why' or 'why not'?
- ⇒ Finally list some factors for each of these. If stuck, answer 'why' or 'why not'?
- ⇒ 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!

WRS  
SUPER  
SKILLS

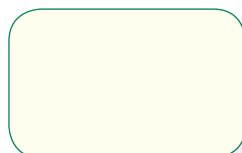


## Drilling-down in action A

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 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, wage exploitation, or some other issue.

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

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## 8.09 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 can be used in work-related situations 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



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### 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.

WRS  
SUPER  
SKILLS

### 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, 2020

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)	/// 6	/// 6	/// 6	/// 6	/// 7	31	13
parking in bus zone	/// 4	/// 3	/// 3	/// 3	/// 3	16	6
all others together (all different)	/// 4	/// 3	/// 3	/// 3	/// 3	16	6
<b>Total</b>	50	58	39	46	55	248	100
<b>%</b>	20	23	16	19	22	100	

**Information to consider:**

Someone else is calculating total cars parking.

## Checksheets in action

A



Use this page to collect and collate information related to a particular issue, problem or work-related task. Perhaps your class can also investigate a problem associated with your school, community or local area; such as students arriving late to class, unhealthy purchases from the school canteen, illegal and dangerous parking around the school, and so on.

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

Checksheet												
Work task/activity: _____												
Other information: _____												
Completed by: _____ Day: _____ Date: _____												
Reason/factor	Time period/(such as day/duration i.e. hour, etc.)										Total	%
other (describe)												
all others together												
Total												
%												
Information to consider:												



## 8.11 Technological Issues

### Technological issues

There are a range of **social** and **ethical issues** that arise as a result of the use of workplace technology. Some issues stem from the increasing use of digital technologies. As with all issues, different stakeholders have varied viewpoints. Four main social and ethical issues involve **job replacement**, **safety**, **customer service** and **digital ethics**.

#### 1. Job replacement

One of the key social issues associated with the introduction of new technology is reduced job levels. New technology does replace jobs, but it can also create jobs.

Technology tends to replace lower and semi-skilled jobs, leaving those employees facing long-term unemployment. Industries such as manufacturing, construction, wholesale trade, mining and property and business services have all seen a reduction in their proportion of lower-skilled positions. However, these industries have increased their proportion of higher-skilled production workers, as well as professional and managerial employees.

The key challenge is to ensure that employees are trained and retrained so that they can be part of new technological advancements, rather than being replaced by technology. This requires a commitment by employers to support employee training.

#### 2. Safety

New work technologies can improve worker safety. However, modern technological processes have brought with them their own OHS/WHS problems.

A lot of backbreaking physical effort has been replaced by innovations in agriculture, mining, manufacturing, construction and other industries. However, repetitive strain and overuse injuries have occurred in employees undertaking unsafe work practices.

There are also growing problems associated with the use of ICT, including soft tissue injuries such as hand, neck and back sprains and strains, as well as vision and fatigue problems. Some people also argue that modern technology is making us less fit and contributing towards work-related obesity. Innovative communication technologies are also contributing to work/life imbalance for some employees, as they are expected to be contactable and on-call outside normal working hours. Is that ethical?

#### 3. Customer service

One of the key benefits of new technological processes is supposed to be an overall improvement in quality levels. However, some stakeholders argue that some technological processes actually reduce service quality. e.g. Those highly irritating computerised phone systems used by many industries.

There needs to be a balance between the efficiency that comes from new technological improvements, and any loss of service quality resulting from reduced human input. So does technology improve quality for customers and clients? Consider shopping apps, self-checkout systems and other customer-driven processes? What do you think?



Self-scanners. Good or evil?

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### 4. Digital ethics

There are growing ethical issues surrounding the use of digital technologies. Just because something is not illegal it doesn't make it 'right'. And just because something is new and innovative, it doesn't naturally follow that it is 'better'.

Some of the key social and ethical work-related issues include over-communication, intrusion into personal life, work/life balance, privacy issues, online safety, over-consumption, sharing of personal information, exploitation of minors through in-app purchases, 'false content', targeted advertising based on digital profiling, and many more.

There is also the very real possibility that your personal digital assistant is listening to everything you say, and then tailoring your online experience to drive you towards content (and therefore ads) to buy more and more stuff you don't need from its true boss!

#### Technological issues

A



It seems that everyone in the digital age thinks that they have permission to do anything they want. But that is far from the truth. For your Work-Related Activity you should consider a range of social and ethical issues that need to be addressed, including what you investigate, how you undertake the activity, as well as how you document and report on the activity.

Discuss these scenarios, and suggest how you would deal with each problem. Predict likely situations that might arise as issues or problems for your own complex Work-Related Activity.

