

Work Related Skills: Senior Workbook 3ed.

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

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Work Related Skills: Senior Workbook 3ed.

By Michael Carolan

DELIVER Educational Consulting (978-1-925172-52-2)

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- Literacy - Foundation 2ed (2019)
- Literacy - Intermediate 4ed (2019)
- Literacy - Senior 2ed (2019)
- Numeracy - Foundation 2ed (2019)
- Numeracy - Intermediate 2ed (2019)
- Numeracy - Senior 2ed (2019)
- Personal Development - Foundation 2ed (2020)
- Personal Development - Intermediate 4ed (2020)
- Personal Development - Senior 3ed (2020)
- Work Related Skills - Foundation 2ed (2020)
- Work Related Skills - Intermediate 4ed (2020)
- Work Related Skills - Senior 3ed (2020)

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Available for Careers, Pathways and Work Education & VCAL

- Career Pathways 2ed (2016)
- Work Placement Journal (2015)
- Work Experience Journal (2014)
- Personal Development Activity Planner - Foundation (2020)
- Personal Development Activity Planner - Intermediate (2020)
- Personal Development Project Planner - Senior (2020)

Available for industry-specific work education

- Retail Trade Industry - Foundation (2014)
- Retail Trade Industry - Intermediate (2014)
- Community Services Industry - Foundation (2014)
- Community Services Industry - Intermediate (2014)

Also available for Industry & Enterprise

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

michael@deliverededucation.com.au

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Contact: www.deliverededucation.com.au michael@deliverededucation.com.au (03) 9939 1229

Carolan, Michael

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

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

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

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

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

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

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

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

Look for more information about these new resources, and others, online or through the emails.

Note: If you receive this flyer without receiving an email then you are not on the email list.

Send a brief email to michael@deliverededucation.com.au to join the email list and to add relevant staff.

For VCAL, Career Pathways, Applied Learning and Work Education/Work Studies.

All resources below are available as printed books or as master e-versions.

- ☐ Career Pathways 2ed
- ☐ Work Placement Journal & Work Experience Journal
- ☐ Personal Development Activity Planner: Foundation; Personal Development Activity & Project Planner: Intermediate; and Personal Development Project Planner: Senior
- ☐ Community Services Foundation & Intermediate
- ☐ Retail Foundation & Retail Intermediate

For WACE Career and Enterprise; and very useful for any Workplace Learning program:

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

- ☐ Career and Enterprise: Foundation 11
- ☐ Career and Enterprise: Foundation 12
- ☐ Career and Enterprise: CAE - General 11
- ☐ Career and Enterprise: CAE - General 12/ATAR11
- ☐ Career and Enterprise: ATAR 12

Current resource list: 2020 (* = new)

VCAL and Applied Learning (Master sets also available)

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

& Activities booklet (2019)

Industry and Enterprise

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

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

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

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

- > Community Services Foundation
- > Community Services Intermediate
- > Retail Foundation
- > Retail Intermediate

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

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

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

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Order form: Prices for Semester 1, 2020 (Note: All prices are GST inc.)

WACE: Career and Enterprise	Printed text	e-version master	Total
Career and Enterprise Foundation 11 (2017)	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise Foundation 12 (2016)	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise General 11 (2016)	_____ @ \$55	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11 (2016)	_____ @ \$59.50	_____ @ \$660	_____
Career and Enterprise ATAR 12 (Jan 2017)	_____ @ \$59.50	_____ @ \$770	_____

Careers, Work Education & Personal Development	Printed text	e-version master	Total
Career Pathways 2ed. 2016	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal 2015	_____ @ \$22	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Activity Planner: Foundation 2020	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Activity/Project Planner: Intermediate 2020	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Project Planner: Senior 2020	_____ @ \$29.50	_____ @ \$220	_____

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

Industry and Enterprise (New editions 2019)	Printed text	e-version master	Total
I&E Unit 1: Workplace Participation 4ed. 2019	_____ @ \$35	_____ @ \$550	_____
I&E Units 1&2: Towards an Enterprising You 5ed. 2019	_____ @ \$49.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 4ed. 2019	_____ @ \$66	na	_____

VCAL/ Applied Learning Resource Sets		Printed text/workbook	Printed activities book	Master text/workbook	Master activities book	Combined master sets	or license with master e-version
Literacy Foundation 2ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Literacy Intermediate 4ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Literacy Senior 2ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Numeracy Foundation 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
Numeracy Intermediate 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
Numeracy Senior 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*PDS Foundation 2ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*PDS Intermediate 4ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*PDS Senior 3ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*WRS Foundation 2ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*WRS Intermediate 4ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
*WRS Senior 3ed. (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
Totals		_____	_____	_____	_____	_____	_____

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*I recommend Express Post of \$19 for up to 4 VCAL, Industry-Specific or Careers, etc. books; or for 2 CAE books or 3 I&E books.

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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 portfolio will give you a body of work to keep as a reference. It will also enable you to review and improve upon work-related and transferable skills.
- ✓ You might be directed to complete some, or even all, of the assessment tasks listed opposite.
- ✓ Throughout this workbook there are a number of quick-reference *Work-Related Superskills*. Use the table opposite to locate these.
- ✓ Remember that your development of work-related skills will provide you with the tools for a more successful future! So what are you waiting for? Enjoy your study.

Projects I am required to organise and do for Work Related Skills Senior are...

Assessment Tasks

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Workplace Safety

1

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Activities 1: Workplace Safety	p.	Due/Done?	Comment
1.02A My work-related skills	3	<input type="checkbox"/>	
1.02B My WRS Senior Unit 1 requirements	3	<input type="checkbox"/>	
1.03A Workplace hazards	4	<input type="checkbox"/>	
1.04B Hazard alert	5	<input type="checkbox"/>	
1.05C Industry hazards	6	<input type="checkbox"/>	
1.06D Injury hotspots	7	<input type="checkbox"/>	
1.08E Occupational Health and Safety Act	9	<input type="checkbox"/>	
1.10A My OH&S/WHs induction	11	<input type="checkbox"/>	
1.11B Rights and responsibilities	12	<input type="checkbox"/>	
1.12C Induction summary	13	<input type="checkbox"/>	
1.14A OH&S/WHs stakeholders	15	<input type="checkbox"/>	
1.16B Safety Rep/HSR	17	<input type="checkbox"/>	
1.18A Workplace safety information	19	<input type="checkbox"/>	
1.20B Communicating safety information	21	<input type="checkbox"/>	
1.21C Notifiable incidents	22	<input type="checkbox"/>	
1.22D Workplace safety consultation	24	<input type="checkbox"/>	
AT1 OH&S/WHs Information and Requirements	24-25	<input type="checkbox"/>	
1.25 Self-Reflection	26	<input type="checkbox"/>	

Comments:

1.01 Introduction

Welcome to VCAL Senior

Congratulations on starting on this final stage of your VCAL applied learning program. In Unit 1 Work Related Skills, you will develop a detailed understanding of important workplace safety issues and hazards, and complete relevant OH&S/WHS induction activities. You will investigate the world of work by researching specific workplaces and employment opportunities within an industry. You will also develop a range of employability and transferable skills by completing complex self-directed Work-Related Projects in both Unit 1 and in Unit 2.

Throughout your Work Related Skills classroom and practical studies, you should think about 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 Project

In both units 1 and 2 you are required to complete complex self-directed Work-Related Projects. As part of these projects you have to demonstrate the ability to successfully complete a range of learning outcomes, including working effectively in a team.

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

Preview
Draft Sample:

Work-Related Project

Some possible work-related projects include the following:

- ⇒ A detailed 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 industry
- ⇒ 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 Project planned in consultation with your teacher
- ⇒ A specialised Work-Related Project developed by your school, and completed on a whole-class basis.

**"We're keen to become more employable.
That's what this year is about!"**



Image: monkeybusiness/
depositphotos.com

My work-related skills**A**

Reflect on your experiences of past WRS studies, your VET course, work placements, and other work, community and volunteering activities. List 5 key work-related skills you have developed. Identify 5 other work-related skills you should aim to further develop this year.

Work-related skills I have developed; and how.	Work-related skills I need to develop; and how.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**Preview
Draft Sample:**

My WRS Senior Unit 1 requirements**B**

Your teacher will discuss your requirements for this unit with the class. Record these in the table. You will likely have to add more to this as the unit progresses.

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

1.03 Workplace Safety

Workplace safety

By now, many of you have already completed an OH&S/ WHS induction program, such as safe@work in Year 10 and/or Year 11, or an OH&S/WHs unit as part of your VET or TAFE studies. In Victoria, occupational health & safety (OH&S) is the general term used to describe all the rights, responsibilities, training, regulations, guidelines, laws and other issues that relate to a safe work environment. As at 2020, the term work health and safety (**WHS**) is used **nationally**, except for **Victoria** which uses **OH&S**.



Given that workplace health and safety is an ongoing commitment, you need to constantly update your workplace safety awareness and skills over your entire career. As you get closer to entering your chosen occupation, you will need to develop a more sophisticated and specialised understanding of OH&S/WHs issues. This involves not just being able to deal with existing work-related hazards, but also being able to anticipate and deal with potential problems before they occur.

It is also vital to be aware of the key OH&S/WHs personnel in the workplace, such as the Health and Safety Representative (HSR). You are also expected to be able to effectively report and communicate safety information in the workplace.

A Workplace hazards

Pick one of these occupations. Suggest 5 potential workplace hazards that an employee in this occupation might face. Do this also for another occupation of your own choice.

⇒ Farmer, truck driver, child-care worker, chef, office manager, police officer, nurse, teacher.

Occupation: _____	Occupation: _____
1.	
2.	
3.	
4.	
5.	

Hazard identification

Three important steps in effective OH&S/ WHS are:

1. **hazard identification**
2. **risk assessment**
3. **control planning.**


As part of this unit you will need to develop your ability in each of these three areas.

Think about each of these areas right now. How good are you at identifying potential workplace hazards? Can you assess the risks associated with these hazards? And how about your skills in developing and following procedures to control these hazards and risks?



Are you on the lookout for hazards that might occur around you?



 I think that you'd agree, that we could all do with some extra training in these areas.

Preview

Hazard alert

B

1. Right now, look around you in this room. Identify 4 potential safety hazards. Briefly describe these in the table.
2. Assess and describe the potential risk involved with each of these hazards. (Note: Not all hazards are likely to be a problem, because some might be managed effectively, i.e. appropriate tagging of electrical equipment.)
3. Describe how this risk is being controlled. Or suggest a better alternative if the hazard is not being controlled as effectively as it should be. Discuss the observations with the class.



Hazard identification	Risk assessment	Control plan
1.		
2.		
3.		
4.		

Copy

1.05 Workplace Safety

Rules and regulations

As you are likely to know by now, workplace health and safety laws are governed by a regulatory body in each state. In Victoria, WorkSafe Victoria has the responsibility for managing the state's workplace safety system; and there are similar government agencies that operate in each state and territory.



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.

C Industry hazards

Visit the website of WorkSafe Victoria at www.worksafe.vic.gov.au (or relevant site for your state).

1. Click on Safety and Prevention, Your Industry, Retail and Fast Food. Briefly outline 5 major risks associated with this industry. Discuss these as a class.
2. Also, do this for an industry related to your own work placement.

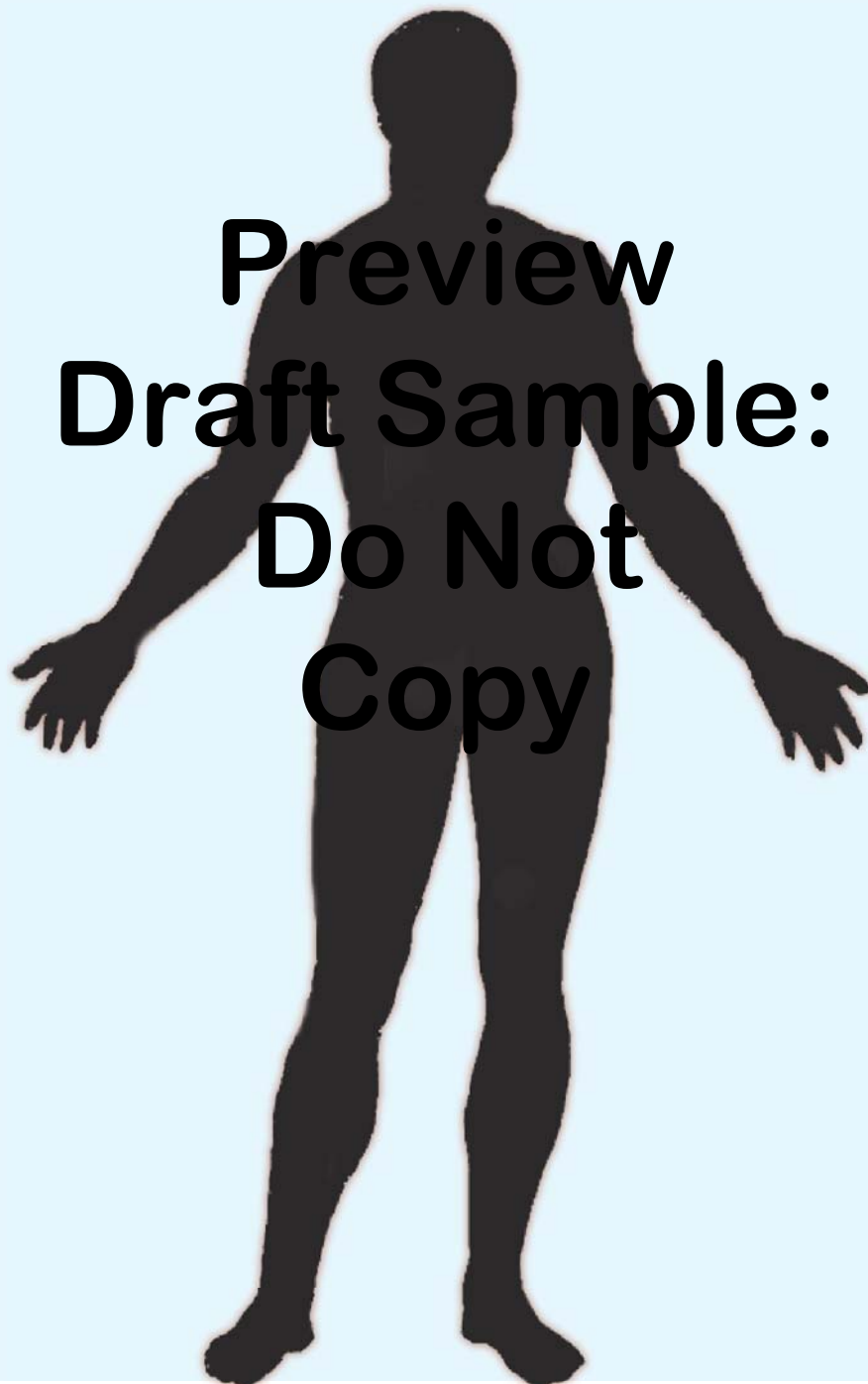
Retail and Fast Food Hazards		industry hazards
1.		
2.		
3.		
4.		
5.		

Visit the website of WorkSafe Victoria at: www.worksafe.vic.gov.au

Click on Safety & Prevention and then on Injury Hotspots. Choose the link Lifting.



1. Download the Injury Hotspot diagram. You can also download these as PDFs.
2. Recreate the Injury Hotspot diagram below, using the key statistics, and a brief explanation of the common injury. e.g. 4%: Neck: Muscle strains.
3. In your work folios set up a table with the following headings. *Area, %, Injury, Causes, Preventions*. Complete the table using the injury hotspot information.
4. Create a graphic or video that demonstrates safe lifting practice.



1.07 Workplace Safety

Occupational Health and Safety Act

Each state or territory has the principle responsibility for workplace health and safety laws and regulations in its jurisdiction. Victoria's workplace health and safety laws are set down in the **Occupational Health and Safety Act 2004** (and amended on a periodic basis). Other states and territories have their own workplace health and safety acts.

The act sets out the principles, duties and rights about occupational health and safety. The key aim of the act is, *"to protect the health, safety and welfare of employees and other people at work. It also aims to ensure that the health and safety of the public is not put at risk by work activities."* (Source: www.worksafe.vic.gov.au)

The act sets out the role and functions of WorkSafe Victoria, including:

- ⇒ monitoring compliance with the OHS Act and regulations,
- ⇒ enforcing compliance with the OHS Act and regulations,
- ⇒ making recommendations to the Minister responsible about the OHS Act, in regards to OH&S regulations, and about compliance codes,
- ⇒ promoting public awareness and discussion about occupational health, safety and welfare issues, and
- ⇒ compiling and publishing OH&S statistics.

WorkSafe Victoria also develops (through consultation), and publishes, practical guidance about the duties and obligations of work-related stakeholders as part of the OH&S laws. These support the practical application of the broader legal requirements contained in the **Occupational Health and Safety Act 2004**.

For example, the **Occupational Health and Safety Regulations 2017** cover workplace safety issues such as; **physical hazards** including manual handling, noise, prevention of falls, working in confined spaces, plant, high risk work, and licensing. It also deals with **hazardous substances and materials**, including carcinogenic substances, asbestos, and lead. The regulations also focus on **hazardous industries** including major hazard facilities, and the construction and mining industries. It also sets out matters related to **licensing** and **registration**, as well as administrative matters and exemptions.

The next level of OH&S legal obligations involve **compliance codes** and **codes of practice**. These communicate practical guidance to enable and ensure that work-related stakeholders can fulfil their duties and obligations in relation to OH&S laws, regulations and guidelines; as well as in respect to **dangerous goods**, and **workers' compensation** legislation.

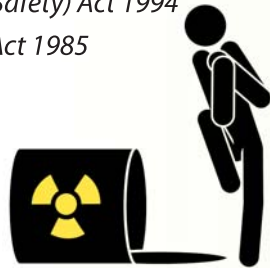
And of course, WorkSafe Victoria also provides numerous resources, fact-sheets and other materials about safe work procedures and protocols for particular industries; or industry sub-sectors, occupations, as well as for types of employees, and for work tasks.