<p>Mixie and Mimi are investigating work procedures in their large retail store market workplace. They take sneaky snaps of workers slacking off and put these images into the draft of their report, to prove why young people make better workers than older ones.</p>	<p>Ren, Jen, Vin and Nini are working together to investigate the application of employability skills in the retirement industry. Ren keeps emailing the others at 10:30 at night, telling them what they need to get ready for tomorrow's class, and directing them to Google Doc files they need to download.</p>
<p>Johan interviews the owner of The Haughty Hotel who raves about the new \$100K digital app system that he has implemented. It means customers now order meals and drinks directly from their table. But Johan has not interviewed any customers or workers about the impact, nor the quality, of this new system.</p>	<p>Tone has produced an insightful multimedia report about a day in the life of a child-care worker. All the reports are going to be shared through the school's digital Work Education newsletter. But the Media editor says that she can't use Tone's images and videos because some images feature minors, and others have been copied from real child-care centres.</p>

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## 8.13 Problems and Issues

### A WRS Activity/Project: Problems



Brainstorm a list of potential issues or problems that you (or your team) might encounter as part of your complex Work-Related Activity.

Include problems related to the workplace or work-related context you are investigating; as well as problems that you (or your team) are likely to have to deal with and overcome in the planning, organising, doing and reviewing of your Work-Related Activity.

Physical workplace safety problems	Emotional/mental workplace safety problems
People problems	Planning and organising problems
Tools, equipment and machinery problems	Digital and ICT problems
Information problems	Communication problems
Quality problems	Ethical problems
Time/deadline problems	Other problems

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## Risk assessment B

You are required to undertake a thorough risk assessment for your Work-Related Activity or project. Your teacher or supervisor might get you to use an official pro-forma. You can start your risk assessment process by using these tools. Modify, copy and enlarge them as needed.

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

Risk Assessment and Hazard Control - Work-Related Activity/Project Context		
Work-Related Activity/project:	Work-related context, or worksite/work environment:	
Work-Related Activity role, or Job/occupation:	Assessed by:	Date(s):
Describe the problem, issue or 'hazard'.	Outline the risks (consider varied stakeholders).	
Explain the potential harm (including reputation).	Describe suitable controls (i.e. what will I/we do?).	
What am I (we) currently doing, to deal with the problem, issue or 'hazard'?	What should I/we do, to better deal with the problem, issue or 'hazard'.	

## 8.15 Presenting Solutions

### Presenting solutions

Once you have identified a workplace problem, and have implemented some strategies to help address 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 formal 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, and by helping to 'unpack' a problem.

Remember, your suggestions are not likely to solve the problem on their own. But your suggestions will give appropriate workplace stakeholders some advice to help them deal with the problem. But 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, any safety problems will need to be dealt with quickly, especially if they present an immediate or like to be a danger.

### A Solving problems



1. Use the POD and ASH processes to help you undertake an investigation into a work-related problem impacting on a workplace you are familiar with. This 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** and apply suitable solution(s).
  - iv. Develop a method(s) to **monitor** the solution(s), and assess effectiveness.
2. Prepare a report, and present this to appropriate workplace stakeholders. Use images and multimedia tools in 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: \_\_\_\_\_

## WRS Activity: Problems

B



Outline potential problems and issues related to planning, organising and doing your Complex Work-Related Activity. Rate these according to the likelihood of this problem/issue occurring; and also the potential impact of the problem/issue on your team's effectiveness.

Work-Related Activity problems: Planning and organising.

Work-Related Activity problems: Communicating and working with team members.

Work-Related Activity problems: Safety.

Work-Related Activity problems: Equipment and technology.

Work-Related Activity problems: Other potential issues and problems.

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## 8.17 Assessment Task

### AT2 Problem-Solving in Action

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.
  - ☐ **Some other activity** that you have negotiated with your teacher/supervisor.
- As part of the planning for this task you must do the following.
  - ⇒ Negotiate required tasks with your teacher. Tick those tasks that you are required to complete. Your teacher might add other tasks.
  - ⇒ Fill in the due date for those you are required to be complete.
  - ⇒ Tick the tasks off as you complete them. Get your teacher to initial these.
  - ⇒ Present your findings to an appropriate supervisor.
  - ⇒ Complete relevant *Problem-Solving Process Evaluation(s)*.

The problem I will be solving is:

AT2: Problem-Solving Activities required for task completion	Required	Due	Done	Teacher initials
1. Complete an IASM problem-solving process.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Document a brainstorming process.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Complete a SWOT Analysis.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Carry out a drilling-down analysis.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Design and complete a checksheet.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Undertake an investigation into a common workplace problem.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Identify/use technology ethically to help solve the problem.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Present your finding to an appropriate supervisor.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. PODR Planning Pro-forma: 7.17-7.20.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Problem-Solving Process (or Tool) Evaluation	
The Work-Related Activity or workplace was:	
The specific problem to be solved was:	
Those involved in the problem-solving process were:	
The problem-solving processes, tools and/or strategies used were:	
1. The problem was clearly identified and isolated. How so/ why not?	
2. The most significant causes of the problem were identified and analysed. How so/ why not?	
3. A range of suitable solutions were suggested. How so/ why not?	
4. Practical and straightforward solution(s) and strategies were investigated and developed further. How so/ why not?	
5. Evaluation strategies or measures were used to assess if the changes were addressing the problem. How so/ why not?	
6. There is evidence to suggest that the problem is being dealt with effectively. How so/ why not?	
In summary, how well did the process work in assisting you to solve the problem?	
Other information:	
Signed: _____ Date: _____	

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## 8.19 Self-Reflection

### Self-Reflection Pro-Forma

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

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

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

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

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

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

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

# Effective Teams

9

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### Activities 9: Effective Teams

	p.	Due date/Done?	Comment
9.02A 8 tips for effective teams II	181	<input type="text"/>	<input type="text"/>
9.03A Team player	183	<input type="text"/>	<input type="text"/>
9.05B Multiple intelligences and me	184-185	<input type="text"/>	<input type="text"/>
9.06C Multiple intelligences: WRS Activity	185	<input type="text"/>	<input type="text"/>
9.07D Team dynamics	186	<input type="text"/>	<input type="text"/>
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9.10A Leadership in action	189	<input type="text"/>	<input type="text"/>
9.12 Meeting Agenda	191	<input type="text"/>	<input type="text"/>
AT3 Effective Team Work	192-193	<input type="text"/>	<input type="text"/>
9.14 Team Member/Individual Evaluation	193	<input type="text"/>	<input type="text"/>
9.15 Self-Reflection	194	<input type="text"/>	<input type="text"/>

Comments:

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## 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 members' 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 or a procedure for group meetings; and stick to this agenda.

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.

Choose a decision-making process that everyone agrees to use.

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

For decisions choose a majority vote, and then stick with that; or another method, such as consensus.

Are able to communicate effectively; including with people from diverse backgrounds.



## 8 tips for effective teams II A

It is important that whenever you work as part of a team, that you apply those '8 tips for effective teams' that were introduced last unit. Match the 16 'Teams achieve when they....' on p.180 with the appropriate category below.



Communicate clearly

Set clear objectives

Assign roles and responsibilities

Follow team rules

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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 could also end a friendship!

### 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 is provided to develop team members
- ✓ communication, problem-solving and decision-making supports a team environment.

### So what can you do?

Work environments are team environments. So what strengths do you have that you can contribute to manage your own tasks, and to 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.



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

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### A Team player

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

---

---

---

---

---

---

### Different strokes...

People in work-related situations have to deal with owners, managers, colleagues, customers, clients - all sorts of people on a daily basis!

Working effectively with others and in teams is probably the most important employability skill needed for just about all occupations.

Professor Howard Gardner of Harvard University developed eight '**multiple intelligences**'. Gardner says that people have varied skills and abilities much different from 'the usual IQ'. Each of us is likely to have different levels of intelligence in each of these eight categories.

However, you must not just see yourself as being strong in only one category. Rather, you should reflect on your strengths across a range of co-related intelligences.

Multiple intelligences (as well as **emotional intelligence**) have become key considerations in developing workplace teams.

So what are you good at?

### Emotional intelligences

May relate to areas such as:

- ✓ self-awareness
- ✓ self-management
- ✓ social awareness
- ✓ managing relationships.

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## 9.05 Team Roles

### B Multiple intelligences and me



1. List each multiple intelligence. Rank yourself using *very low, low, medium, high, very high*. Also rank another member of the class. Tabulate and discuss these results as a class.

My multiple intelligence rankings.			
<b>Interpersonal</b>			
⇒	⇒	⇒	⇒
⇒	⇒	⇒	⇒

Multiple intelligence rankings for _____			
<b>Interpersonal</b>			
⇒	⇒	⇒	⇒
⇒	⇒	⇒	⇒

2. Outline 3 examples from your skills, competences, workplace experiences, or when working in teams, that match each of the multiple intelligences (p.188). For each MI you must include a strength, as well as an area that you could improve.

<b>Interpersonal</b> <div></div>	<b>Intrapersonal</b> <div></div>
<b>Bodily-Kinesthetic</b> <div></div>	<b>Naturalistic</b> <div></div>
<b>Verbal-linguistic</b> <div></div>	<b>Logical-Mathematical</b> <div></div>

Visual-Spatial

Musical-Rhythmic

### Multiple intelligences: WRS Activity

C

Discuss how varied multiple intelligences might be useful to build synergy for your teams-based Work-Related Activity. Describe how your own, and other team members' multiple intelligences, might suit varied roles and responsibilities for the activity.