Image: stockyimages
/depositphotos.com



Occupational Health and Safety Acts (Vic)

- ⇒ Occupational Health and Safety Act 2004
- ⇒ Workplace Injury Rehabilitation and Compensation Act 2013
- ⇒ Accident Compensation Act 1985
- ⇒ Accident Compensation (Occupational Health and Safety) Act 1996
- ⇒ Workers Compensation Act 1958
- ⇒ Equipment (Public Safety) Act 1994
- ⇒ Dangerous Goods Act 1985



Regulations (Vic)

- ⇒ Occupational Health and Safety Regulations 2017
- ⇒ Workplace Injury Rehabilitation and Compensation Regulations 2014
- ⇒ Equipment (Public Safety) Regulations 2017
- ⇒ Dangerous Goods (Storage and Handling) Regulations 2012
- ⇒ Dangerous Goods (Transport by Road or Rail) Regulations 2018
- ⇒ Dangerous Goods (Explosives) Regulations 2011
- ⇒ Dangerous Goods (HCDG) Regulations 2016
- ⇒ Magistrates' Court (Occupational Health and Safety) Rules 2015

Image: chuntise/Thinkstock.com

Occupational Health and Safety Act

E

Summarise the major OH&S concepts for each of the four times. You should visit www.worksafe.vic.gov.au to find out more, (as well as current information), especially about industries that you are interested in investigating further. Develop a diagram to show this information as clearly as possible.



1. What is the name of the key piece of legislation governing workplace safety?	2. What is the key aim of this act?
3. Describe a key role or function of this act.	4. Describe another key role or function of this act.
5. Which government agency is responsible for administering and enforcing the act's requirements?	6. What is the name of the legislation that sets down the more practical application of the act?
7. What are some of the specific safety issues covered by this?	8. What is involved at the next level of OH&S legal obligations?
9. Your choice	10. Your choice

1.09 OH&S/WHS Induction

Work ready

You've heard this before. But we'll say it again! 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.

You should already be aware that young workers have an increased risk of being injured. So before you enter a workplace you need to be work ready. A strong awareness of occupational health and safety issues is one important aspect of **work readiness**. The ability to identify hazards and to assess potential safety risks is another.


Certain industries (transport), occupations (gardeners), certain work environments (warehouses) and certain work tasks (operating machinery) are inherently dangerous. In addition, some tasks which do not seem obviously hazardous, become so with repetition, e.g. sitting in front of a screen.

All workplaces and work tasks can present physical, mental or emotional dangers, as too can increased workload from rushing, taking unnecessary risks and being careless.



Preview

OH&S/WHS student induction

As a student you are required by law (in most states) to complete an appropriate OH&S/ WHS induction program before you are allowed to perform any work experience or structured workplace learning. In Victorian schools that might be **safe@work**, or another similar program for your state. If you are undertaking a TAFE certificate you will need to complete the relevant OH&S/WHS 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 an OH&S unit of competency, and you have completed that unit of competency prior to commencing your placement. Your teacher and your coordinator will give you lots more information in this .

OH&S/WHS induction and training programs

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

Image:
Lisa F. Young/
photos.com



Your OH&S/WHS training

If you are a Victorian secondary school student completing structured workplace learning as part your VCAL, 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 Senior 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 placement in the same industry, you must complete the **safe@work Review Module** and redo that **Industry Module**.

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

These rules might change, so your teacher and coordinator will give you the most accurate and up-to-date information about your specific OH&S induction requirements.



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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	By when?

1.11 OH&S/WHS Induction

B Rights and responsibilities

Use the terms below to fill in the blanks about OH&S/WHS rights and responsibilities.

Employers

According to WorkSafe are responsible for:

- 👉 Providing and maintaining safe m_____ and e_____ and providing and maintaining safe s_____ or ways doing work.
- 👉 Following procedures for safe use, h_____, storage and transport of machinery and equipment and d_____ substances.
- 👉 Maintaining safe workplace conditions such as fire e_____ and e_____ equipment.
- 👉 Providing adequate f_____ including clean toilets, cool and clean drinking water and h_____, eating areas.
- 👉 Ensuring workers have adequate information, instruction, t_____ and s_____ 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 r_____ relevant to workers' OH&S.
- 👉 Where required, use e_____ to advise on health & safety issues.
- 👉 C_____ with employees on OH&S matters; including, (if appropriate) the health & safety rep.
- 👉 Nominate a senior m_____ rep to deal with workers about OH&S.
- 👉 Provide information in appropriate l_____ including names relevant to making an inquiry or c_____.

Employees

According to WorkSafe employees should:

- 👉 Work in a way to take care of their o_____ health and safety.
- 👉 N_____ their supervisor about p_____ hazards or physical problems in the workplace.
- 👉 Follow all safety g_____/systems of work according to training and i_____.
- 👉 Take reasonable care not to affect safety o_____ by their actions or by _____ to act.
- 👉 Work with the e_____ to make the workplace safer.
- 👉 Ensure that they have the appropriate certificate of c_____ before operating any industrial e_____ that requires certification.
- 👉 R_____ any injury to the supervisor or person responsible for workcover i_____.

- | | | |
|-------------------------------------|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> competency | <input type="checkbox"/> facilities | <input type="checkbox"/> notify |
| <input type="checkbox"/> complaint | <input type="checkbox"/> failing | <input type="checkbox"/> others |
| <input type="checkbox"/> consult | <input type="checkbox"/> guidelines | <input type="checkbox"/> own |
| <input type="checkbox"/> dangerous | <input type="checkbox"/> handling | <input type="checkbox"/> potential |
| <input type="checkbox"/> emergency | <input type="checkbox"/> hygienic | <input type="checkbox"/> records |
| <input type="checkbox"/> employer | <input type="checkbox"/> immediately | <input type="checkbox"/> report |
| <input type="checkbox"/> equipment | <input type="checkbox"/> instructions | <input type="checkbox"/> supervision |
| <input type="checkbox"/> equipment | <input type="checkbox"/> languages | <input type="checkbox"/> systems |
| <input type="checkbox"/> exits | <input type="checkbox"/> machinery | <input type="checkbox"/> training |
| <input type="checkbox"/> experts | <input type="checkbox"/> management | |

Induction summary C

Complete the following questions about OH&S/WHs prior to your work placement.

Workplace:	My role/job:
1. Why is workplace safety a shared responsibility?	
2. Why is personal protective equipment (PPE) important?	
3. What PPE will I need to use? Who is responsible for purchasing the PPE?	
4. Identify at least 3 safety and emergency equipment/facilities/issues that I must be shown at the commencement of my placement.	
5. What training will I need before I can perform my day-to-day tasks safely?	
6. How, and to whom, do I report a safety concern or issue?	
7. What should I do if I am feeling unsafe in this workplace?	

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1.13 OH&S/WHS Stakeholders

Industry stakeholders

There are a number of stakeholders who have a role in ensuring appropriate OH&S/WHS in the workplace, including many internal and external workplace safety personnel. Each of these stakeholders must work cooperatively to improve safety in the workplace so that safety becomes a primary workplace focus.

For example, the State Government develops legislation that must be followed at law. It consults with unions and employer associations. WorkSafe Victoria (a state government agency) manages the state's OH&S system. It works with employers, employees, and the public, to ensure improved safety. Various employees work in workplace health and safety related professions and jobs.



Image: ndoelfjndoe/depositphotos.com

Employees

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

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.

Health & Safety Representative

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

WorkSafe Victoria

- ⇒ WorkSafe Victoria is responsible for promotion and enforcement of OH&S, and manages Victoria's workplace safety system.
- ⇒ As a State Government agency it is responsible for overseeing Victoria's OH&S system, and enforcing state OH&S laws.
- ⇒ The role of WorkSafe Health & Safety Inspectors 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, to assess safety. They can issue improvement notices and enforcement notices.
- ⇒ WorkSafe Health & Safety Investigators investigate serious incidents and breaches of OHS legislation, which may lead to criminal prosecutions.

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 and implement safer work environments and work practices that minimise harm.
- ⇒ They can also be involved in training employees, employers and management in OH&S/WHS issues.

Unions

- ⇒ Play a proactive and leading role in the development of OH&S/WHs policies, guidelines and laws 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 and provide advice and support to assist them to be aware of, and to implement, effective OH&S/WHs guidelines.
- ⇒ They work with government agencies (i.e. WorkSafe), unions, training institutions and other parties to develop and implement effective workplace safety programs.

Governments

- ⇒ Governments work jointly with other stakeholders to develop effective laws and strategies to help improve occupational health and safety outcomes.
- ⇒ Most OH&S/WHs laws and guidelines are controlled by the relevant government in each state, and administered through relevant agencies, such as WorkSafe Victoria
- ⇒ The Commonwealth government operates Safe Work Australia. Its aim is to improve work health and safety, and workers' compensation arrangements, across Australia.
- ⇒ The agency is jointly funded by the Commonwealth, state and territory governments.

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OH&S/WHs stakeholders

A

Write a one sentence statement that summarises the role of 5 different stakeholders in workplace safety.

Stakeholder	Role of stakeholder
employee	
employer	

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1.15 OH&S/WHS Stakeholders

Health and Safety Representatives (HSR)

WorkSafe Victoria mandates that either the employer, a senior manager, or some other relevant personnel, must be nominated to deal with employees on workplace safety issues. In small workplaces this might be the owner or a senior manager. Larger enterprises might have a dedicated OH&S/WHS supervisor, or an elected employee, who acts as the Health and Safety Representatives (HSR).

Elected workplace HSRs are entitled to undertake WorkSafe approved HSR training. WorkSafe also has a specific website for HSRs with resources, tools and other information. Workplaces with HSRs should establish a health and safety committee (HSC). A health and safety committee is a proactive way for employers and workers to consult and work together on safety issues, and enables employees' views and concerns to be heard.

Health and Safety Representatives (HSRs) are elected by the members of their Designated Work Group (DWG) to represent them. Under law, employers are required to consult with employees, or their HSRs, about safety issues that might affect employee welfare. As a result, employers must involve HSRs in consultative processes related to:

- ⇒ identifying and assessing workplace OH&S/WHS hazards or risks
- ⇒ making decisions to control workplace OH&S/WHS hazards or risks
- ⇒ proposed changes that may affect employees' workplace safety
- ⇒ proposed workplace safety policies and procedures
- ⇒ making decisions about facilities for the welfare of employees

As part of this process, WorkSafe Victoria states that employers must:

- ⇒ share OH&S/WHS information with the HSR,
- ⇒ give the HSR a reasonable opportunity to express their views about safety matters,
- ⇒ take the HSR's views into account, and
- ⇒ meet directly with the HSR to consult about the matter.

However, although employers are required to consult with HSRs, it is the employer who is still ultimately responsible for making decisions about work safety and control risks.



Designated Work Group (DWG)

- ⇒ A Designated Work Group (DWG) is a grouping of employees, "...who share similar workplace health and safety interests and conditions."
- ⇒ A DWG may be made up of employees in one or more workplaces operated by a single employer, or employees of multiple employers at one or more workplaces. Given this, there can be multiple DWGs in the one workplace.
- ⇒ One reason for this is the different type and nature of work environments that might exist in an organisation, each with its own particular safety issues. For example, consider a large enterprise such as Woolworths, and the different nature of back-of-house work activities such as warehousing and transport, compared to front-of-house work activities such as customer service.

Safety Rep/HSR B

The safety rep, or HSR, is a key workplace personnel. Choose a workplace (or specific work environment) and interview a safety rep or HSR to find out the following information. Develop 2 more questions that relate specifically to 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 rep, or HSR?		Who is the deputy OH&S/WHS rep, or HSR?					
What is the role of this OH&S/WHS rep, or HSR?		What is the role of the deputy rep, or HSR?					
<div style="text-align: center;"> <h1>Preview</h1> <h1>Draft Sample:</h1> <h1>Do Not</h1> <h1>Copy</h1> </div>							
				What training does the OH&S/WHS rep, or HSR, need to undertake?			
				What responsibilities does the OH&S/WHS rep, or HSR, rep have to fulfil?			
				What authority does the OH&S/WHS rep, or HSR, rep have?			
Q1:		Q2:					
What other safety information is relevant for this specific workplace (such as safety advice)?							

1.17 Workplace Safety Information

Workplace safety information

All information is a tool of communication, and of course this includes workplace safety information. The purpose of workplace safety information is to enable all workers to undertake their varied day-to-day work activities in a safe manner. Workplace safety information also ensures that people such as customers, clients and the other members of the broader community, can go about their own day-to-day personal activities, with the confidence that the goods and services produced by industry meets mandated safety practices.

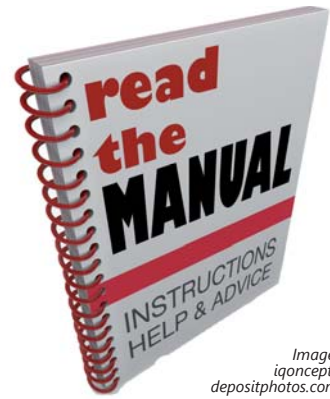


Image:
iqoncept/
depositphotos.com

As an example, food hygiene regulations and codes of practice exist to guide and instruct workers preparing the meals you buy. So this means that when you use an app to have someone on a skateboard deliver a sausage roll to you for lunch, you can trust that the sausage roll has been prepared, cooked, stored and transported in accordance with food safety guidelines.

We can say that the purpose of all workplace safety information is to fulfil one, or more of these inter-related functions.

- ✓ To communicate workplace safety information by **warning**.
- ✓ To communicate workplace safety information by **instructing**.
- ✓ To communicate workplace safety information by **guiding**.

OH&S/WHs information - Warning

- ⇒ Warning information is often immediate, such as safety signs, caution signs, hazards signs and so on.
- ⇒ Warnings makes use of images, colour, short text and other visual communication tools.
- ⇒ Warnings are normally universal, and apply across most language and cultures.
- ⇒ Warnings might also be communicated verbally through training; or as an order, especially in emergency situations; or even using flashing lights, sirens and alarms.
- ⇒ Sometimes warnings are included as part of 'conditions of use' statements.

OH&S/WHs information - Instructing

- ⇒ Instructing information is about learning both 'what to do'; and 'what not to do'.
- ⇒ Instructing is supported by formal training, including safety induction; as well as informal training, such as on-the-job supervision.
- ⇒ Workers develop industry-specific competencies, which are essentially instructions on how to complete work tasks properly (and safely).
- ⇒ Instructions might be communicated through workplace procedures and protocols, safe use guidelines, technical manuals, product specifications, and other information-dense media.

OH&S/WHs information - Guiding

- ⇒ Guiding information is about developing a longer-term understanding of workplace safety.
- ⇒ Workplace guidelines are developed to communicate safe use procedures and protocols.
- ⇒ Guiding information can also be communicated by senior colleagues to inexperienced workers on-the-job, in a coaching or mentor type of role.
- ⇒ Guiding information can also be developed through consultation. This enables employers, safety reps and HSRs, employees, and other work-related safety stakeholders, to feed back, discuss and develop information to create workplace safety procedure 'guides'.

Workplace safety information A

1. Describe examples of how 'warning', 'instructing' and 'guiding' safety information, is used in workplaces in the industry, related to your VET course or workplace.
2. Interview other class members who are doing VET courses or working in different industry settings from you. Ask them how 'warning', 'instructing' and 'guiding' safety information is used in their industries.
3. As a class, discuss what you could learn and apply from other industries.

Safety info	Your VET or workplace/industry	Other VET or workplace/industry
'warning' safety information	Preview Draft Sample: Do Not Copy	Person 1:
		Person 2:
Person 1:		
Person 2:		
'instructing' safety information		Person 1:
		Person 2:
'guiding' safety information	Person 1:	
	Person 2:	

1.19 Workplace Safety Information

Communicating safety information

Consider each of these examples of safety situations, and the information that would need to be communicated to ensure workplace safety. Some of these situations apply to all workplaces; whereas others are more occupation or industry-specific. As a class, discuss which might impact on you as a worker, as a manager, and as a customer/client.



Food contamination from employees and vermin.	New employees not being made aware of potential hazards.	Chemicals and flammable liquids left around a workspace.
Stress, fatigue and other issues from long and extended hours.	Bullying, harassment, aggression and other personal issues.	No-go zones, safety cordons and other prohibitions.
Worker fatigue, leading to errors and potential injuries.	Workers having someone to look out for their safety concerns.	Machinery that needs immediate shutdown in an emergency.
Safe use guidelines for equipment and machinery.	Dangers from short-term, and prolonged, exposure to noise.	Protection from the weather, the sun, and other elements.
Intimidation and bullying of apprentices and other new workers.	On-site vehicles and traffic hazards, including forklifts.	Hoists, scaffolding and rigging when working at heights.
Personal protection when dealing with threats and aggression.	Appropriate safe use guidelines on digital devices.	Uneven surfaces, unsafe scaffolding and unsuitable ladders.
Injured workers needing to return to work on lighter duties.	Visitors, such as contractors, need to easily identify hazards.	Frayed electrical leads; and outdated equipment.
Disposal of sharps, chemicals and bio-hazardous waste.	Use of sharps, chemicals and bio-hazardous waste.	Volunteers and helpers being aware of safety issues.
Hair, sleeves and loose clothing getting caught in machinery.	Needing and using correct safety PPE for the specific job.	Easily accessible incident reporting forms and guides.
Responsibilities for customer and client safety and wellbeing.	Emergency and evacuation procedures, including marshals.	Safe transport protocols, including driver fatigue.
Legal requirement to maintain insurance to cover injured workers.	Worker injuries when lifting, and when doing repetitive tasks.	Employees being able to locate first-aid station in an emergency.
Fire hazards, fire protection and fire extinguishers.	Removal of trip and falls hazards, including spills; and storage.	Safe storage for perishables, food, meats and diary.