Work-Related Activity: My MIs

Work-Related Activity: Team members' MIs

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## 9.07 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. 



### D 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

E



1. You are required to suggest teams for each of the activities outlined below.
2. Do an updated Skills Audit (p.129) 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.*

**A WRS Activity training elderly clients to use modern digital devices.**

Team members    Reasons

**A WRS Activity to show people basic car maintenance.**

Team members    Reasons

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**A WRS Activity organising and running a lunchtime BBQ for students and staff.**

Team members    Reasons

**A WRS Activity training young children in sports, exercise and nutrition.**

Team members    Reasons

**Copy**

## 9.09 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 certainly don’t use their power to exploit others. Instead leaders treat others with respect, they are assertive, and they use their positions to encourage their teams to achieve goals.

As part of planning, organising and managing your Work-Related Activity you might have to lead, or be lead, 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.

✓ Sports teams pair young recruits with older players, or use past players as 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 5-10 shared 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 similar to the one for effective teamwork (p.193) 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.

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## 9.11 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? And which types of meetings are most suitable for your team's Work-Related Skills Activity?



### 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.

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Type 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 of 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 for a particular area (such as finance, safety, etc.); or workers 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/project 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 & voted 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 had 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. safety, 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.)

WRS  
SUPER  
SKILLS

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## 9.13 Assessment Task

### AT3 Effective Team Work

Complete the following tasks as directed by your teacher.

- You are required to work as an effective member of a team in relation to one of the following activities.
  - ☐ A Complex Work-Related Activity or project you are undertaking this unit.
  - ☐ Your work experience/placement you are undertaking this unit.
  - ☐ A WRS Activity or project that has been suggested by your teacher.
  - ☐ A WRS Activity or project that you have negotiated with your teacher/supervisor.
  - ☐ A specific work-related goal related to one of the activities/projects mentioned above.
- As part of this task you must:
  - ⇒ have team meeting(s), with appropriate agenda and minutes
  - ⇒ determine the team's leadership rules as per 9.10A
  - ⇒ complete a *Team Member/Individual Assessment* for yourself
  - ⇒ complete a *Team Member/Individual Assessment* for all other team members (or for a whole-class activity up to a maximum of 5)

Your teacher might add some other tasks.

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

AT3: Effective Team Work - Activities required for task completion.		Re- quired	Due by	Done	Teacher initials
1.	Your multiple intelligences in years 9.05B & 9.05C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Building synergy, 9.08D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Leadership in action, 9.10A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Participate in team meetings with proper agenda(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Have a turn taking proper minutes of meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Complete a Team Member/Individual Evaluation evaluation for yourself, p.193.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Complete Team Member/Individual Evaluations for other members of the team, p.193.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Complete a PODR Planning Pro-forma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Complete relevant Activity Action Roster(s) and to-do list(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Team Member/Individual Evaluation

As part of working as a team you should undertake both self-assessment and assessment of your team members. Copy and use this pro-forma to honestly assess the performance of your group members (or yourself) as part of your activity.

Team member: \_\_\_\_\_

Overall activity: \_\_\_\_\_

Specific task(s): \_\_\_\_\_

Assessed by: \_\_\_\_\_ Date: \_\_\_\_\_

Ability to effectively:	Excellent	Very Good	Good	Basic	Not shown
i. Plan and organise .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Manage time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Work safely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Demonstrate task skills .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Apply leadership skills .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Communicate with team .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Communicate with others .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Solve problems .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Use technology appropriately .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Contribute to the team .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly describe your/this student's 2 most successful contributions/areas of involvement.

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

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

Briefly suggest 2 areas that you/this student can improve upon in their next task.

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

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

Briefly describe 2 transferable skills that you/this student demonstrated doing this activity.

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

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

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

## 9.15 Self-Reflection

### Self-Reflection Pro-Forma

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

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

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

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

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

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

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

# Communicating and Evaluating

# 10

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10.02A Sources of information	197	<input type="text"/>	<input type="text"/>	
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10.14B Performance review - Team	209	<input type="text"/>	<input type="text"/>	
10.15C Review - Employability Skills	210	<input type="text"/>	<input type="text"/>	
10.16D My Work-Related Skills	211	<input type="text"/>	<input type="text"/>	
10.17E Review - By others for WRS	212	<input type="text"/>	<input type="text"/>	
10.18F Review - By supervisor for work	213	<input type="text"/>	<input type="text"/>	
10.19G Self-improvement action plan	214	<input type="text"/>	<input type="text"/>	
10.20 Unit Self-Reflection	215	<input type="text"/>	<input type="text"/>	

Comments:

## 10.01 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-related activities you will continually have to collect, analyse and organise information that flows both to, and from, a variety of sources.



### 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 that help 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 it that you like about pasta?”

WRS  
SUPER  
SKILLS

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 to, or from, 5 of these different stakeholders.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## 10.03 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.

<p><b>Employee information such as...</b></p> <ul style="list-style-type: none"> <li>⇒ wages and salaries</li> <li>⇒ working conditions</li> <li>⇒ hours of work</li> <li>⇒ leave and entitlements</li> <li>⇒ superannuation</li> <li>⇒ roles and duties</li> <li>⇒ rights and responsibilities</li> <li>⇒ _____</li> <li>⇒ _____</li> </ul>	<p><b>Product/service information such as...</b></p> <ul style="list-style-type: none"> <li>⇒ where to find items</li> <li>⇒ price and terms of sale</li> <li>⇒ product specifications</li> <li>⇒ technical explanations</li> <li>⇒ demonstration</li> <li>⇒ assistance and advice</li> <li>⇒ service contracts and warranties</li> <li>⇒ _____</li> <li>⇒ _____</li> </ul>
<p><b>Worksite information such as...</b></p> <ul style="list-style-type: none"> <li>⇒ location and parking</li> <li>⇒ hours of operation and access</li> <li>⇒ type of operations</li> <li>⇒ location of facilities</li> <li>⇒ location of various staff members</li> <li>⇒ safety and emergency procedures</li> <li>⇒ _____</li> <li>⇒ _____</li> </ul>	<p><b>Industry information such as...</b></p> <ul style="list-style-type: none"> <li>⇒ demographics</li> <li>⇒ patterns of consumption</li> <li>⇒ industry trends</li> <li>⇒ market share</li> <li>⇒ competitor information</li> <li>⇒ economic data</li> <li>⇒ _____</li> <li>⇒ _____</li> </ul>
<p><b>Organisational information such as...</b></p> <ul style="list-style-type: none"> <li>⇒ organisation's history</li> <li>⇒ management structure</li> <li>⇒ policies and procedures</li> <li>⇒ product mix and range</li> <li>⇒ vision, mission, values and goals</li> <li>⇒ key markets and products</li> <li>⇒ customer/client data</li> <li>⇒ _____</li> <li>⇒ _____</li> </ul>	<p><b>Other information such as...</b></p> <ul style="list-style-type: none"> <li>⇒ _____</li> <li>⇒ _____</li> <li>⇒ _____</li> <li>⇒ _____</li> <li>⇒ _____</li> <li>⇒ _____</li> </ul>

## Performing work tasks

It is vital that in work-related situations and workplaces 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 you might only find out when 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 do as part of your Complex Work-Related Activity.
2. For each one complete the table below by describing how to do the work task.

Work-Related Activity:	
⇒ <b>Work task 1</b>	⇒ <b>Work task 2</b>
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.

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## 10.05 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 digital 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, or sent a DM, PM or Snap, 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 digital messaging with other traditional communication methods.



**Did you ever have a principal who used a megaphone? How did you respond to this method of communication?**

**Although it may be useful in an emergency, a megaphone really is just another way of shouting at someone!**



### Communication process

A message is not a message, 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 DM, an email and a text!"

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.

**1: The Sender. 2: The Message. 3: The Receiver(s).** Keep this in mind when communicating with team members as part of your Complex Work-Related Activity.

### Effective communication

When you are planning to communicate any key message you should consider these four questions. This is especially important for your presentation about your Complex Work-Related Activity.

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 a format to suit the audience.

## 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 usually 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 when working, and/or for your Complex Work-Related Activity?



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 discuss issues with managers, are using two-way communication.

## Preview

### 8 Steps to Effective Communication

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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 format to suit the audience.

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

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

8. Allow questioning and modification if required.



## 10.07 Communicating Information

### Effective emails

Although there are many faster ways to send and receive messages, email remains the backbone of e-communication in work-related, business and professional communication.

You will be expected to use this media effectively and appropriately if you work in an office environment, or need to contact clients and suppliers in commercial, trade or professional situations, such as when sending quotes or confirmations.

Emails are still used because they provide an electronic record of communication that can be saved and traced in a format common to all enterprises.

You might have to compose and send emails as part of your investigations for Work Related Skills activities. And you will definitely have to send emails as part of contemporary job-seeking processes.

Effective use of email messaging does not come naturally. Given the evolution in digital technologies and communication methods, some people are losing the ability to compose a coherent, professional and effective email message.

So use these tips to help make your emails more effective and professional.

What do you think is the best device to use for composing emails?  
Why so?



Image: Rawpixel/  
Depositphotos.com

Effective Emails

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1. Different communication rules apply for professional emails than for emails to friends.