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Communicating safety information B

1. Choose 5 of the examples of communicating safety information. Describe how each is used (or should be) to effectively deal with safety hazards.
2. Choose 5 of the examples of communicating safety information that relate specifically to your own workplace. Describe how this communication is used (or should be) to effectively deal with safety hazards in specific work-related situations.

You could use images, etc. to help support your descriptions.

Communication	General workplace safety communication	Specific workplace safety communication
1.		
2.	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>	
3.		
4.		
5.		

1.21 Workplace Safety Information

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 issues.
 - 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



C Notifiable incidents



Consider the following scenario. Discuss this in small groups.

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

Image: Adapted from ekostov/Depositphotos.com

Bang

Jules is doing work placement in a child-care centre, and is co-supervised by the boss, Petty, and a full-time worker, Rena.

The kids are having an afternoon nap and Jules is quietly tidying up. Petty has left the day-care room, and gone to the office to interview the parents of a prospective client.

Jules hears an almighty bang from the kitchen which startles many of the kids awake. Jules rushes in to see some smoke in the air, but no fire. There is a smell of singed hair throughout the room; and poor Rena is sitting bug-eyed and dazed in a chair, with her face all blackened. Just then the smoke alarm sounds!

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.

So, have you experienced effective workplace safety consultation in your work-related experiences?

As a class, discuss these enabling factors that assist stakeholders to experience effective workplace safety consultation.

Workplace safety consultation

- ⇒ HSRs & safety reps
- ⇒ open communication
- ⇒ induction and training
- ⇒ supervision
- ⇒ safety briefings
- ⇒ direct feedback
- ⇒ coaching and mentoring
- ⇒ performance review
- ⇒ union shop stewards
- ⇒ incident reporting
- ⇒ safety planning committees
- ⇒ safety review committees

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Image: AlexFedorenko/
depositphotos.com

Workplace safety consultation

D

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 personnel involved, the methods of consultation that take place, and the scheduling and timing of these processes.
2. Outline the types of workplace health and safety information that is communicated through different methods of consultation, in this workplace.
3. Discuss the different roles and responsibilities and duties of employers and employees, as part of the consultation processes.
4. Describe 3 aspects of the health and safety consultation methods, that demonstrate positive communication processes in this workplace.
5. Suggest possible improvements that could improve the health and safety consultation methods for this workplace.

1.23 Assessment Task

AT1 OH&S/WHs Information and Requirements

For this assessment task you are required to complete a number of activities related to OH&S/WHs induction and related safety requirements in a **selected work environment within a relevant workplace**. These are summarised in Parts A-C.

Part A: (Final due date: _____)

- ⇒ Complete school-based **OH&S/WHs induction program** such as safe@work; or relevant OH&S/WHs units as part of a VET or TAFE course; or for an Australian Apprenticeship.
- ⇒ Summarise the key concepts of the OH&S Act.

Task information:

Part B: (Final due date: _____)

- ⇒ Complete the tasks indicated in the learner's opinion. You may have already made some progress in doing these, when undertaking specific activities from this Section 1.
- ⇒ Your teacher might also add other tasks as required for your learning program.


Task information:

Part C: (Final due date: _____)

Arrange an interview with appropriate OH&S/WHs personnel from a work environment within a workplace you are familiar with, or one in which you are considering undertaking a work placement. Prepare a report that summarises the following.

1. The key OH&S/WHs workplace personnel in this workplace (work environment) and their roles and duties.
2. The main types of OH&S/WHs information used in this workplace (work environment).
3. How OH&S/WHs information is communicated in this workplace (work environment).
4. An evaluation of the effectiveness of this OH&S/WHs communication process in this workplace (work environment).

Task information:

Name:		Date:			
Workplace/work environment:					
AT1: OH&S/WHs Information and Requirements - Tasks		Re-quired	Due by	Done	Teacher initials
A	Complete compulsory school-based OH&S/WHs induction program such as safe@work or relevant VET OH&S units of competency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	Meet with a workplace OH&S/WHs rep to undertake work-related induction (if required).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	Summarise the key concepts of the OH&S Act .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1	Identify the key OH&S/WHs personnel in the work environment within the workplace.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Interview a workplace HSR or OH&S/WHs representative . Develop suitable questions and take notes to 'record' their responses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1	Describe the roles and duties of key OH&S/WHs personnel. Develop a visual(s) to show this e.g. poster, flowchart, diagram or multimedia resource.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1	Outline the different types of OH&S/WHs information that is used in this work environment within the workplace.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2	Describe, using examples, why this OH&S/WHs information is important for this work environment within the workplace.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3	Explain, using examples, how key OH&S/WHs information is communicated in this work environment within the workplace, including notifiable incidents .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4	Evaluate the effectiveness of OH&S/WHs communication processes in this workplace.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Prepare an overall report and diagram that summarises the OH&S/WHs roles and responsibilities of employers, employees and other work-related stakeholders ; as well as the role of HSRs or OH&S/WHs reps .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Present this report to the class (if instructed by your teacher). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional information:					
Signed: _____ Date: _____					

1.25 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?

→ _____

→ _____

To what extent did I build and apply 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: _____

Risk Assessment and Hazard Control

2

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2.15 Resolving Safety Issues	42	2.29 Self-Reflection	56

Activities 2: Risk Assessment & Hazard Control	p.	Due/Done?	Comment
2.03A Hierarchy of Control	30	<input type="checkbox"/>	
2.04B Hazard control: ITEACM	31	<input type="checkbox"/>	
2.05A Common workplace hazards	32	<input type="checkbox"/>	
2.06B Harmful risks	33	<input type="checkbox"/>	
2.08A Safety signs in a workplace	35	<input type="checkbox"/>	
2.08B Hazard signs	35	<input type="checkbox"/>	
2.09C Investigating safety issues	36	<input type="checkbox"/>	
2.10D Caution signs	37	<input type="checkbox"/>	
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2.14B Risk assessment and hazard control	41	<input type="checkbox"/>	
2.16A Resolution: How?	43	<input type="checkbox"/>	
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2.18C OH&S/WHS issues resolution process	45	<input type="checkbox"/>	
2.22A Investigating hazards	49	<input type="checkbox"/>	
2.23A OH&S/WHS audit and report	50-51	<input type="checkbox"/>	
2.25B OH&S/WHS Issues pro-forma	52-53	<input type="checkbox"/>	
AT2 Hazard Control and Reporting	54-55	<input type="checkbox"/>	
2.29 Self-Reflection	56	<input type="checkbox"/>	

Comments:

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2.01 Hazards and Risks

Introduction: Hazard control

In Section 1 you completed your Senior OH&S/WHs introduction and induction process, investigated the roles of workplace safety personnel, and started to analyse OH&S/WHs information and how this is communicated in work-related situations.

Throughout this unit you will be required to demonstrate an understanding of risk assessment and hazard control procedures in the workplace. This understanding focuses on four key areas.

- ⇒ **Hazard identification.**
- ⇒ **Risk assessment.**
- ⇒ **Control of hazards and risks.**
- ⇒ **OH&S/WHs issues resolution processes.**

Although each of these four areas has specific requirements for developing a full understanding of workplace safety, we are going to refer to these four inter-related concepts generally as **hazard control**.



Hazard control

It is vital that you are able to assess risks and control hazards in a workplace environment. A hazard control process, such as the Hierarchy of Control, uses a procedure that has consistent steps which can be followed for all workplace tasks, occupations, and even in industry. Some of you might have already used the 5-stage **Hierarchy of Control** last year, and perhaps even applied the 6-stage **ITEACM** hazard control process to a specific hazard.

A **workplace safety audit** is an effective way to identify hazards and to **assess risks** as part of hazard control. You are likely to have carried out an OH&S/WHs audit before, perhaps last year. The audit you undertake this year will be based on a specific workplace, and will be a more sophisticated version, and a major part of your assessment task.

WorkSafe Victoria suggests a number of guidelines for identifying workplace hazards. These include, but are not limited to, these actions.

- 😊 **Workplace observation** by staff, managers, HSRs and OH&S/WHs reps.
- 😊 **Workplace inspections** by the HSR or safety rep, or bringing in an industry expert.
- 😊 **Union and industry research and advice**, e.g. research into common issues.
- 😊 **Workplace checklists**; some are available from www.worksafe.vic.gov.au
- 😊 **Employee feedback and reports**, regular meetings, such as by DWGs, and hazard reporting forms.
- 😊 Analysing **incident and accident reports** to look at past patterns.
- 😊 **Information** from **suppliers** such as Material Safety Data Sheets, that accompany products such as chemicals.



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, and
- ⇒ develop, monitor and report safe work practices and procedures.

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.

2.03 Hazards and Risks

A Hierarchy of Control

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.

Workplace/Work Environment:			
Name(s):		Date:	
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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Hazard control: ITEACM B

Consider a specific work process or procedure for a workplace you are familiar with. Briefly outline the role of 2 workplace personnel (such as an employee and a manager) as part of a hazard control process, for each of these 6 stages.

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.

⇒

⇒

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2.05 Hazards and Risks

Workplace hazards

Working is inherently dangerous, as the day-to-day work activities that employees undertake exposes them to potential danger. Danger from hazards can also extend to other stakeholders such as customers/clients, visitors to the workplace, and even the broader community.

Some hazards are specific to a particular occupation and industry due to; the nature of work tasks required of employees; the tools, equipment and machinery that an employee uses; as well as the nature of the work environment, e.g. blades and cutting machinery for butchers. Other hazards are general, and can impact on all workers in any job or work environment, e.g. slips, trips and falls.

Workplace health and safety regulations, laws and safe working procedures, are developed to minimise the risk and harm associated with workplace hazards. These are supported, communicated and enabled through workplace safety information, training, PPE and other hazard reduction methods.

Workers in practical and technical occupations, often face a lot of direct physical workplace hazards.



Preview

A Common workplace hazards



1. As a class, discuss each of these common workplace hazards. Add others in your workbooks.
2. Consider each of these common workplace hazards in relation to your own workplace (or preferred workplace) and industry. What is the likelihood of each one occurring in your own circumstances?
3. Choose 5 of the hazards that are more likely to occur in your own work-related situations. Describe why this work-related hazard might exist for your preferred workplace (or occupation/industry).
4. Choose 3 hazards that you (or someone else) might experience as an external stakeholder, such as a customer or a client. Describe how this work-related hazard might impact on external stakeholders.
5. Which of these hazards are you never likely to encounter. Explain why.
6. Revisit your response to question 5? Are you sure about this; like - really sure?

Common workplace hazards

- ⊗ manual handling and lifting
- ⊗ using tools and equipment
- ⊗ using machinery and plant
- ⊗ slips, trips and falls
- ⊗ exposure to noise
- ⊗ exposure to radiation
- ⊗ repetitive work activities
- ⊗ dangerous chemicals and vapours
- ⊗ biological agents
- ⊗ transport/mobile equipment
- ⊗ electrical hazards
- ⊗ inadequate lighting
- ⊗ fatigue and long hours
- ⊗ working at heights
- ⊗ exposure to weather
- ⊗ working with flames and heat
- ⊗ working with extreme cold
- ⊗ working with sharp objects
- ⊗ work-related stress
- ⊗ bullying and harassment
- ⊗ workplace violence



Image: OSTILL/
Thinkstock.com

Harmful risks

Workplace hazards have a potential to cause harm. The **harm** is the illness or injury that might occur as a result of the **hazard**. e.g. A chef might be exposed to burns (the harm) as a result of heat (the hazard). The **risk** is the chance that the hazard can cause harm.

Some hazards have an immediate and very high level risk of harm, such as the exposure to live wires facing electricians everyday.

Other hazards present an ongoing and cumulative risk of harm, such as exposure to a loud work environment, that bar staff in a live music venue might have to endure every night.

Workplace safety procedures are control measures that are developed, implemented and enforced to eliminate, or minimise, the harmful risks that might occur. The aim is to **control risk**, avoid **harm** and manage the **hazard** appropriately.

“Look, it’s all right at meal times, but when the band starts the noise seems deafening - I use ear plugs!”



Preview

Harmful risks B

1. As a class, discuss each of these harmful risks. Add notes in your workbooks.
2. Consider each of these harmful risks in relation to your own workplace (or preferred workplace) and industry. What is the likelihood of each one occurring for your own circumstances?
3. Choose 5 of the harmful risks that are more likely to occur from your own work-related situations. Describe why this work-related harmful risk might exist for your preferred workplace (or occupation/industry).
4. Choose 3 harmful risks that you (or someone else) might experience as an external stakeholder, such as a customer or client. Describe how this work-related harmful risk might impact on external stakeholders.
5. Which of these harmful risks are you never likely to encounter. Explain why?
6. Revisit your response to question 5? Are you sure about this; again, like - really sure?

Harmful risks

- ⊗ cuts and wounds
- ⊗ musculoskeletal strains/sprains
- ⊗ broken bones
- ⊗ dislocation
- ⊗ concussion
- ⊗ eye injuries
- ⊗ internal injuries
- ⊗ poisoning by foreign bodies
- ⊗ digit and limb amputations
- ⊗ scalds and burns
- ⊗ hearing loss and deafness
- ⊗ digestive system illnesses
- ⊗ stress/mental disorders
- ⊗ exposure
- ⊗ breathing/respiratory illness
- ⊗ skin diseases
- ⊗ infections
- ⊗ electrical shock
- ⊗ poisonings
- ⊗ cancers
- ⊗ crush injuries
- ⊗ paralyses
- ⊗ death

Image: lightwavemedia/
Depositphotos.com



2.07 Safety Signs

Safety signs

One of the most prominent forms of hazard identification and control used in workplaces are safety signs.

By this stage of your learning you should have developed a good understanding of the role of workplace safety signs.

You have already been exposed to these when you have undertaken work experience, workplace learning, or in your day-to-day experiences as a customer, or for some of you, as an employee.

Different types of workplaces use varied signs. For example, manufacturing and construction

workplaces have many hazard and danger signs associated with industrial processes, whereas commercial workplaces might emphasise different risks such as trip hazards and occupational ergonomic

Each time you go into a different workplace, you might be faced with different signage. In addition, ongoing legislative change means that workplaces are having to display better and more informative signs.

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

- ✓ **warn** of potential hazards and dangers
- ✓ **indicate** emergency procedures and first-aid equipment and procedures
- ✓ **instruct** on the correct personal protective equipment to use
- ✓ **display** and demonstrate mandatory hygiene practices
- ✓ **reinforce** OH&S/WHs rules and laws that must be followed.



Image:
Bytedust
photos.com

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Safety signs and ITEACM

Workplace safety signs also play a role in the first four stages of ITEACM.

- 1. Identify:** Signs act as an early warning hazard identification process.
- 2. Train:** Signs are an important part of a worker's induction and ongoing training.
- 3. Equip:** Signs can indicate safety equipment needed by workers.
- 4. Assess:** Signs allow workers to be aware of, and therefore assess, potential hazards.

Safety signs in a workplace A

Identify 6 safety or warning signs that you are familiar with in a workplace you have worked in. Find images for each of these types of signs.

		
<p>Preview</p> <p>Draft Sample:</p>		

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Hazard signs B

Examine and discuss the 16-image graphic on p.34. Outline the type of hazard being addressed in each of the images.

Copy

2.09 Safety Signs

C Investigating signs

You might previously have seen these descriptions of different types of OH&S/WHS signs. For each description, draw or obtain a graphic of the sign as it relates to a specific workplace, or industry, you are familiar with.

Workplace/industry is: _____

<p>Danger signs</p> <p>Use text and colour to inform about an activity or potential incident.</p>	<p>Equipment signs</p> <p>Show mandatory personal protective equipment that must be used.</p>
<p>Prohibition signs</p> <p>Visually demonstrate what workers or others are not permitted to do.</p>	<p>Caution signs</p> <p>Inform about an incident that might happen and hazards that exist.</p>
<p>Educational signs</p> <p>Describe a process or task that should or must be followed.</p>	<p>Facilities signs</p> <p>Show where to locate amenities and first-aid equipment.</p>
<p>Dangerous goods signs</p> <p>Indicate chemical and other hazards including HAZCHEM signs.</p>	<p>Labels and tags</p> <p>Indicate contents, weight, actions and status of goods and equipment.</p>
<p>Emergency signs</p> <p>Show what to do and where to go in an incident, evacuation or accident.</p>	<p>Line and area markings</p> <p>Establish traffic, pedestrian, restricted and no-go zones.</p>

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Caution signs D

1. Identify the potential hazard that is being indicated by each of these caution signs.
2. List an occupation, or workplace, that each might be relevant for.

Images:
Vincent Colin
photos.com



2.11 Risk Assessment and Hazard Control

Risk assessment and hazard control

When undertaking risk assessment and hazard control, there are four inter-related concepts that you need to understand and apply.

Hazard: A hazard is a work task, a work procedure, a tool, an item of machinery, equipment, chemicals, 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 a policy, procedure or item that reduces or, in most cases, eliminates, a workplace safety hazard or risk, such as PPE.

For example, with welding, one **hazard** is exposure to ultraviolet (UV) radiation from the 'arc'. The **risk** of this occurring is high, this potential **harm** includes 'burns' to the eye leading to temporary or even permanent blindness, and **controls** include appropriate training, use of PPE, and performing this work task in a controlled physical environment.

Hazard management: Guidelines

- ✓ Involve employees in the process.
- ✓ Appoint a safety representative.
- ✓ Ensure people have time away from normal working duties to develop the plan.
- ✓ Determine priority areas.
- ✓ Use WorkSafe Victoria guides and codes of practice where available.
- ✓ Conduct inspections using checklists.
- ✓ Use criteria to assess performance.
- ✓ Bring in outside expertise if needed.
- ✓ Eliminate and/or reduce risks.
- ✓ Provide ongoing training and support.



Image: Jose Manuel Gelpi Diaz/photos.com

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A Hazard/Risk/Harm/Control



1. Choose one of: fast-food cook, child-care worker, fitness instructor or barista. Explain a potential hazard, risk, harm and control relationship associated with performing job tasks in this occupation.