2. For a professional email the same standards of spelling and grammar apply as if writing a letter.

3. Internal emails received at work must not be sent outside the 'organisation'.

4. It is often hard to explain detailed issues in one email. Use point form and use short sentences. Small messages are better.

5. Words that are written, last FOREVER; so don't be rude or nasty.

6. Follow email etiquette such as not using CAPS, nor emoticons, and so on.

7. Many people check emails on their devices, so keep the message clear, but concise!

8. Be careful when replying to, and forwarding messages; and with BC and CC. You might include previous messages and addresses that you don't want the current receiver to know.

9. Let the sender know you have received a message with a short acknowledgement.

10. When needed, use a professional email address (not baditude@gmail.com).

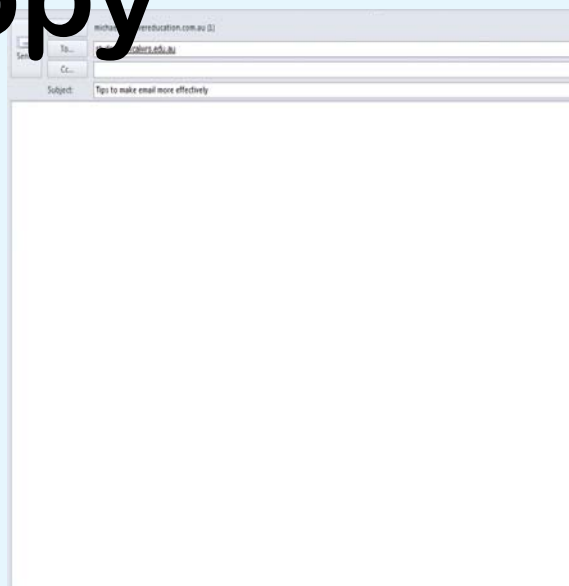
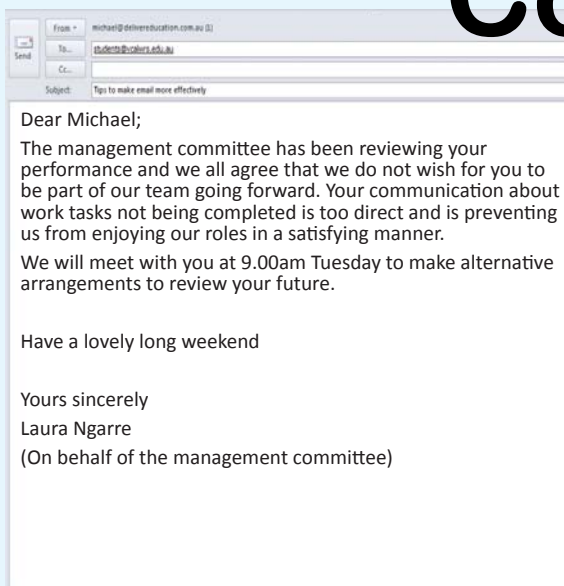
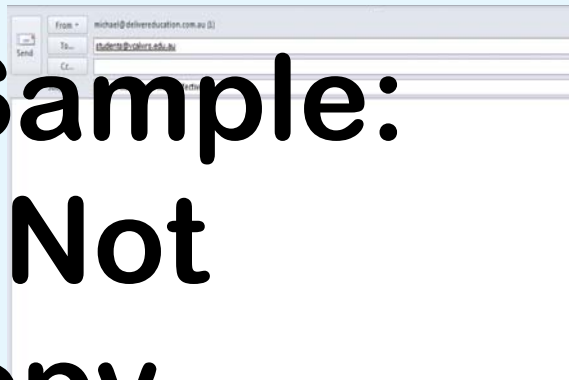
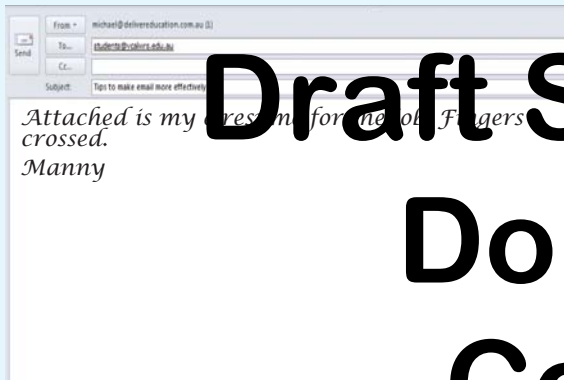
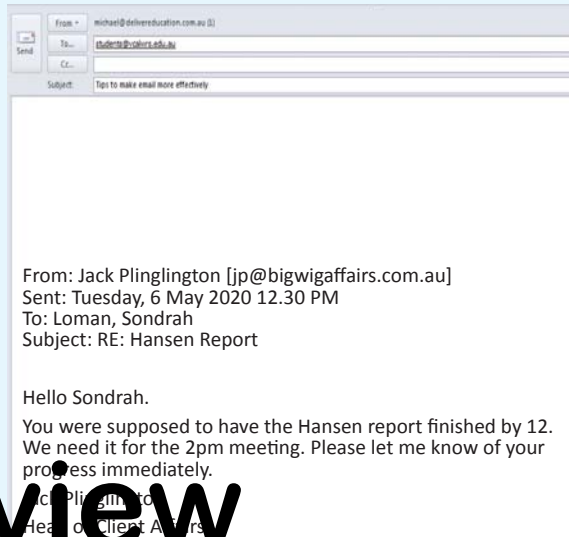
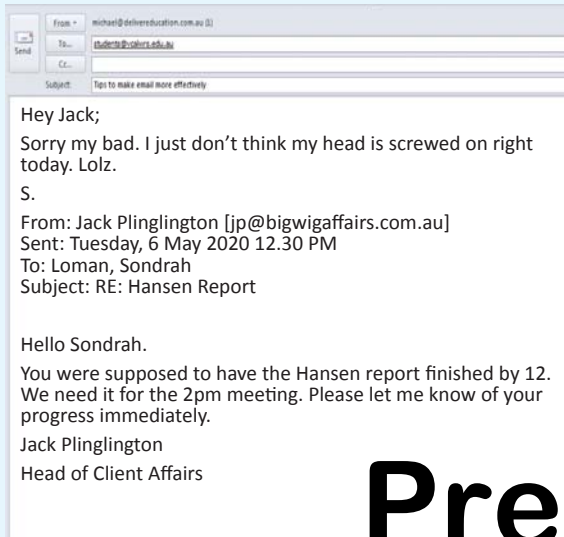
WRS  
SUPER  
SKILLS