Occupation:	
Hazard	Risk
Harm	Control

2. Join together with other class members who chose this job, and compare your summaries. How were the summaries the same, and/or different?
3. Choose 3 occupations in which you are interested, and undertake similar investigations.

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2.13 Risk Assessment and Hazard Control

Hazard control

Hazard control can involve a number of steps, such as those outlined generally through the **Hierarchy of Control**; or more specifically through the **ITEACM** process.

Alternatively, WorkSafe Victoria suggests a seven-step **risk control plan** (p.41). Your teacher will inform you of the process you should use for this unit.

Risk identification must commence during the initial stages of process development, such as when starting a business, developing a new product, introducing new equipment, or implementing a new work practice.

Risk and hazard identification also continues on an ongoing basis through OH&S/ WHS audits and reviews, as well as consultation with workers and other OH&S/ WHS stakeholders.

Training is a vital part of risk assessment and hazard control. This should include employee induction training, employee corrective re-training, and ongoing training to support the implementation of new work practices.

Appropriate personal protective equipment should be identified and sourced prior to workers undertaking any work activity. Employees need to be trained in the correct use of this equipment. PPE has to be checked to ensure that it remains functional. Also, new PPE is being developed all the time to enable better control of hazards.

Risk assessment must happen on an ongoing basis. Risk assessment is aimed at developing an understanding of the potential harm, injury or illness that might occur as a result of a hazard. It also involves an analysis of the potential likelihood of the hazard occurring.

The control stage is where all the elements of effective hazard management come into play. Questions associated with this stage should include these, and more.

- ⇒ Has the hazard been identified?
- ⇒ Have employees been appropriately trained and equipped?
- ⇒ Has the process been assessed to ensure that the hazard is controlled as effectively as it could be, so as to minimise harm?

Hazard monitoring is required on an ongoing basis. This includes a review of existing safety processes, as well as an evaluation of the effectiveness of all hazard control and risk assessment procedures.

In addition, any issues that are raised must be dealt with, and monitored, to ensure that the changes are eliminating potential harm.

The hazard control process is likely to involve a range of workplace safety personnel.

ITEACM

1. Identify: Undertake an audit or review of work processes and activities; or respond to an OH&S/ WHS issue that has been reported.

2. Train: Identify training needed as part of the work process; as well as training to enable HSR or safety rep to undertake an audit.

3. Equip: Ensure that all workers have appropriate and fully-functioning personal protective equipment to control hazards.

4. Assess: Assess and re-assess potential hazards, their likelihood of occurrence, how harmful they might be, and also workers' capacity to do work activities safely.

5. Control: Change processes to ensure risks associated with the hazard are controlled through training, PPE, changed work practices, updating machinery and so on.

6. Monitor: Check, and keep reviewing, to ensure changes have been made, and that workers are implementing safer work practices.

Risk Assessment and Hazard Control 2.14

Risk control plan

A risk control plan sets out how all risks in a workplace will be identified, assessed and controlled. This plan assists organisations to manage their safety responsibilities more effectively. WorkSafe Victoria recommends a 7-step process as a **risk control plan**.

1. Establish consultation and communication.
2. Allocate responsibilities.
3. Decide and develop work plan.
4. Identify hazards.
5. Assess risks.
6. Control risks.
7. Review risk control plan.



Image: Mattz90
/depositphotos.com

At all stages, the risk control plan should include consultation with key stakeholders, including the HSR (or safety rep). It should also detail the allocation of responsibilities to appropriate workplace stakeholders. The plan also needs to support the development of effective processes and procedures needed to implement and monitor the plan.

The development of a risk control plan is an ongoing process with regular reviews and adjustments. Many organisations, especially those that have lots of employees, or those that operate in risky industries, will follow an established risk control (and hazard management) plan. However, some other organisations, including many smaller firms, might not have a formal risk control plan; but they could definitely benefit from having such a plan in place.

One of the key components of a risk control plan is a checklist pro-forma that can be used to assess and record risks and hazards. Different workplaces might have developed their own specific risk assessment and hazard control pro-formas tailored to their unique circumstances.

See if you can find one from a workplace you are familiar with, or download one from WorkSafe (or relevant site).

Risk assessment and hazard control

B

1. Describe a risk assessment and hazard control process for a workplace with which you are familiar. Use the risk assessment and hazard control pro-forma on p.39, or one supplied by your teacher. You should also try to source a pro-forma used in 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. Describe how consultation and reporting is used to deal with risks and hazards in this workplace
4. Apply the 'general' Hierarchy of Control to this work procedure. How closely does the workplace's risk assessment and hazard control process 'follow' the Hierarchy of Control?
5. Does the workplace's specific risk assessment and hazard control process deal more effectively, or less effectively, with the hazard, than the Hierarchy of Control? Why so?
6. What other hazard control and risk management steps or actions can you suggest?

2.15 Resolving Safety Issues

OH&S/WHs issue resolution

Workplaces will have different processes for dealing with workplace safety issues. However, workplace safety laws mandate that there has to be a process in place to allow appropriate and timely resolution of OH&S/WHs issues.

Large and medium-sized organisations, as well as industrial manufacturers and service-providers, are likely to have an existing OH&S/WHs resolution process in place. This process would have been developed through consultation with workplace stakeholders, as well by using industry best-practice models and support from unions and WorkSafe Victoria. Some smaller organisations might have a more 'ad-hoc' process which might not be fully detailed, or effective.

When you are presented with an OH&S/WHs issue, you need to have confidence that the workplace will take appropriate steps to resolve the issue. Some responses might need to be immediate and urgent, such as an evacuation during a chemical spill, or shutting down a faulty machine. Other actions might need to be resolved as soon as possible, such as removing a worker from a work process until appropriate PPE has been sourced and the worker has been provided with suitable training. Less urgent issues might need a longer-term strategy, such as potential overuse injuries from repetitive work tasks, or a gradual replacement of machinery before it wears out.

Whatever the situation, any OH&S/WHs issues resolution process will need to:

- ✓ **clarify reporting options**
- ✓ **identify the stakeholders** involved
- ✓ **outline key steps** to be followed and
- ✓ **detail a monitoring and review** process.

Therefore, it is vital that you find out the correct process to be used to resolve OH&S/WHs issues for your workplace.

Preview

Draft Sample:

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There's a lot of different workers at our workplace, so who do I approach first?"



Image: Frank Boston/
Depositphotos.com

Workplace Safety Issue Resolution Process

1. Reporting options

What is the process for raising OH&S/WHs issues? Consider the following.

- ⇒ OH&S/WHs audits.
- ⇒ Direct feedback with managers.
- ⇒ Incident and reporting forms.
- ⇒ Hazard control and risk-assessment procedures.
- ⇒ Emergency reporting procedures.

2. Key stakeholders

Find out who is involved and their roles. Consider these personnel.

- ⇒ Health and Safety Representative.
- ⇒ OH&S/WHs Representative.
- ⇒ Designated Work Groups.
- ⇒ Employee consultative teams.
- ⇒ Supervisors, managers and owners.
- ⇒ WorkSafe Inspectors.

Resolving Safety Issues 2.16

3. Key steps

Identify the key steps in the process. For example:

- ⇒ identify the issue
- ⇒ communicate the issue
- ⇒ document the issue
- ⇒ consult over the issue
- ⇒ implement risk controls
- ⇒ give feedback to key stakeholders
- ⇒ monitor the ongoing control of the issue.

4. Evaluate effectiveness

Analyse the effectiveness of the process. Note, this is an ongoing stage.

- ⇒ Assess whether appropriate changes have been made.
- ⇒ Control the hazard on an ongoing basis.
- ⇒ Report to/from key stakeholders.
- ⇒ Have follow-up review.
- ⇒ Monitor progress.
- ⇒ Develop longer-term strategies.

Resolution: How?

A

Consider these situations. Match the steps taken, with each of the 4 stages in the *Workplace Safety Issue Resolution Process*. Add one scenario of your own.

<p>The boss tells the new office worker that if she sees any problems to go to her. But the boss is never around. The new worker notices that the screens seem small and blurry, the noise level in the open office is really loud, and that the furniture is old and not ergonomic.</p>	<p>An apprentice feels that he is being treated unfairly, and perhaps even being bullied, by two of the older workers, when the boss is not around. The 'bullying' includes calling the apprentice "dumb", hiding his lunch, and putting acid in his workbooks.</p>	
1. Reporting options	1. Reporting options	1. Reporting options
2. Key stakeholders	2. Key stakeholders	2. Key stakeholders
3. Key steps	3. Key steps	3. Key steps
4. Evaluate effectiveness	4. Evaluate effectiveness	4. Evaluate effectiveness

2.17 Resolving Safety Issues

B Resolving safety issues

Consider the workplace scenarios presented in these images.

1. Explain the OH&S/WHS hazard, and likelihood of risk, presented in each scenario.
2. Outline the steps in an OH&S/WHS issues resolution process you could follow if you were faced with this scenario. You can modify the situation slightly to suit a workplace you are familiar with.
3. Find an image of a dangerous workplace process, and complete questions 1&2 for this.

Image: londondeposit/
Depositphotos.com



Preview
Draft Sample:
Do Not
Copy

Image: monkeybusiness/
Depositphotos.com



OH&S/WHs issues resolution process**C**

Investigate the OH&S/WHs Issues Resolution Process for a workplace with which you are familiar. You might have to arrange an interview with key safety personnel to assist you.

**Workplace/Work Environment:****Name(s):****Date:**

Describe the OH&S/WHs Issues Resolution Process, including the reporting of safety issues.

Who is involved in the OH&S/WHs Issues Resolution Process? What are their roles?

Preview

What type of information is communicated in the OH&S/WHs Issues Resolution Process; and how?

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Describe some of the strengths of the OH&S/WHs Issues Resolution Process.

Describe some of the weaknesses of the OH&S/WHs Issues Resolution Process.

What do you recommend to improve the OH&S/WHs Issues Resolution Process.

2.19 Investigating Hazards

Workplace hazards

One way to assist you to identify potential hazards is by examining the actual statistics of workplace injuries as recorded by WorkSafe Victoria. By doing this you should come to both understand, and appreciate, how injuries occur, what form they take, and the types of occupations in which they are more likely to happen.

Workplace Victoria produces an annual statistical report on workplace injury claims. It includes data classified according to a range of factors.

Five tables are listed on these pages that show statistics related to:

- ⇒ **gender and age**
- ⇒ **mechanism of injury/disease**
- ⇒ **bodily location**
- ⇒ **nature of injury/illness**
- ⇒ **occupation group.**



You can use these Victorian injury statistics to make comparisons. For example:

- ☹ **Age group and gender** (e.g. *Males*: 16,400 injury claims in 2016/17, compared to *Females*: 9,419; and 705 males aged 65+ in 2016/17, compared to 404 males aged under 20).
- ☹ **Mechanism of injury/disease** (e.g. *Falls from heights*: 1,148 in 2016/17, compared to 795 injury claims related to *Vehicle accidents*).
- ☹ **Bodily location** (e.g. *Ear*: 111 in 2016/17, compared to 831 injury claims related to the *Neck*).
- ☹ **Nature of injury/illness** (e.g. *Fractures*: 2,711 in 2016/17, compared to 163 injury claims related to *Burns*).
- ☹ **Occupation group** (e.g. *Careers & aides*: 1,291 injury claims in 2016/17, compared to *hairdressers*, 28).

You can also use these statistics to make time-related evaluations. For example:

- ☹ For the 4 years from 2012/13 to 2016/17 the number of work-related injury claims for both males and females aged 65+ rose, yet the number of work-related injury claims for male and females employees, aged from under 20, all the way up to 59, fell!

Also bear in mind, that these statistics do not include minor injuries that went unreported, or did not result in a claim. Also these statistics do not include the tragic workplace deaths that occurred.

Work-related injury claims Victoria: 2012/13 & 2016/17				
	Males		Females	
Age	12/13	16/17	12/13	16/17
Under 20	416	404	162	109
20-24	1322	1185	598	580
25-29	1508	1504	830	786
30-34	1664	1562	831	768
35-39	1880	1158	832	791
40-44	2196	1747	1277	1035
45-49	2261	2010	1582	1411
50-54	2522	2125	1708	1560
55-59	2230	2034	1338	1340
60-64	1671	1565	707	796
65+	697	705	193	242
Unknown	1	1	2	1
Total	18368	16400	10060	9419

Source: WorkSafe Victoria, 2016/17 Statistical Summary

Investigating Hazards 2.20

Work-related injury claims Victoria: 2012/13 & 2016/17

Mechanism of Injury/Disease	12/13	16/17
Falls from height	1566	1448
Falls on the same level	2492	2683
Stepping, kneeling or sitting on objects	1797	1616
Hitting objects	1057	962
Being hit by moving object	3715	4088
Sound and pressure	1575	1109
Muscular stress while lifting	4493	3282
Muscular stress while handling	4756	4026
Muscular stress with no objects being handled	738	757
Repetitive movement, low muscle loading	1654	1459
Heat, radiation and electricity	229	187
Chemicals and substances	234	240
Biological	107	78
Mental stress factors	2770	2818
Vehicle accident	884	795
Other/unknown	361	271
Total	28428	25819

Source: WorkSafe Victoria, 2016/17 Statistical Summary

Mechanism of injury/disease

Work-related injury claims based on what the worker was actually doing, or what caused the injury.

For example, in 2012/13 there were 4,493 claims by Victorian workers attributed to muscular stress injuries as a result of work practices involving lifting objects. This had dropped to 3,282 by 2016/17.

Work-related injury claims Victoria: 2012/13 & 2016/17

Nature of injury/illness	12/13	16/17
Burns	192	163
Circulatory System	89	107
Digestive System	764	553
Fractures	2338	2711
Infections and Parasites	37	38
Injury to Nerves and Spinal Cord	7	9
Intracranial Injuries	191	312
Mental Disorders	3001	3113
Musculoskeletal System	10716	8411
Neoplasms (Cancer)	45	31
Nervous System and Sense Organs	2044	1526
Not coded	23	29
Other Diseases	57	45
Other Injuries	843	264
Respiratory System	103	115
Skin and Subcutaneous Tissue	144	100
Traumatic joint/ligament and muscle/tendon injury	4381	5046
Wounds, lacerations and Amputations	3453	3246
Total	28428	25819

Source: WorkSafe Victoria, 2016/17 Statistical Summary

Nature of injury

Work-related injury claims categorised according to the type of hurt or harm that the worker suffered.

e.g. In 2012/13 there were 3,001 work-related claims by Victorian workers related to mental (health) disorders. This had grown slightly to 3,113 by 2016/17.

Bodily location

Work-related injury claims categorised according to the body part that the worker suffered most harm.

e.g. In 2012/13 there were 1,575 claims by Victorian workers related to workplace injuries affecting the ear. This dropped to 1,115 by 2016/17.



Work-related injury claims Victoria: 2012/13 & 2016/17

Bodily location	12/13	16/17
Cranium/Brain	24	34
Eye	12	27
Ear	1575	1115
Mouth/Teeth	163	125
Nose	70	81
Face	154	163
Head-multiple locations	104	90
Neck	872	831
Back	5387	4255
Ribs	163	19
Chest	200	103
Abdominal Region	883	678
Trunk-multiple locations	15	10
Shoulder	3259	3002
Upper Arm	244	237
Elbow	788	667
Forearm	401	321
Wrist	1134	1204
Hand & Fingers	3094	3057
Upper Limbs-multiple locations	176	126
Hip	262	246
Upper Leg	195	208
Knee	2519	2449
Lower Leg	459	392
Ankle	937	1004
Foot & Toes	763	810
Lower Limbs-multiple locations	94	84
Circulatory System	45	34
Respiratory System	89	84
Psychological system	3002	3113
Other or unspecified	995	502
Total	28428	25819

Source: WorkSafe Victoria, 2016/17 Statistical Summary

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2.21 Investigating Hazards

Work-related injury claims Victoria: 2012/13 & 2016/17		
Occupation group	12/13	16/17
Miscellaneous labourers & related workers	2591	2633
Road & rail transport drivers	1909	1856
Carers & aides	1248	1294
Misc. intermediate service workers	1084	986
Misc. tradespersons	1090	978
Misc. intermediate prod'n & transport workers	968	910
Process workers	994	866
Nursing professionals	880	855
School teachers	809	795
Structural construction tradespersons	893	787
Police officers	651	741
Misc. intermediate machine operators	876	692
Misc. specialist managers	761	666
Social welfare professionals	626	609
Cleaners	563	513
Misc. managing supervisors	342	429
Mining, construction & related labourers	448	416
Elementary service workers	448	409
Automotive tradespersons	453	380
Electrical & electronics tradespersons	447	372
Fabrication engineering tradespersons	471	372
Agricultural & horticultural labourers	360	367
Plumbers	361	367
Mobile plant operators	457	345
Hospitality & accommodation managers	321	340
Misc. advanced clerical & service workers	364	328
Elementary food prep & related workers	340	320
Food tradespersons	378	315
Mechanical engineering tradespersons	478	301
Misc. associate professionals	291	295
Sales assistants	382	285
Misc. professionals	364	282
Intermediate stationary plant operators	307	277
Misc. health & welfare assoc. professionals	357	268
Horticultural tradespersons	237	257
Misc. intermediate clerical workers	186	223
Product packers	297	209
Intermediate sales & related workers	252	195
Other health professionals	193	183

Work-related injury claims Victoria: 2012/13 & 2016/17		
General clerks	264	173
Shop managers	217	149
Misc. elementary sales workers	157	146
Intermediate mining & construction workers	151	144
General managers & administrators	89	142
Misc. business/admin associate professionals	235	141
Final finishers tradespersons	146	133
Hospitality workers	163	125
Misc. business & information professionals	167	117
Wood tradespersons	146	114
Receptionists	120	107
Building & engineering professionals	133	106
Intermediate numerical clerks	95	100
University & vocational teachers	93	91
Misc. managers	96	87
Artists & related professionals	85	86
Sales & marketing managers	129	86
Medical & science technical officers	77	83
Other education professionals	133	82
Engineering, distribution & process managers	148	81
Elementary clerks	89	80
Skilled agricultural workers	96	68
Misc. aircon/tech/dispatch clerks	71	67
Sales & marketing professionals	66	59
Natural & physical science professionals	79	55
Farmers & farm managers	52	54
Mining tradespersons	89	53
Misc. social professionals	52	45
Secretaries & personal assistants	67	45
Accountants, auditors & corp. treasurers	33	43
Human resource managers	43	40
Building & engineering assoc. professionals	91	39
Welfare associate professionals	42	29
Hairdressers	42	28
Machine operators	71	28
Medical practitioners	28	21
Textile, clothing & related tradespersons	23	19
Finance associate professionals	35	19
Advanced numerical clerks	26	14
Keyboard operators	21	4
Total	28428	25819

Source: WorkSafe Victoria, 2016/17 Statistical Summary

Occupation

The table indicates work-related injury claims categorised according to the main occupation of the worker.