1. Consider each of these email scenarios.

- Identify the email 'rule' or 'rules' they are breaking.
- Rewrite the message in a more appropriate way for professional communication.



2. Do you use email much? Why so/not? Why do you think email is still so widely used in work-related situations? Discuss this as a class.

Preview

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## 10.09 Presenting 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. Have a look at 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.



### A Planning for effective communication

Copy and enlarge the *Effective Communication 8-Step Planner/Feedback Pro-forma* (p.206). 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 the effectiveness of a presentation.



### Giving a presentation

As part of planning, organising and managing your complex Work-Related Activity for this unit you are going to give a presentation to an appropriate audience.

Some key presentation tools that can assist you are PowerPoint or Keynote. These ICT applications are designed to enable you to compile professional-looking presentations that help engage the audience.

However, like all ICT applications, they won't do the work for you.

In fact, misuse or overuse of these tools can make a presentation less engaging or more confusing.

Listed below are a number of do's and don'ts to help assist you to plan and deliver effective work-related presentations. These guidelines apply equally, no matter which presentation software or apps you use.



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

*Image: AdamGregor/iStock/Thinkstock*

# Preview Draft Sample: Presentation Tips Do Not Copy

#### PowerPoint presentations - Do!

- ✓ Use a big font.
- ✓ Include only 3-4 main points on each slide.
- ✓ Try for no more than 10 words for each point.
- ✓ Limit the total slides, 10 is plenty.
- ✓ Use appropriate visuals with suitable resolution.
- ✓ Time each slide and the overall presentation to suit the audience.
- ✓ Make the audience focus on you, not on the slides.
- ✓ Always have a timed run-through before your real presentation.

#### PowerPoint presentations - Don't!

- ✗ Don't...use fancy transitions or distracting animations.
- ✗ Don't...use fancy fonts.
- ✗ Don't...use text that is too small or crowded.
- ✗ Don't...just read out what is on the slide.
- ✗ Don't...jump from slide to slide too quickly or too slowly.
- ✗ Don't...let your PowerPoint slides cause the presentation to drag on for too long.

#### PowerPoint - Remember...

- ☹ Too many slides make a dull PowerPoint even duller!
- ☹ Talk to the audience, not the screen.
- ☹ Don't just read out what's on the screen.
- ☹ Complex graphics and cute pictures won't make a presentation better.

## 10.11 Presenting Information

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

Work task/activity: \_\_\_\_\_ Date: \_\_\_\_\_

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

*Clearly and concisely 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 suitable location.**

**5. Tailor the message language and format to suit the audience.**

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

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

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

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## Work-Related Activity - Presentation AT4

For this assessment task you are required to prepare and present a teams-based oral presentation using appropriate AV equipment and software.

- ⇒ The presentation should report on the planning, organising, doing and reviewing of your Work-Related Activity. (Unless your teacher advises you to present on a different topic.)
- ⇒ Use this pro-forma to add the details for tasks required, and to record your progress.
- ⇒ Your teacher might add other tasks to this.