For example, in 2016/17 there were 1,856 claims made by Victorian workers employed as road and rail transport drivers



Image: tanton/ depositphotos.com

Investigating Hazards A

Investigate the injury statistics presented from WorkSafe Victoria's 2016/17, *Statistical Summary*. Update with the current statistics (note: there is likely to be a 2-year time lag.)



1. Identify 2 statistics from each table, and explain the type of work tasks or work practices that might have lead to this type of injury. Focus on the types of injuries and incidents that relate to an occupation or work activity you are interested in pursuing.
2. For each one, briefly outline a hazard control strategy that should be used to avoid this risk. (e.g. *There were 163 reported burns in 2016/17, down from 182 in 2012/13. Chefs often suffer burn injuries and must take care by wearing appropriate protective equipment.*)

Use this table to record your draft and research information.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.

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WorkSafe Victoria has a number of publications and resources that outline potential hazards for particular industries and/or occupations, as well strategies to minimise harm associated with these, including those excellent Injury Hotspot diagrams that you should have seen previously. www.worksafe.vic.gov.au



3. Form into pairs based on similar workplace interests. Download relevant information from WorkSafe to assist you with appropriate hazard control.
4. Outline the most common issues that relate to this occupation or industry.
5. Describe appropriate hazard control strategies.
6. Prepare a brief report to the class based on this information.
7. Prepare a role-play scenario that models both ineffective, and then effective, hazard control and issues reporting/resolution.
8. Perhaps you could also consider modelling a life-size Injury Hotspot diagram? Your teacher will inform you if this is a requirement for this task.

2.23 OH&S/WHS Audit

A OH&S/WHS audit and report

Use the pro-forma to complete an OH&S/WHS audit of a workplace, and/or work environment within a workplace, you are familiar with.

1. Conduct both a generic workplace audit using the form below; as well as a specific audit by developing your own categories related to a specific work environment in a workplace. (This audit might form part of an assessment task for this unit.)
2. After completing your audit, evaluate the effectiveness of this workplace's hazard control processes, including processes used to report and resolve workplace safety issues.

Workplace: _____		Worksite: _____	
Inspected by: _____		Date(s): _____ Time(s): _____	
→ Floors... <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"/> _____		→ Aisles... <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"/> _____	
→ Noise... <input type="checkbox"/> Are normal level conversations possible. <input type="checkbox"/> Noise levels monitored. <input type="checkbox"/> Appropriate PPE provided. <input type="checkbox"/> _____		→ Illumination... <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"/> _____	
→ Workspace... <input type="checkbox"/> Free from clutter. <input type="checkbox"/> Benches, desks, chairs correct height. <input type="checkbox"/> Adequate lighting. <input type="checkbox"/> _____		→ Safety equipment... <input type="checkbox"/> Proper protective equipment available. <input type="checkbox"/> Equipment in good repair. <input type="checkbox"/> All employees using PPE. <input type="checkbox"/> _____	
→ Machinery... <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"/> _____		→ First aid... <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"/> _____	
→ Electricals... <input type="checkbox"/> Appliances tagged. <input type="checkbox"/> No frayed leads. <input type="checkbox"/> Appropriate storage of items. <input type="checkbox"/> _____		→ Fire... <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"/> _____	
→ Other relevant OH&S/WHS issues... <input type="checkbox"/> _____ <input type="checkbox"/> _____		<input type="checkbox"/> _____ <input type="checkbox"/> _____	

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Workplace: _____		Worksite: _____	
Inspected by: _____		Date(s): _____ Time(s): _____	
→		→	
→		→	
→	<h1 style="text-align: center;">Preview Draft Sample: Do Not Copy</h1>		→
→			→
→ Other relevant OH&S/WHS information			
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

2.25 OH&S/WHS Audit

B OH&S/WHS issues pro-forma

Use the pro-forma to record further information about issues/concerns that you discover. Also (where appropriate) take a photo, or make a drawing or diagram, of the issue/concern. On the pro-forma, record any ideas/strategies to try and correct the problem. (This activity might form part of your assessment task for this unit.)

Workplace: Colesworths Supermarket, Footscray

Worksite/activity: Storeroom

Inspected by: Mikala Dyer

Date: 1/5/2020

Time: 1.00pm

Safety issue: (Briefly describe the OH&S/WHS issue/problem that is occurring or likely to occur.)

There are empty cardboard boxes and other waste items lying around the floor and in the walkway and these are presenting a tripping hazard.

Possible causes: (Briefly describe any possible causes if known; seek advice from staff.)

I couldn't find any staff members that I could identify the cause but I think that because it is lunchtime, the packing crew may have gone on their break and left the mess lying around.

Possible solutions: (Describe how to fix the current problem and how to prevent further problems.)

A store manager should direct any available staff member to clean up the area immediately; or do so themselves.

In the future they should make sure that there is always a staff member on duty and not let the whole packing crew go on lunch at the same time.

Action strategy: (Complete the following as appropriate.)

Notification: emergency immediately by shift's end by week's end next OH&S/WHS review

Who should be informed?: Any of the managers or assistant managers, or the HSR.

Format: verbal written hazard report incident report other:

Rectify: emergency immediately by shift's end by week's end next OH&S/WHS review

Other: I saw staff walk through the area and accidentally kick the cardboard but not pick it up.

Visual record: I have also taken a photo of the area to show the danger of the situation.

OH&S/WHS Issues Pro-forma

Workplace:

Worksite/activity:

Inspected by:

Date:

Time:

Safety issue: (Briefly describe the OH&S/WHS issue/problem that is occurring or likely to occur.)

Possible causes: (Briefly describe any possible causes if known; seek advice from staff.)

Possible solutions: (Describe how to fix the current problem and how to prevent further problems.)

Action strategy: (Complete the following as appropriate.)

Notification (circle): emergency immediately by shift's end by week's end next OH&S/WHS review

Who should be informed?

Format (circle): verbal written hazard report incident report other: _____Rectify (circle): emergency immediately by shift's end by week's end next OH&S/WHS review

Other information:

Visual record:

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2.27 Assessment Task

AT2 Hazard Control and Risk Assessment

You are required to complete an investigation and report into the risk assessment, hazard control, and reporting processes, for a specific workplace as negotiated with your teacher. For this task you must complete both parts 1 and 2 as instructed by your teacher.

Part 1: Hazard control and risk assessment investigation

- Conduct a detailed OH&S/WHS audit of a workplace to identify potential workplace hazards.
- Explain the relationship between the workplace hazards, and potential risk and harm, based on your audit and investigation.
- Complete appropriate *Hazard Control and Risk Assessment* pro-forma(s) for a specific work environment, work task or work process.
- Evaluate the effectiveness of OH&S/WHS control measures used by the workplace.
- Summarise your key findings in a report.

Part 2: OH&S/WHS issue reporting and resolution process

- Research the most suitable ways for an employee to report OH&S/WHS issues in this workplace.
- Identify the key workplace personnel involved in the OH&S/WHS reporting and issues resolution process.
- Describe the OH&S/WHS issues resolution process that exists in the workplace; or develop a suitable process.
- Analyse the strengths and weaknesses of the OH&S/WHS issues resolution process.
- Summarise your key findings in a report.

Note: Your teacher might also add some other task requirements.

Task information and guidelines

- ⇒ Some of the tools you will need to complete this report are included as part of this section on OH&S/WHS. Make blank copies of these to use.
- ⇒ You should also access some resources and industry-specific information, such as *Injury Hotspots* and *Guidelines* from www.worksafe.vic.gov.au.
- ⇒ It is important that you choose a workplace that has an already established and documented Hazard Control and Risk Assessment procedure, otherwise you will be starting from scratch.
- ⇒ You will need to interview relevant personnel about OH&S/WHS issues. You will need to gain permission to visit worksites, conduct a safety audit, and to take photos where appropriate.
- ⇒ Your teacher will assist the class to develop criteria to assess the effectiveness of OH&S/WHS processes. Then you will need to work out relevant criteria and methods, to evaluate your specific workplace.
- ⇒ You will have to present your final report in writing, or verbally; or in some other format as directed by your teacher.
- ⇒ You might need to complete a relevant planning pro-forma, such as the PODR Planning Pro-Forma on pp.164-167, as part of this task.



AT2 - Hazard Control and Risk Assessment: Investigation and Report

You are required to complete tasks related to hazard control and risk assessment, OH&S/ WHS issues reporting, and OH&S/ WHS issues resolution, as instructed by your teacher.

⇒ Tick those that are required to be completed. Your teacher might add some other tasks. If so, write these in the table. You might have to negotiate some of these tasks.


⇒ Fill in the due date for those that you are required to complete.

⇒ Tick off the tasks as you complete them. Get your teacher to initial these.

Name:

Date:

Workplace/work environment:

AT2: Hazard Control and Risk Assessment - Tasks	Re- quired	Due by	Done	Teacher initials
Part 1: Hazard control and risk assessment investigation				
a. Conduct a detailed OH&S/ WHS audit .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
b. Complete Hazard Control and Risk Assessment pro- forma(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
c. Evaluate the effectiveness of OH&S/ WHS control measures .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
d. Summarise your key findings in a report .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Part 2: OH&S/ WHS issue reporting and resolution process				
a. Research the OH&S/ WHS issues reporting process .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
b. Identify the roles of workplace personnel in this process.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
c. Describe an existing OH&S/ WHS issues resolution process... or Develop a suitable process.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
d. Analyse strengths and weaknesses of the process.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
e. Summarise your key findings in a report .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Prepare your report	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Present your report (if required). 	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

Additional information:

Signed: _____

Date: _____

2.29 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?

→ _____

→ _____

To what extent did I build and apply 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 OH&S/WHS Safety Project

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3.03 WRS Safety Project - Planning .	60	3.11 Assessment Task 2	68
3.05 WRS Safety Project - Organising .	62	3.15 Hazard Control	72
3.07 WRS Safety Project - Doing	64		

Activities 3: Workplace Safety Project	p.	Due/Done?	Comment
3.02A Workplace Safety Project	59	<input type="checkbox"/>	
3.04A Workplace Safety Project - Planning	61	<input type="checkbox"/>	
3.06A Workplace Safety Project - Organising	63	<input type="checkbox"/>	
3.08A Workplace Safety Project - Doing	65	<input type="checkbox"/>	
3.09A Workplace Safety Project - Reviewing	66	<input type="checkbox"/>	
3.10 Individual/Team Member Evaluation	67	<input type="checkbox"/>	
AT3 WRS Safety Project	68-71	<input type="checkbox"/>	
3.15 Risk Assessment and Hazard Control Investigation	72	<input type="checkbox"/>	

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3.01 WRS Safety Project

Workplace Safety Project

Now that you have a well-developed understanding of workplace health and safety personnel, information, risks, hazards and issues resolution processes, you are required to apply your knowledge to plan, organise, do and review a complex, self-directed Workplace Safety Project within a specific workplace.

Your Workplace Safety Project 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 workplaces or programs
- ⇒ workplace safety requirements for a PDS or WRS project
- ⇒ OH&S/WHs issues in the school environment
- ⇒ investigation of a complex safety issue in a workplace or work environment (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 self-directed project require you to:

- ✓ plan a self-directed complex Workplace Safety Project
- ✓ identify, plan and organise the tasks required for your Workplace Safety Project
- ✓ identify and analyse your roles and responsibilities for the project
- ✓ describe and clearly communicate the roles and responsibilities of other parties in relation to the project
- ✓ discuss the benefits associated with the Workplace Safety Project
- ✓ discuss the challenges associated with the Workplace Safety Project
- ✓ safely do the tasks associated with the Workplace Safety Project
- ✓ review and evaluate how well you went at planning, organising and doing the Workplace Safety Project.

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Workplace Safety Project

Listen to some potential complex, self-directed Workplace Safety Projects that you 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 VCET PDS (or other) project.

- ☐ Undertaking a detailed 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 safety emergencies, or evacuation procedures.
- ☐ Participating in workplace safety skills training; and planning a demonstration.
- ☐ Training for a variety of workplace procedures including use of PPE; and demonstrating these.
- ☐ 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.
- ☐ Obtaining industry-specific certification.

Workplace Safety Project A

For your Workplace Safety Project you should follow the **PODR Planning Process**. This involves four stages: Plan, Organise, Do and Review. The PODR Planning Process is explained in more detail in Section 7; your teacher will discuss how to apply PODR with you. Use this pro-forma to record different task requirements and responsibilities associated with each stage of PODR for your Workplace Safety Project. Add to this pro-forma as you undertake planning, organising, doing and reviewing as required for the project.

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

3.03 Safety Project - Planning

Planning your Workplace Safety Project

Many of you have had significant work-related experience in following workplace safety procedures, as well as in planning, organising, doing and reviewing a workplace safety activity at Intermediate level of your studies. This year, you have to bring all of that knowledge and experience together, and apply this to your own complex Workplace Safety Project.

The major difference this year is that your project is to be **self-directed**. This means that you are responsible for making all the key decisions about how you **plan, organise, do** and **review** your complex **Workplace Safety Project**. Your teacher of course will need to approve your project, as well as guide you, give advice, feedback and support, and also monitor to ensure that you are following rules, regulations and appropriate safety procedures. But in the end, you are responsible for the success of your project.

So in essence, this is a bit like being a worker after your induction period is over. You are responsible for ensuring that you carry out your day-to-day tasks effectively, efficiently and safely. You have to follow rules, procedures and protocols. You work under a 'manager' who can help and guide you - but who also expects that you can self-manage to a certain degree. And of course, you have to continually monitor and review your own performance (and others'), to assess whether you are actually doing your job properly.

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 Safety Project. These are the four PODR steps.

1. Develop a **plan** about what it is you are trying to do (your goal), and how to best get this 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. Each of the 4 stages of the Plan-Organise-Do-Review process will cross over into one another, especially organising and reviewing.

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PODR Planning

Determine 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 are 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.

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Workplace Safety Project - Planning A

Record key planning information below, and then consult with your teacher for feedback.



Overall goal

Timeline

Your roles and levels of responsibility

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Material and inputs

Technology and equipment

Other people required

Financial considerations

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

3.05 Safety Project - Organising

Organising your Workplace Safety Project

Once your final project plan has been approved, you will need to start organising yourself to get things done. Organising is often the most difficult and time consuming phase of the entire project.

At times, people 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 to achieve the goal and objectives of their initial plan. It is important to spend time organising so that you can get things 'right' in the first place.

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

1. **What** do I have to do?
2. By **when** does this have to be done?
3. **Who** has the responsibility for doing this?
4. **How** will this be done?



Organising tasks and yourself

Carefully consider the following:

- ☐ 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 the goal and objectives.
- ☐ The timelines and timeline for completion of tasks.
- ☐ The order in which tasks need to be done.
- ☐ The resources needed to do each task including other people.
- ☐ Permissions needed from other stakeholders.
- ☐ The use of organising tools such as to-do lists.
- ☐ Contingencies to deal with potential issues and problems that might occur.
- ☐ Other relevant information.

Organising resources

- ☐ Your skills, abilities, experiences and strengths/weaknesses.
- ☐ Inputs and materials that you might require.
- ☐ Equipment and other resources, including work-related equipment.
- ☐ Technological resources including ICT devices used to record and document, communicate, and prepare a report.
- ☐ Information resources including safety documentation, text and visual materials, as well as advice and support from co-workers, supervisors and others.
- ☐ Financial (money) resources if relevant.

Organising time

- ☐ The overall timelines for the project.
- ☐ The ongoing short-term deadlines.
- ☐ A schedule of tasks that need to be done first (pre-requisites).
- ☐ A schedule of tasks that can be done at the same time (concurrent).
- ☐ To-do lists and task deadlines.
- ☐ Roster of tasks and deadlines.
- ☐ Estimates of time for each task.
- ☐ Scheduling appointments and meetings with others.
- ☐ Balancing work and investigation time.
- ☐ Back-up plans.

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Workplace Safety Project - 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, yourself and other people

**Preview
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Organising resources

Organising time

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3.07 Safety Project - Doing

Doing your Workplace Safety Project

Once you have planned and organised your Workplace Safety Project, and had everything approved by your teacher (and relevant supervisor), it's time to undertake the project.

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 you, and any other people involved in the project, work safely. So this requires you 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 Workplace Safety Project.

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

1. **What** specific tasks do I 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 how you will deal with the **responsibility** for checking that the completion of specific tasks is in fact achieved; and also how this progress will be monitored and reviewed so that everything falls into place.

Given that this project is self-directed, this responsibility rests with you. However, you are answerable to your workplace supervisor. So you should consult with them about your progress. You are also answerable to your teacher. So you should meet with them at least 3 times (and preferably every week) to discuss your progress, and to get feedback and advice.

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Workplace Safety Laser

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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, self-directed Workplace Safety Project.

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.



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

Image: nikkytok/
Depositphotos.com

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Workplace Safety Project - 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*. Don't forget to include the responsibilities of being **Workplace LASER Sharp** for each.

What specific tasks need to be done?

By when do these specific tasks need to be done?

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What are my responsibilities when doing these specific tasks?

How will these specific tasks be done properly; and what/who else is needed to do this?

3.09 Workplace Safety Project - Reviewing

Reviewing your Workplace Safety Project

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 Workplace Safety Project 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 performed at planning, organising and doing your complex, self-directed Workplace Safety Project.

A Workplace Safety Project - Reviewing

Complete these evaluations of your Workplace Safety Project; and then how well you performed in undertaking the Workplace Safety Project.

Name:		Date:	
Work-Related Project:			
How important or vital were the workplace safety issues being investigated?		To what extent was I able to apply my understanding of workplace safety issues?	
To what extent was I able to build my knowledge of workplace safety issues?		How practical and suitable were the recommendations that I made?	
To what extent have the recommendations been implemented?		Other important information for review, including feedback and advice from workplace stakeholders.	

Name:			Date:		
Work-Related Project:					
Planning What did I do well?		Organising What did I do well?		Doing What did I do well?	
What improvements could I make?		What improvements could I make?		What improvements could I make?	

Workplace Safety Project - Reviewing 3.10

Individual/Team Member Evaluation

Use this pro-forma to assess the performance of yourself as part of your project. You can also use this pro-forma to evaluate the performance of team members in group activities.

Team member: _____

Overall project: _____

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. Work collaboratively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Demonstrate task skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Apply leadership strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Communicate with team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Communicate with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Use technology appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xi. 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 project.

1. _____

2. _____

Signed: _____ Date: _____

3.11 Assessment Task

AT3 Workplace Safety Project

Required:

Undertake a complex, self-directed **Workplace Safety Project**. This involves a full investigation and detailed report into workplace safety issues and procedures for a workplace, work environment, or occupation in which you are interested.

Stage 1: Plan, organise and complete your safety investigation.

- ⇒ In this first stage you will discuss with your teacher (and supervisor) to develop an appropriate **Workplace Safety Project** and get your plan approved.

e.g. *Corin is going to investigate and report on: "A safe working week in the life a plumbing apprentice."*

Initial planning and organising will make your project run more smoothly down the track. There's lots of information about planning, organising, doing and reviewing, including planning pro-formas, in the Unit 2 sections. Your teacher might explain these to your class.

*List some possible ideas for your **Workplace Safety Project**.*

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- ⇒ As part of planning and organising your project, you must identify and analyse the **roles** of **yourself** and other **work-related stakeholders** and the associated **levels of responsibility** with these roles for **yourself**, and for other **work-related personnel** or **stakeholders**.

*List some of your key roles and responsibilities for your **Workplace Safety Project**.*

- ⇒ You also need to identify the **benefits** associated with undertaking your project, as well as the **challenges** related to undertaking your project.

*List some of the key benefits and challenges with your **Workplace Safety Project**.*

Stage 2: Thoroughly investigate and document workplace safety issues and procedures.

⇒ This is where you do your detailed investigation for your project.


Your teacher will advise you so that you direct **yourself** to choose, and then investigate, appropriate workplace safety issues and procedures. You should also document and record information using digital devices.

List potential workplace procedures to investigate and document as part of your Workplace Safety Project.

Preview

Stage 3: Prepare a detailed report (and if required present this report).

⇒ You will need to prepare your findings in a written report, including images and/or multimedia elements. 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 prepare a presentation that summarises your main findings. This is a good way to share information about different work settings. 

List the reporting requirements for your Workplace Safety Project.

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Stage 4: Critically evaluate the research, information and recommendations in your investigation and report; and evaluate your own performance in the project.

⇒ You are required to use feedback, self-assessment and evaluation criteria to review your performance. This involves reviewing the quality of your investigation and report, including any recommendations you make.

⇒ Your evaluation also involves reviewing your own performance at planning, organising and doing your Workplace Safety Project.

List possible methods, tools and criteria to assist you to critically evaluate your performance.

3.13 Assessment Task

Name(s):		Final date:			
Workplace Safety Project:					
Workplace/work environment:					
AT3: Workplace Safety Project - Tasks		Re- quired	Due by	Done	Teacher initials
Stage 1: Plan and organise your complex Workplace Safety Project.					
	⇒ Develop a focus for your investigation and report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Negotiate a 'workplace' or 'occupation' to investigate.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	⇒ Plan and organise your investigation and report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Discuss your plan with teacher and supervisor.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Use feedback to refine your project plan.	<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"/>
	⇒ Outline your roles in the Workplace Safety Project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Analyse your responsibilities for the Workplace Safety Project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	⇒ Outline the roles of other work-related stakeholders in the Workplace Safety Project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Outline the responsibilities of other work-related stakeholders for the Workplace Safety Project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Discuss benefits associated with the project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	⇒ Predict challenges associated with the project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stage 2: Investigate and document work-related OH&S/WH&S issues, risks and hazards.					
	Undertake a thorough safety audit of a workplace/ occupation, and associated work procedures.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Interview key workplace stakeholders to find out about safe work procedures for complex tasks.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Describe the application of the Hierarchy of Control for the workplace/occupation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	Outline risk control procedures for complex work-related task(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Describe at least 5 varied types of safety information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Describe the employer/employee consultation process for workplace safety issues.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	⇒ Evaluate the employer/employee consultation process for workplace safety issues.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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Name(s):		Final date:		
Workplace Safety Project:				
Workplace/work environment:				
AT3: Workplace Safety Project Tasks	Re- quired	Due by	Done	Teacher initials
Stage 2: Investigate and document work-related OH&S/WHS problems, issues or hazards.				
⇒ Describe at least 3 ongoing OH&S/WHS issues, risks and hazards for this workplace or occupation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Suggest possible solutions to these safety issues.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4 ⇒ Discuss these solutions with an OH&S/WHS rep, an HSR, or an appropriate supervisor.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Evaluate the effectiveness of these solutions.	<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"/>
Stage 3: Prepare and present a report.				
⇒ Prepare a draft of your report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4 ⇒ Use feedback to refine your report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Present your report (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stage 4: Critically evaluate your performance				
⇒ Use feedback from the workplace to evaluate your performance in doing the safety project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Use feedback from the workplace to evaluate your findings and recommendations in the safety project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 ⇒ Use feedback from others to evaluate your performance in doing the safety project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Use feedback from others to evaluate your findings and recommendations in the safety project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Self-assess your own performance at planning, organising and doing the safety project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Additional information:				
Signed: _____ Date: _____				

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3.15 Risk Assessment and Hazard Control

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:			

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Employment Opportunities and Conditions 4

Contents

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Activities 4: Employment and conditions	p.	Due/Done?	Comment
4.02A Industry classifications	75	<input type="checkbox"/>	
4.03B ANZSIC industry employment	76	<input type="checkbox"/>	
4.04C Industry jobs investigation	77	<input type="checkbox"/>	
4.06A Specialists and generalists	79	<input type="checkbox"/>	
4.06B Employment in industry	81	<input type="checkbox"/>	
4.11A Industry viability	84-85	<input type="checkbox"/>	
4.13A Career pathways	86	<input type="checkbox"/>	
4.14B Employee interview	87	<input type="checkbox"/>	
4.16C Industry pathways	89	<input type="checkbox"/>	
4.17A Working in industry	92-93	<input type="checkbox"/>	
4.21A My pathway	94	<input type="checkbox"/>	
4.22B Occupational Investigation	95	<input type="checkbox"/>	
4.26 Wages and conditions	101	<input type="checkbox"/>	
AT4 Industry Investigation	102-103	<input type="checkbox"/>	
4.31 Self-Reflection	104	<input type="checkbox"/>	

Comments:

4.01 Australian Industries

Industry

By now you are probably quite familiar with the concept of an industry. An industry is defined as a group of businesses or organisations that produce similar products; either goods, services, or both goods and services.

Australian industries are usually classified using 3 main methods.

1. The **5-stage process** is based on stage of production that the business or organisation is involved in. e.g. McDonald's is part of the tertiary industry sector.

2. The **type of product** or **function** uses an informal name based upon the product in which the organisation specialises, such as fast-food; or the main function of the organisation, such as road transport. e.g. McDonald's generally labels itself as part of the restaurant industry.

3. The **ANZSIC** industry classification is the official Australia and New Zealand Standard Industrial Classification system. It classifies 19 different industries into 45. e.g. McDonald's is part of *H: Accommodation and Food Services industry*.



Which industry do I belong to?
Is it tertiary, restaurant or
Accommodation and Food
Services?

I just tell my friends that I work
for a take-away joint!

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1. 5-Stage Industry Classification

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

Secondary

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



Tertiary

Providing services to consumers, or to other
organisations. e.g. Retail, wholesale and
transport.

(Generally all service industries are classified
as tertiary, but they may be also be classified
as quaternary and quinary industries.)



Quaternary

Services based on providing
information.
e.g. Finance, media, education and so
on.



Quinary

Providing a service that replaces
domestic duties, or community and
cultural services.
e.g. Health, emergency services,
personal services.

Production

Organisations produce many different goods and/or services. Goods are physical or tangible items that we can feel, touch or consume such as styling mousse, clothing and sporting goods. Services are intangible items whereby a service provider performs some task for us, such as a haircut, a taxi or Uber ride, or a football match.

If we add up the total production of all goods and services made by all the organisations that belong to an industry we can calculate that industry's total contribution to production in Australia. For example, in 2016/17 the total production of the Mining industry was \$125b. So which industry do you think is the biggest and which might be the smallest?

It is important to be aware of the type of production that an industry focuses on, because that gives you an indication of the type of skills and competencies that you need to develop in order to build a career in that industry.

2. Product /Function Industry Classification

1. By product...

The type of product/output they produce.

- ⇒ Fast-food: McDonald's
- ⇒ Transport: Linfox
- ⇒ Food: SPC

2. By 'sub-sector'...

The sub-sector they operate in.

- ⇒ In hospitality: McDonald's
- ⇒ In road transport: Linfox
- ⇒ Canned food: SPC

3. By function...

The function of the business.

- ⇒ As a restaurant: McDonald's
- ⇒ Providing logistics: Linfox
- ⇒ Food processing: SPC

4. By 'what they do'...

How they operate/what they do.

- ⇒ Retail: McDonald's
- ⇒ Business services: Linfox
- ⇒ Manufacturing: SPC

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Industry classifications A

Complete the table by providing suitable examples and explanations.

Organisation	Industry classification using each of the three methods.	Some goods and/or services produced.
Linfox		
Your school/ TAFE...		
One of your employers...		

4.03 Australian Industries

3. ANZSIC Industry Classification

The official way to classify industries uses ANZSIC 2006 for the compilation and publication of statistics on an industry basis. The ANZSIC 2006 classification system uses 19 industry divisional classifications from A-S, as well as 83 sub-divisions; and then many more groups and classes.

ANZSIC 2006 is the official way to classify organisations into industries, so you should be aware of the industry to which your workplace belongs, especially when you are researching official statistics. But you don't necessarily have to use these official names when investigating and reporting on your industry. Your teacher will guide you on this.

ANZSIC 2006

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

Download the full document from the ABS:

www.abs.gov.au



B ANZSIC industry employment

1. Rank the industries from highest, 1, to 19. Calculate each as a % of total employment.
2. Discuss, what these results suggest about employment in industry. Add current figures.

ANZSIC Industry	Total Employment	Rank	% of Total	% Change 2014-2018	Current Emp.
A: Accommodation & Food Services	900,100			16.4%	
B: Administrative & Support Services	407,400			5.0%	
C: Agriculture, Forestry & Fishing	327,800			5.2%	
D: Arts & Recreation Services	244,500			17.7%	
E: Construction	1,166,900			17.3%	
F: Education & Training	703,400			15.8%	
G: Electricity, Gas, Water & Waste Services	133,000			1.1%	
H: Financial & Insurance Services	448,800			7.9%	
I: Health Care & Social Assistance	1,685,100			21.4%	
J: Information Media & Telecommunications	227,100			16.5%	
K: Manufacturing	965,600			4.1%	
L: Mining	255,800			-4.5%	
M: Other Services	484,700			2.5%	
N: Professional, Scientific & Technical Services	1,082,100			19.4%	
O: Public Administration & Safety	838,500			11.3%	
P: Rental, Hiring & Real Estate Services	218,200			10.2%	
Q: Retail Trade	1,272,300			3.0%	
R: Transport, Postal & Warehousing	648,700			10.9%	
S: Wholesale Trade	381,700			-4.4%	
All Industries	12,694,800			10.8%	

Source: Australian Jobs 2019, Department of Jobs and Small Business, from ABS Labour Force Survey

Industry jobs investigation C

Use www.joboutlook.gov.au to complete the table. Use work folios for more space.



1. Select Industries from the main menu and choose an industry to investigate. Write the **description**.

2. Click through to an industry. List some of the **occupations** you are most interested in.

3. Choose 4 occupations that you might be interested in pursuing.
Use the links to research other information about the occupation.

Occupation:

Specialisations:

Prospects:

Pathways:

Other information:

Occupation:

Specialisations:

Prospects:

Pathways:

Other information:

Occupation:

Specialisations:

Prospects:

Pathways:

Other information:

Occupation:

Specialisations:

Prospects:

Pathways:

Other information:

4. Based on your choices, how would you describe the future prospects for employment in this industry?

5. What might you need to consider, when planning your career pathway in this industry? (e.g. Skills shortages).

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4.05 Industry Employment

Nature of industries

Different industries have varied characteristics because the enterprises within that industry might operate for different reasons.

Just about all mining and manufacturing enterprises are businesses that operate to try and make a profit. So too are most (but not all) retailers. On the other hand, a large proportion of health care and social assistance organisations are government, welfare or member organisations. They usually don't have profit as their primary motive.

Industry patterns of employment are also changing. Capital-intensive production methods are replacing workers in agriculture, mining, manufacturing and construction industries. Services industries continue to grow, although the types of jobs available are evolving - especially due to digital innovation and disruption.

Employment in industry

It is important to be aware of the type of production and activities that an industry focuses on. This gives an indication of the type of skills and competencies you will need to build a career in that industry. This will also influence the types of qualifications needed to gain entry-level jobs in that industry.

It is also important to be aware of the values of enterprises within an industry. This will give you an idea of the types of values that might suit and support a successful career. You should also consider how to build a career either:

1. in a particular occupation(s) or a specific industry (i.e. an **industry specialist**)
2. in particular occupation(s), but across different industries (i.e. an **occupational specialist**).

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1. An industry specialist

In a specific industry...

- ⇒ Many workers build their career pathway, primarily by working in one particular industry setting.
- ⇒ These industry specialists are likely to experience change and evolution in their occupations over the course of their careers as they become more skilled, more experienced and as they seek promotions, challenges and responsibility.

e.g. A plumber might start off their apprenticeship in the Construction industry and then build their career specialising in new housing estates. They might then become an off-site manager co-ordinating a whole team of tradespeople, all the while staying in the Construction industry.

2. An occupational specialist

across different industries...

- ⇒ Many workers build their career pathway by working primarily as an occupation, but across different industry settings; until they settle on a job where they can match their skills with their interests.
- ⇒ These occupational specialists get a start in a particular industry. As their career grows they move to a different industry to broaden their skills, or to match their career pathway with their interests and values.

e.g. An ICT technician might start their traineeship working for a bank in the Financial and Insurance Services industry. As they gain experience they might move to a firm in the Information Media and Telecommunications industry. Finally, but still in ICT, they might end up working for a sporting organisation in the Arts and Recreation Services industry.

Specialists and generalists A

1. Use examples to explain the difference between an **industry specialist** and an **occupational specialist**.

2. Have a think about your preferred future career pathway. Explain whether you are more likely to be an **industry specialist**, or an **occupational specialist**, over your career. Use examples as support.

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Employment in industry B

Visit the Job Outlook website at www.joboutlook.gov.au

e.g. click on A-Z, Choose C and then click on Carpenters. Click on Prospects then scroll down to 'Main Industries'. Here you can see the main industries in which carpenters are employed.

1. Copy and complete this table in your work folios for 5 occupations of your choice.

Occupation	Main industry & %	2nd industry & %	3rd industry & %	All others & %
Carpenters (2016)	Construction: 91.6%	Manufacturing: 2.4%	Admin & Support Services: 1.0%	All others 4.1%
Zookeepers (2016)	Arts & Recreation Services: 87.9%	Public Admin. & Safety: 2.9%	Other Services: 1.7%	Other Industries: 5.9
ICT Support Technicians (2016)	Professional, Scientific & Technical Services: 33.4%	Education and Training: 12.6%	Public Admin. & Safety: 10.5%	Other Industries: 36.8%

2. What do these statistics show about the nature of employment in industries (the industry concentration) for your 5 occupations?
3. Explain, using examples and a timeline, whether you are more likely to work in one industry, or across different industries (or even different occupations).

4.07 Industry Employment

Industry employment trends

There are various employment patterns and trends throughout Australian industries. These employment patterns give some insight into the viability of an industry on a macro scale; but be careful, they don't necessarily tell the full story on a micro scale, especially in regards to industry sub-sectors and regional patterns.

Structural changes to work and the economy over recent years have seen consistent ongoing employment growth in industries such as health care and social assistance, education and training, and in professional, scientific and technical services. Employment in these industries is likely to continue to grow into the future.

But structural changes have resulted in ongoing decline in manufacturing industry employment (although there might be yearly swings) and in wholesale trade (due more to increased use of digital and manual technologies).

Cyclical changes (economic growth and decline) have resulted in swings in construction and mining. Victorian construction employment is very strong, driven by State Government infrastructure programs. Whereas, the end of the mining boom saw mining employment decline (especially in WA and QLD), and then level out to its pre-boom growth figures.

All industries provide the opportunity for future employment. This happens because an industry, is essentially, a collection of the enterprises that make up the industry.

For example, if a mid-size regional industrial manufacturer wins a new contract to export steel fabrication components to China, then it might need to increase employment, even against prevailing trends within the broader industry.

And all industries might experience employment decline within enterprises, even despite the industry as a whole experiencing annual employment growth.