**Topic/activity:**

**Team Members:**

AT4: Work-Related Activity - Presentation	Re- quired	Due by	Done	Teacher initials
1. <b>Determine topic, deadlines and other task information.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>Complete relevant research about your information together for the presentation.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>Complete an 8-step Communication Plan.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>Determine roles and responsibilities, prepare your presentation, and do a timed practice run.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>Give presentation to the appropriate audience.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Encourage and use feedback about the Work-Related Activity and the presentation.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Other?</b> Details:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information:

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

## 10.13 Evaluating Performance

### A Performance review - Self

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

Complex Work-Related Activity: _____			
Name(s): _____		Date: _____	
Work-Related Activity Task	Strengths	Weaknesses	Strategies for improvement
My effectiveness at planning and organising the Complex Work-Related Activity.			
My effectiveness at doing the Complex Work-Related Activity.			
My effectiveness at using problem-solving to deal with issues as part of the Complex Work-Related Activity.			
My contribution to our team during the Complex Work-Related Activity.			
How well I used technology as part of the Complex Work-Related Activity.			
My own development of employability skills as part of the Complex Work-Related Activity.			

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## Performance review - Team B

You need to complete a performance review for your **team** in relation to **team members' effectiveness** as part of the teams-based Complex Work-Related Activity.

Complex Work-Related Activity: \_\_\_\_\_

Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

Work-Related Activity Task	Strengths	Weaknesses	Strategies for improvement
Effectiveness of our team in planning and organising the Complex Work-Related Activity.			
Effectiveness of our team in doing the Complex Work-Related Activity.			
Effectiveness of our team's problem-solving to deal with issues as part of the Complex Work-Related Activity.			
The cohesion of our team during the Complex Work-Related Activity.			
How well we used technology as part of the Complex Work-Related Activity.			
Our team's development of employability skills as part of the Complex Work-Related Activity.			

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## 10.15 Evaluating Performance

### C Review - Employability Skills

Complete a review on the extent to which you developed and demonstrated employability skills when undertaking your Work-Related Activities; and also when working.

Name:		Date:
'Employability' Skill	How well did I develop and demonstrate this skill in Work-Related Activities?	...and in Work situations?
communication		
teamwork		
problem-solving		
planning and organising		
self-awareness		
learning		
technological		
initiative and enterprise skills		

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## My Work-Related Skills D

Complete an honest self-assessment of the skills you have developed in different work-related settings throughout the year. You can apply these to improve your résumé.

Name:		Date:	
I can be relied upon to complete the following tasks independently.			
Generic employability skills		Industry-specific competencies and skills	
I can perform these tasks competently with appropriate supervision and support.			
Generic employability skills		Industry-specific competencies and skills	

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## 10.17 Evaluating Performance

### E Review - By others for WRS

An important part of feedback and review is to have other work-related stakeholders review your performance. This is a normal part of working, and helps an employee grow and develop through building skills and participating in relevant training.

This evaluation is for use by your team members and peers related to **WRS Activities**.

Name:		Date:	
Skill	Performance in WRS Activities.	Example(s) of how this was demonstrated in WRS Activities.	Evaluated by/ person's role.
working with others and in teams			
communicating effectively with team members			
communicating effectively with others			
dealing with problems			
planning and organising			
learning and developing new skills			
developing and applying technological skills			
working safely			
showing initiative			
taking responsibility			
being self-aware			

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Review - By supervisor for work **F**

An important part of feedback and review is to have other work-related stakeholders review your performance. This is a normal part of working, and helps an employee grow and develop through building skills and participating in relevant training.

This evaluation is for use by your supervisor related to the **workplace**.

Name:		Date:	
Skill	Performance in the workplace.	Example(s) of how this was demonstrated in workplace tasks.	Evaluated by/ person's role.
working with others and in teams			
communicating effectively with colleagues			
communicating effectively with others			
dealing with problems			
planning and organising			
learning and developing new skills			
developing and applying technological skills			
working safely			
showing initiative			
taking responsibility			
being self-aware			

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## 10.19 Evaluating Performance

## G Self-improvement action plan

Now that you have finished the year, it's time to take steps to make improvements. Each improvement you make puts you one step closer to achieving your long-term goals.

Name:		Date:	
What do I need to improve?	What actions can I/will I take to make improvements? By when?	What help, advice, support and training could I use?	Who could help me?
<div>Preview Draft Sample: Do Not Copy</div>			

## Unit Self-Reflection Pro-Forma

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

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

→ \_\_\_\_\_

→ \_\_\_\_\_

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

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

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

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

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

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

## Unit 2 Assessment Record

[illegible]