For example, if a large retailer loses many of its underperforming department stores, due to increased online competition and a switch in shoppers' buying patterns to digital platforms, then its employment will decline, even though the overall industry is recording annual employment growth.

For the 5 years from 2014-2018, there were approximately 1.24m new jobs created in Australia. 17 industries experienced an overall increase in employment. 2 industries recorded an overall decrease in employment.

It is important to note that of all the new jobs created, more than 60% of these were in just 4 industries: Health Care and Social Assistance (+297,500), Professional, Scientific and Technical Services (+175,700), Construction (+171,700) and Education and Training (+141,300).

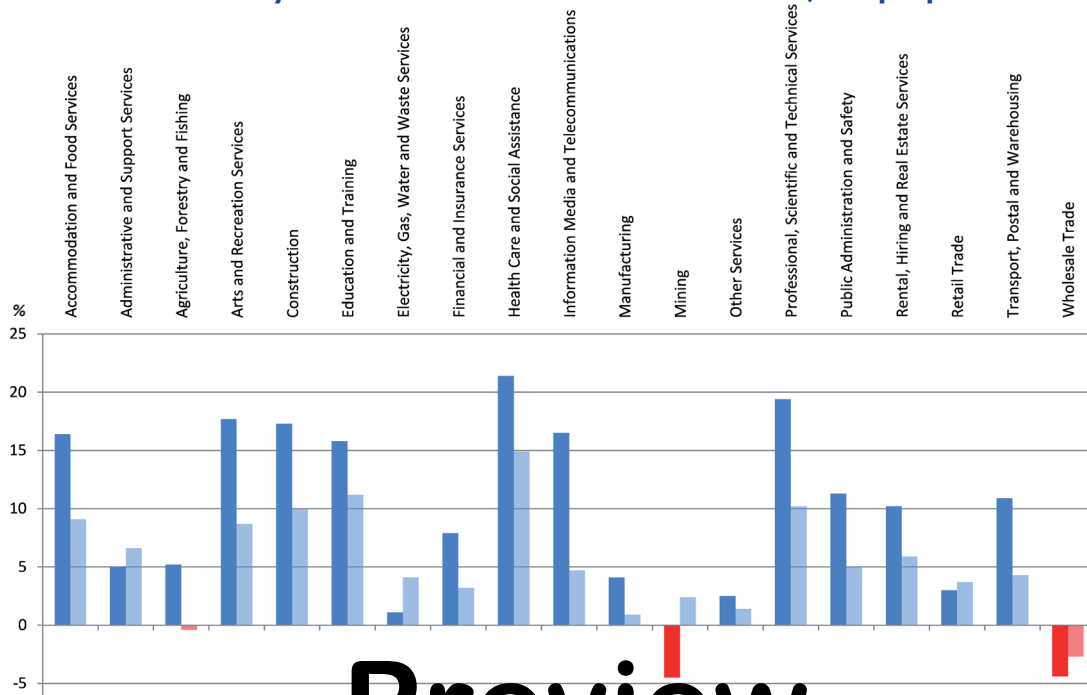
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"Missus' has the people skills so she has a cushy job as a digital assistant. But who cares about poor ol' Robby Robot? Me, I'm left doing the hard yakka 'cause the U-mans just want to push buttons all day."



Image: Kirillm/
Thinkstock.com

Australian Industry Growth and Decline: Nov 2014-18 (and projected to 2024)



Source: Department of Jobs and Small Business Employment Projections; ABS, Labour Force (annual averages of original data) from Australian jobs 2015; Department of Jobs and Small Business Industry Outlook

Qualifications

Let's put it very simply. Higher skills and qualifications enhance employment prospects; in any and all industries.

Most occupations within the Australian **labour market** require employees who can demonstrate that they have the skills and qualifications needed to fulfil the roles and responsibilities associated with that occupation.

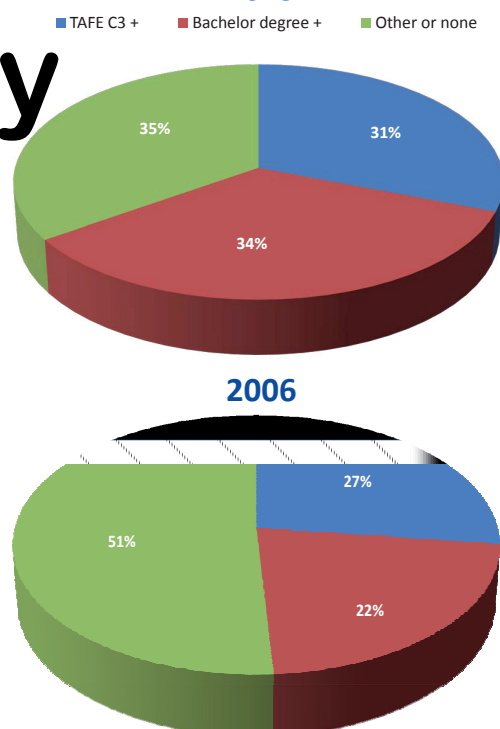
This means that young people who leave school without adequate qualifications are placed at a disadvantage when starting to develop a career pathway.

One key employment trend is that people need to have higher-level skills and qualifications just to access **entry-level employment**.

The proportion of workers with no qualifications, or very low qualifications, (below Certificate 3) fell from about a half of all workers in 2006 to 35% by 2019. And this trend will continue. So it is vital that you **skill-up** to ensure that you have adequate skills and qualifications to assist you to gain entry-level employment.

And once people make a start in the workforce it follows that those who have non-school (i.e. post-secondary) qualifications such as VET, TAFE and uni are more likely to be employed than those who don't have these qualifications, and who only have Year 12 or lower! This is also indicated on this pie chart, i.e. 65% in 2019 versus 49% in 2006.

Employment by Qualification Level Australia 2006 & 2019



Source: ABS, 6227.0 Education and Work.

4.09 Industry Employment

Industry employment trends

In order to analyse employment viability within industries, it is important to investigate; patterns related to part-time and casual work, education attainment, age profile of workers, vocational qualification attainment, and apprenticeships. You should research current statistics and analyse the changes that have occurred.

Part-time & Casual Employees (Nov 2018) ¹

Highest industry

- ⇒ Accommodation and Food Services 60%
- ⇒ Retail Trade 51%
- ⇒ Arts and Recreation Services 48%
- ⇒ Health Care and Social Assistance 45%

Lowest industry

- ⇒ Mining 4%
- ⇒ Electricity, Gas, Water and Waste Services 11%
- ⇒ Construction 15%
- ⇒ Manufacturing 16%

Qualification: Bachelor degree+ (Nov '18) ¹

Highest industry

- ⇒ Education and Training 65%
- ⇒ Professional, Scientific and Technical Services 63%
- ⇒ Financial and Insurance Services 50%
- ⇒ Health Care and Social Assistance 48%

Lowest industry

- ⇒ Construction 11%
- ⇒ Agriculture, Forestry and Fishing 13%
- ⇒ Accommodation and Food Services 15%
- ⇒ Retail Trade 16%

Employees Aged 15-24 (Nov 2018) ¹

Highest industry

- ⇒ Accommodation and Food Services 45%
- ⇒ Retail Trade 38%
- ⇒ Arts and Recreation Services 37%
- ⇒ Construction 16%

Lowest industry

- ⇒ Public Administration and Safety 5%
- ⇒ Mining 6%
- ⇒ Electricity, Gas, Water and Waste Services 6%
- ⇒ Financial and Insurance Services 7%
- ⇒ Transport, Postal and Warehousing 8%

Employees Aged 55+ (Nov 2018) ¹

Highest industry

- ⇒ Agriculture, Forestry and Fishing 41%
- ⇒ Transport, Postal and Warehousing 25%
- ⇒ Health Care and Social Assistance 23%
- ⇒ Education and Training 22%

Lowest industry

- ⇒ Accommodation and Food Services 10%
- ⇒ Retail Trade 14%
- ⇒ Mining 14%
- ⇒ Information Media & Telecommunications 14%
- ⇒ Financial and Insurance Services 14%

Qualification: TAFE Cert 3+ (Nov 2018) ¹

Highest industry

- ⇒ Other Services 52%
- ⇒ Construction 51%
- ⇒ Mining 43%
- ⇒ Electricity, Gas, Water and Waste Services 38%

Lowest industry

- ⇒ Education and Training 19%
- ⇒ Professional, Scientific and Technical Services 19%
- ⇒ Financial and Insurance Services 24%
- ⇒ Information Media and Telecommunications 25%
- ⇒ Accommodation and Food Services 25%

Apprentices and trainees (May 2019)

Highest industries ²

- ⇒ Construction (93,800 44%)
- ⇒ Other Services (45,000 21%)
- ⇒ Manufacturing (23,500 11%)
- ⇒ Wholesale and retail trade (11,400 5%)
- ⇒ Accommodation and Food Services (10,900 5%)

Fewer employed in industries such as: ¹

- ⇒ Mining
- ⇒ Rental, Hiring and Real Estate Services
- ⇒ Health
- ⇒ Financial and Insurance Services
- ⇒ Arts and Recreation Services

Sources: ¹ Australian Jobs 2019, Department of Jobs and Small Business
² ABS, 6227.0 Education and Work, May 2019

Industry viability?

Australian industry consists of more than 2.3 million enterprises - large, medium, small and micro; government and private; profit-oriented and not-for profit. All industries are viable. But all industries face pressures, and firms in certain industries are under more pressure than others. Change is ongoing, but you can be sure of three things.

Technological and **digital innovation** will continue to change the labour market.

Employees will need to be **higher-skilled**. Workers will need to have better **people-skills**. So in assessing future prospects, you need to find answers to these questions.

Quality of jobs? Are the jobs full-time, or part-time, or casual? Is employment growth for full-time workers, or mainly for other more **flexible work arrangements** such as part-time, casual, short-term contracts or even sub-contracting.

Organic growth? Is the industry one which grows organically due to **economic growth**, natural increases in the **standard of living** and **population growth**, such as Retail trade, Education and training, Health care and social assistance, and Professional, scientific and technical services?

Cyclical factors? Is the industry heavily influenced by cyclical factors (including economic growth) such as mining and construction? This creates opportunities in **boom** periods, but can lead to industry shrinkage and redundancies in periods of **lower activity**. Cyclical growth often leads to **skills shortages**.

Structural factors? Are firms within the industry facing significant structural change due to **new technology**, automation, outsourcing, relocating overseas, digital innovation, digital disruption, changes in consumer patterns, government policies, funding and legislation, overseas competition, and other structural factors? All industries face these **pressures**, but Manufacturing, Wholesale trade, Transport, postal and warehousing, Accommodation and food services, Information media and telecommunications, and Financial and insurance services have felt this most acutely. Structural growth can create opportunities due to skills shortages, but structural change can also cause an oversupply of workers with '**redundant skills**'.

Location? Is the industry 'centralised' in certain areas and regions, or is it decentralised throughout most of Australia? Is the potential for growth happening mainly in major metropolitan areas, or in major regional centres, or in regional, rural and remote areas? For example, banking and finance is providing fewer job opportunities in smaller regional areas due to online banking and branch closures. When major manufacturers cease operations this can hit a regional town hard, such as when Ford Australia in Geelong ceased manufacturing motor vehicles in 2017. However, when new schools, hospitals, government agencies, tourism operators and other industry players start up in certain locations, it can provide a regional boost to employment opportunities.

Worker profile? Is the industry in need of workers with **higher-level skills**, including workers with **vocational** and/or **professional qualifications**, as well as people skills; and are their entry-level opportunities for **Australian Apprentices** and new workers? Is it an industry staffed by **older employees** (often long-term professional career progression), **younger employees** (often less secure employment), and is there **churn** within the industry to create new opportunities? Is it an industry seen as **cool** by younger workers (but often exploitative); or is it a less-glamorous industry, but which in itself does more **rewarding** work, such as education, medical and community services jobs?

4.11 Industry Employment

A Industry viability

Undertake an industry investigation to assess the 'viability' of an industry. Use statistics to support some of your findings.



You will need to undertake direct research of industry stakeholders; and also by using *MyFuture* and *Job Outlook*, The Department of Employment, Skills, Small and Family Business's *Australian Jobs* annual publication, *Towards an Enterprising Australia*, and many other industry, economic and government website and resources.

Factor	Information and statistics	Summary of viability
Industry and industry sub-sectors.		
Industry size, profile and statistics		
Employment growth and projected employment growth.		
Main occupations		
Emerging occupations		
Declining occupations		
Skill requirements		
Other		
Other		

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Factor	Pressures on the industry	Opportunities for the industry	Summary of viability
Quality of jobs			
Workplace flexibility			
Organic growth			
Cyclical factors			
Skills shortages	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>		
Structural factors			
New technologies			
Digital disruption			
Location			
Worker profile			
Other			
Other			

4.13 Career Pathways

Career pathways

A career pathway describes all the jobs, training, qualifications, promotions and other steps that a person undertakes in order to begin, grow and establish a career.

Many people change occupations and develop different careers throughout their working lives. Sometimes a sideways, or even a backwards step, can advance a person along their career pathway. At other times, new and unplanned opportunities arise. People might change employers, change occupations and even change industries.

A linear career is one which evolves in a straight line. (Hence line...linear!) These days, very few people experience a totally linear career pathway.

Most modern career pathways branch off in different directions supported by **lifelong learning**. Many different pathway alternatives can lead people to where they want to go.

We are all well aware of the need to obtain specific **qualifications** in order to enter certain occupations.

However, as a career evolves, a person will have to maintain and **upgrade** their qualifications as part of lifelong learning.

You should also be aware that the job in which you start off your career will not be the same 'type' of job when you finish working. The world and the labour force is changing rapidly. What will you be like in 50 years? How will you have changed? And what work tasks will you be doing in a new different future workplace?



A Career pathways

Write a definition for each of the following terms, using an example related to your career.

Term	Definition
career pathway	
qualifications	
lifelong learning	
workplace change	

Career life cycle

As people go through different stages of their lives, they will have different expectations related to career development.

When first starting their careers, people are likely to trade leisure time for income, and usually have little loyalty to their employer.

As people age and develop through their lives, they might seek out more motivating, rewarding and satisfying jobs. They do this by gaining experience, building new skills and upgrading their qualifications.

Later in life people might look to consolidate their careers and strike a balance between work, family and financial security.

In the final stage of their careers people might seek self-actualisation, whereby they can fully achieve their potential. This might be in a senior role, or it might be through a 'seachange' to a less lucrative, but more satisfying job.

Future career choices seemed so easy when you were in primary school! However, the world isn't always that simple and straightforward.



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Employee interview

B

You are required to interview a mature or senior employee within an industry you are interested in. The employee must have been in the workforce for at least 5 years, and preferably for 10 or more years.

- ☐ You will need to ask a series of questions about their career pathway. You will need to formulate both open and closed questions.
- ☐ Ask about their qualifications, experience, employment history, training, industry changes, promotions and other relevant pathways information.
- ☐ Ask also about their future aspirations, as well as advice they would give someone starting out in that industry.
- ☐ Present your findings to the class as an oral report.

Tips: Use your PDS and Literacy resources to learn about forming open and closed questions. Discuss the planning of this activity with your teacher. Then complete this task in your work folios. List any important task information and deadlines below.

Task information:

4.15 Career Pathways

Pathways development

As part of your pathways development you will most likely specialise within particular occupations. Occupational classifications are generally quite broad, e.g. a registered nurse; whereas a specialisation might relate to that occupation, e.g. a theatre nurse; or be a specific occupational classification in itself, e.g. a midwife. Specialisation requires the development of specific work-related skills.

People often specialise in occupations that reflect their aptitudes, skills and abilities. These of course should match their **personal** and **social competencies**. As your career develops you are likely to develop these personal and social competencies into **industry-specific competencies** related to occupations. For example, you might have natural empathy for others, and be good at helping people deal with problems. This could lead to the development of occupational work-related skills related to communication and counselling as a social worker or a psychologist.

Steps to growth

Some people know quite clearly, and from a fairly early age, that they want to specialise in a particular field within an occupation or industry. In these cases the person's interests are likely to have strongly influenced their chosen specialist field. They take steps to develop relevant work-related skills to support this specialisation. Others take some time to grow into a specialist field. Their ongoing training, experiences and aptitudes will influence their occupational specialisation.

For example, as a person undertakes general training in outdoor recreation they might respond more favourably to certain tasks and activities such as outdoor adventure. These positive experiences are likely to guide them into a specialisation that matches their skills, interests and abilities, and which draw on their personal and social competencies. (Just like you picking and enjoying electives and VCAL subjects).

However, many people don't know what area they wish to specialise in. By working and gaining experience in certain occupations, and tasks within an occupation, people start to develop a specialisation. Of particular influence is the type of industry you work in, the size of the organisation you work for, and the types of work-related skills you tend to develop more than others.

Given this, some of you will fill a more generalist role in your employment, by undertaking varied roles that require a wide breadth of knowledge, skills and competencies. Sometimes referred to as a 'jack-of-all-trades' you will need to be **multi-skilled** and **functionally flexible**.

In many cases, employment in small to medium firms requires a greater breadth of skills, and a more flexible attitude in employees. Owner/operators of micro enterprises need to be well-developed generalists; they have to do everything!

As an example, try a comparison between the roles, tasks and responsibilities of students in your class who are employed in small, local enterprises, compared with those employed by large organisations, big chains or franchises.

Image:
Anne-Louise Quarforth/
photos.com

Career Pathways 4.16

Chef (cook)

- ⇒ chef de cuisine
- ⇒ commis chef
- ⇒ demi chef (specialist)
- ⇒ sous chef (2IC)
- ⇒ pastry chef
- ⇒ sauce chef
- ⇒ commercial cook
- ⇒ industrial chef
- ⇒ cuisine chef
- ⇒ hotel chef
- ⇒ restaurant chef
- ⇒ café chef

Retail manager

- ⇒ supermarket
- ⇒ department store
- ⇒ grocery
- ⇒ newsagent
- ⇒ fast-food
- ⇒ fashion store
- ⇒ sports store
- ⇒ household goods
- ⇒ hardware
- ⇒ outdoors
- ⇒ electrical products
- ⇒ automotive parts

Farm manager

- ⇒ livestock farmer
- ⇒ dairy farmer
- ⇒ crop farmer
- ⇒ grain farmer
- ⇒ fruit farmer
- ⇒ vegetable farmer
- ⇒ oilseed farmer
- ⇒ viticultural
- ⇒ horticulturalist
- ⇒ floriculturalist
- ⇒ aquaculture farmer
- ⇒ stock & station agent

Enrolled nurse

- ⇒ hospital/ward
- ⇒ aged care
- ⇒ community health
- ⇒ accident/emergency
- ⇒ registered nurse
- ⇒ neo-natal
- ⇒ mental health
- ⇒ cardiothoracic
- ⇒ theatre
- ⇒ nurse educator
- ⇒ nursing administrator
- ⇒ midwife
- ⇒ rehabilitation

ICT technician

- ⇒ help & support desk
- ⇒ internet support
- ⇒ network support
- ⇒ software support
- ⇒ systems support
- ⇒ hardware installation
- ⇒ hardware support
- ⇒ personal user support
- ⇒ on-site technician
- ⇒ off-site service person
- ⇒ repair technician
- ⇒ multimedia/AV technician

Clerk

- ⇒ administrative
- ⇒ purchasing
- ⇒ budgeting
- ⇒ payroll
- ⇒ sales & marketing
- ⇒ accounts
- ⇒ human resources
- ⇒ advertising
- ⇒ translation
- ⇒ superannuation
- ⇒ marketing
- ⇒ logistics
- ⇒ office manager

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Industry pathways C

Above are some examples of different occupations that might be available to workers starting out their careers. These show how a person's career pathway might develop over time, and with appropriate experience and training, lead to a different role.

1. Use Job Outlook's [Industry Search](https://www.joboutlook.gov.au) to discover different occupations for an industry you are interested in. www.joboutlook.gov.au
2. List occupations about which you'd like to find out more information. Go online and research these, including relevant training requirements.

Industry:



4.17 Industry Entry

Entry-level skills

Entry-level skills at certificate I, II or III can be the first step towards your pathways development within an industry.

Most of you will already be doing a VET certificate as part your learning program. For many trade-related occupations, it is recommended that you undertake a **pre-apprenticeship** to gain entry-level knowledge and skills to enhance your job prospects. Part-time and casual work can help people get a foothold into an occupation, especially if the work is in a related industry, or if it involves some responsibility. Some occupations such as community services and law enforcement, want you to accumulate life skills and maturity.

As your career progresses into more senior, responsible and complex positions, you might indeed be faced with a new set of entry-level requirements requiring new training challenges.

As part of the Australian Qualifications Framework (AQF) a person can upgrade their qualification level, so that they can advance their career as part of lifelong learning.



Starting out

Everybody needs to start somewhere. It is important to know about the minimum entry standards needed for a particular occupation; and then you can build a **career pathway** within an industry across different industries. These **entry-level requirements** can be classified into three different areas:


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

1. Personal qualities, attributes and abilities

All workers need a basic set of **generic skills** to function as a suitable employee. These are closely related to your **personal** and **social competencies** and form the basis of your work-related skills. These include generic skills such as literacy, numeracy, technological competence, communication, punctuality, teamwork, safety, following instructions, health and fitness, and so on.



Keep in mind that all occupations require minimum acceptable standards for literacy, numeracy, punctuality, communication and following instructions; among others. You need to develop these generic or general skills through schooling and Structured Workplace Learning.

However, some occupations may require different standards for some of these. Consider the numeracy required of a labourer, versus an electrician versus an engineer. And what about the fitness levels expected of a bank worker, compared to that of an arborist, or even a police officer? 

2. Qualifications, training and experience

Entry into nearly all occupations requires workers to have undergone some type of further study or training. This might involve:

- i. training for **generic knowledge** and **skills**, such as school-based education and work-readiness programs, or
- ii. training for **industry-specific competencies** and skills, such as apprenticeships and traineeships, VET, TAFE and specialised training, or
- iii. training for **professional occupations** such as higher-level TAFE, undergraduate university, post-graduate university and specialised training.

3. Minimum school-related entry requirements

Many professional and para-professional occupations require the completion of a university or higher level TAFE course as minimum entry. Entry into these courses can depend on the successful completion of your Year 12 certificate such as VCE; along with a minimum ATAR score that is determined by the demand for and supply of places in that course; as well as a minimum study score in pre-requisite subjects such as Maths Methods or Chemistry.

Other courses require you to undertake an interview, audition or to present a folio. You might also be expected to demonstrate a working knowledge of the industry and/or relevant work experience. Many TAFE courses may not be interested in an ATAR score but will instead look at your successful Year 12 completion, the VET training you have already undertaken, your industry and workplace experience, as well as other more practical work-related criteria.

The best place to find out more about these entry level requirements is through your careers teacher, and your relevant state tertiary education organisation.

Australian Apprenticeships

- ⇒ Involve a combination of on-the-job and off-the-job competency-based training (CBT).
- ⇒ Australian Apprenticeships are a really way to combine work and study, and complement TAFE studies as a pathways option.
- ⇒ An apprentice or trainee is exposed to both the practical and theoretical aspects of their occupation.
- ⇒ More and more students are undertaking VET programs and part-time, school-based Australian Apprenticeships while still at school to get a head-start on their careers.
- ⇒ Australian Apprenticeships are available in more than 500 occupations. For more info contact an Australian Apprenticeship Support Network Provider. Industries include:

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

4.19 Industry Entry

Industry-specific competencies

Industry-specific competencies (or skills) are developed by Industry Reference Committees and Skills Service Organisations and form the basis of **competency-based training** such as VET and TAFE courses and of course **Australian Apprenticeships**.

Achievement of these qualifications requires employees to show competence in tasks related to their specific industry, or industry sub-sector, for particular occupations.

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

Different trades means similar generic skills, but different industry-specific competencies!

Image: photography33 / depositphotos.com



A Working in industry

1. Choose one of the sets of job specialisations on p.89. Use www.myfuture.edu.au to help you find out the differences between these specialisations.
2. What is the difference between an 'industry specialist' and an 'occupation specialist'?
3. How can the size of the organisation that an employee works for influence the opportunity to be an industry, or an occupation, specialist? Use examples.
4. How might a person's personal and social competencies influence whether they become an industry, or an occupation, specialist? Use examples related to your career pathways development.
5. How might further training or qualification create the opportunity to be an industry, or an occupation, specialist?
6. Outline the entry-level requirements needed to enter 3 occupations in which you are interested.
7. Your teacher will arrange for your Careers Coordinator to talk to the class. So how does a young person seeking to enter the workforce obtain an Australian Apprenticeship?
8. Are there apprenticeships and traineeships available for occupations in which you are interested? What might you need to do to source and get an Australian Apprenticeship?
9. What are industry-specific competencies, and how would you develop these?
10. Summarise your likely preferred career pathway, using the information and key words you have learned so far this year.

Extension (Based on workplace learning and/or career investigation.)

Complete the table on p.93 for 2 occupations, using the information drawn from:

www.joboutlook.gov.au/pages/default.aspx

Select Explore Careers, choose an occupation, select Skills and Knowledge, and then Work Environment, and other categories from the menus.

Occupation:	
Knowledge Top 5: % importance • • • • •	Top 5: Description • • • • •
Skills Top 5: % importance • • • • •	Top 5: Description • • • • •
Abilities Top 5: % importance • • • • •	Top 5: Description • • • • •
Activities Top 5: % importance • • • • •	Top 5: Description • • • • •
Demands Top 5: % importance • • • • •	Top 5: Description • • • • •
(Work) values Top 5: % importance • • • • •	Top 5: Description • • • • •
Interests Top 5: % importance • • • • •	Top 5: Description • • • • •

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4.21 Career Investigation

Goal-setting

In order to establish and achieve a successful career pathway you should undertake a process of goal-setting and decision-making.

You don't have to decide exactly what you want to do while still in school, but it is important to have some idea of where you want to be at certain stages of your life. From there you can work backwards and establish a set of objectives. This will help you later in the year, when you are searching for jobs or applying for courses.

The most effective way to establish and achieve any longer-term goal is to break this goal down into a series of smaller, shorter-term and more achievable objectives. The standard way to start planning your future goals is to ask:

- ⇒ "Where do you see yourself at the end of the year?"
- ⇒ "Where do you see yourself in 2-3 years time when you are 20-21?"
- ⇒ "Where do you see yourself in 10 or so years time, when you are in your late 20s?"

Keys to effective goal-setting

- 🔑 Breaking longer-term goals down into a series of smaller achievable goals.
- 🔑 Visualising your goal and yourself in this role; (but not daydreaming).
- 🔑 Aiming high but still being realistic.
- 🔑 Finding out as much information as possible about what you need to do in order to achieve your goal.
- 🔑 Making short-term sacrifices to achieve a longer-term investment in yourself.
- 🔑 Planning and using your time efficiently.
- 🔑 Asking for help and getting advice when needed.

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A My pathway



Make an appointment (within the next 2 weeks) to discuss your career pathway options with your careers or pathways advisor.

Use the appointment to find out the following information (and more!) for occupations, and for industries, you are interested in.

Minimum entry requirements	Learning employment opportunities available
Industry/workplace contacts and opportunities	Future career options/other information

Occupational Investigation B

Choose two occupation you are interested in pursuing as part of your career pathway. Complete the following occupational summary for each one using www.myfuture.edu.au or www.joboutlook.gov.au

Tips: You might work in pairs. 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 industries:

→

→

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? _____

Prospects?

To when? ____

% Full-time

When? _____

Main Industry

When? _____

Average Age

When? _____

% Male/Female

When? _____

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4.23 Workplace Conditions

Workplace conditions

Workplace conditions include 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 these apply for occupations 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 wages will apply in most industries and Apprenticeships.

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 type of occupations that are normally paid a salary tend to have higher income levels.

Salaries are not just paid once a year but 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, 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 positions, 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 items.

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.

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, child-care facilities, free food and snacks and even alcohol(!), as well as coffee, coffee and more coffee. Some of these perks, such as discounts, are actually fringe benefits!

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.

These minimum conditions are called 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 what is called **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.

"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."



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.

4.25 Workplace 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 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, Tas, 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 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



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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 agreement (formerly known as EBAs), or paid according to national 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).
- ⇒ There is a growing use of sub-contractors who are essentially, self-employed. This trend is being driven by the digital, 'gig' economy, and can be seen most often with couriers and delivery drivers, private transport drivers, cleaners, construction trades; and freelancers in ICT, design, writing and editing, sales and marketing and some office and business administration support tasks such as bookkeeping.
- ⇒ Some people, of course, will be self-employed owner/operators.

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.

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4.27 Workplace Conditions

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



Preview

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

"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 consultant positions are negotiated as 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 UNLIKELY 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.



Wages and conditions

A

Research online, and interview a manager, to find out information about for 3 different employment opportunities in an industry. Also consider interviewing specific employees about their workplace conditions. Copy and increase the size of these pro-formas.



Industry:	Workplace:	Person & role:
What are the most important knowledge, skills and attributes needed by young workers to gain employment within this industry? How could young workers develop these?		
Required knowledge?	Required skills?	Required attributes?
How to develop these?	How to develop these?	How to develop these?
What are the different businesses in the industry?		
What are the prospects for young people wishing to enter this industry?		

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

4.29 Assessment Task

AT4 Industry Investigation

For this assessment task you are required to complete an **investigation** and **sustained presentation** about **occupations** and **employment trends** within an **industry**; and the future **viability** of the **industry**, supported by **statistical** and **other evidence**.



You will negotiate with your teacher as to which industry to investigate. Your teacher might add other activities to this task, add these to the pro-forma on p.103.

Stage 1: Industry - Employment opportunities

Conduct online and other research; and interview key stakeholder(s) from the industry.

- ⇒ Research and summarise the main types of occupations that exist within the industry.
- ⇒ Analyse skills shortages for these occupations; and for this industry.
- ⇒ Use statistics to describe current employment levels and patterns, and likely future trends for these occupations.

Stage 2: Occupation investigation

Conduct online and other research; and interview key stakeholder(s) from the industry.


- ⇒ Describe the general knowledge, skills and attributes required by workers for these occupational roles.
- ⇒ Describe the industry-specific knowledge, skills and attributes required by workers for these occupational roles.
- ⇒ Describe the training and qualifications required of entry-level employees for these occupations.

Part 3: Industry profile, viability and critique


Conduct online and other research; and interview key stakeholder(s) from the industry.

- ⇒ Use evidence to develop a statistical profile of the industry.
- ⇒ Describe pressures and opportunities faced by the industry, and how these might impact on employment opportunities.
- ⇒ Describe likely responses to pressures and opportunities by enterprises within industry, and how these responses will influence the knowledge, skills and attributes required by current, and future workers, in these occupational roles.
- ⇒ Summarise advice from industry stakeholders about how a young job-seeker should respond to these challenges.
- ⇒ Clearly communicate how long-term industry viability might impact on, and influence, your own future career pathways choices and actions.

Part 4: Reporting

- ⇒ Prepare a draft report and get feedback.
- ⇒ Prepare and submit your final report.
- ⇒ Use digital technologies to present this report to a relevant audience. 

Other important task information

Name:		Dates:			
Industry:					
AT4: Industry Investigation - Tasks		Re- quired	Due by	Done	Teacher initials
Negotiate the task requirements and details with your teacher.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Industry: Employment opportunities					
Summarise main occupations within the industry.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe skills shortages for these industry occupations.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe current employment levels and patterns.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe likely future trends for these occupations.		<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"/>
2. Industry: Occupation investigation					
General knowledge, skills and attributes required by workers.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industry-specific knowledge, skills & attributes required by workers.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training and qualifications required for these occupations.		<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"/>
3. Industry profile, viability and challenges					
Develop a statistical profile of the industry.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe pressures and opportunities faced by the industry.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe likely responses to pressures and opportunities by enterprises within this industry.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss potential impact on employment opportunities and on knowledge, skills and attributes required by workers.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarise industry advice about responding to challenges.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain how long-term industry viability might impact on your career pathways choices.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe the actions you might need to do.		<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"/>
4. Report and presentation					
Prepare a draft report and get feedback.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and submit your final report .		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present this report using digital technologies. 		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional information:					
Signed: _____ Date: _____					

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4.31 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?

→ _____

→ _____

To what extent did I build and apply 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

Contents

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Activities 5: Job-Seeking Skills	p.	Due/Done?	Comment
5.01A Sources of jobs	106	<input type="checkbox"/>	
5.02B My job-seeking network	107	<input type="checkbox"/>	
5.03A Job applications - 4 key points	108	<input type="checkbox"/>	
5.05B Job application draft	109	<input type="checkbox"/>	
5.06C Job application letter	111	<input type="checkbox"/>	
5.08A Résumés - Fixing errors	110	<input type="checkbox"/>	
5.08B Résumés for others	113	<input type="checkbox"/>	
5.12A My résumé	117	<input type="checkbox"/>	
5.16A Selection criteria	121	<input type="checkbox"/>	
5.18B Applying SAO	123	<input type="checkbox"/>	
5.19A Interview types	124	<input type="checkbox"/>	
5.22B Job interview success: Top tips	127	<input type="checkbox"/>	
5.22C Job interview in action	127	<input type="checkbox"/>	
5.24A Digital Applications	129	<input type="checkbox"/>	
AT5 Job-Seeking Portfolio	130	<input type="checkbox"/>	
5.27 Unit Self-Reflection	131	<input type="checkbox"/>	

Comments:

5.01 Job-Seeking Skills

Successful job-seeking

You might now be getting nearer the time when you have to start looking for suitable employment to help establish your career pathway. So you need to become better and more sophisticated in your approach to job-seeking.

We already know that no-one is going to knock on your door and offer you a job. However, there's nothing stopping you from getting out there and knocking on the doors of potential employers. The worse they can do is say "no", it's nothing personal you know!

Developing your ability to **cold-canvas**, as well as recognising, building and utilising your job-seeking network, will help you now, and throughout all of your career. Also many employers, especially larger organisations, encourage job-seekers to register directly through the HR section of their websites.



"Where do we start looking?"

A Sources of jobs

For each source of job opportunities, research the usefulness and relevance of these methods for your career, both now, and in the future.



Job opportunity source	Examples
Online employment jobs: They might be a start-up, one-off, or linked with print media, a government site, or even an industry-specific site.	e.g. www.seek.com.au
Networking: Networking uses your contacts, friends and relatives to help you find employment. Networking is one of the best ways to find jobs and work experience opportunities.	e.g. Part work placement employers
Organisation's websites: Many organisations recruit directly through the Human Resources, Careers, Working With Us, etc. pages of their websites. They often use digital portals, or do social media call-outs.	e.g. McDonald's, Coles, Woolworths
Employment agencies: Many employers use agencies, and some are industry specialists. You register with agencies who can match you to jobs.	e.g. Skilled
Youth-oriented agencies: These often specialise in apprenticeships and group training. Others might focus on students at risk.	e.g. MEGT
jobactive: jobactive providers are contracted by the government to assist people to access work opportunities. Some specialise in remote jobs and disability support. Start with Centrelink.	e.g. www.jobsearch.gov.au
Other:	e.g.

Job-seeking network

In a small world, is it what you know or who you know?

It's often reported that up to three quarters of all jobs are not advertised. Although this statistic is not proven, it still is basically true that a large proportion of jobs are filled through recommendations and being 'in the know'. In other words, through your job-seeking network. And an increasing number of entry-level opportunities are being 'communicated' through online and social networks.



Image: Mohammed Samir/Photos.com

You are probably already familiar with the importance of continually developing your job-seeking network. Now you don't have to be special to know the right people. You just have to be in contact with certain people who might be able to help you develop your career. And these people should be made aware of the types of jobs you're looking for. Of course, you must be prepared with your print and digital résumé, and other information ready to go.

Preview

My job-seeking network

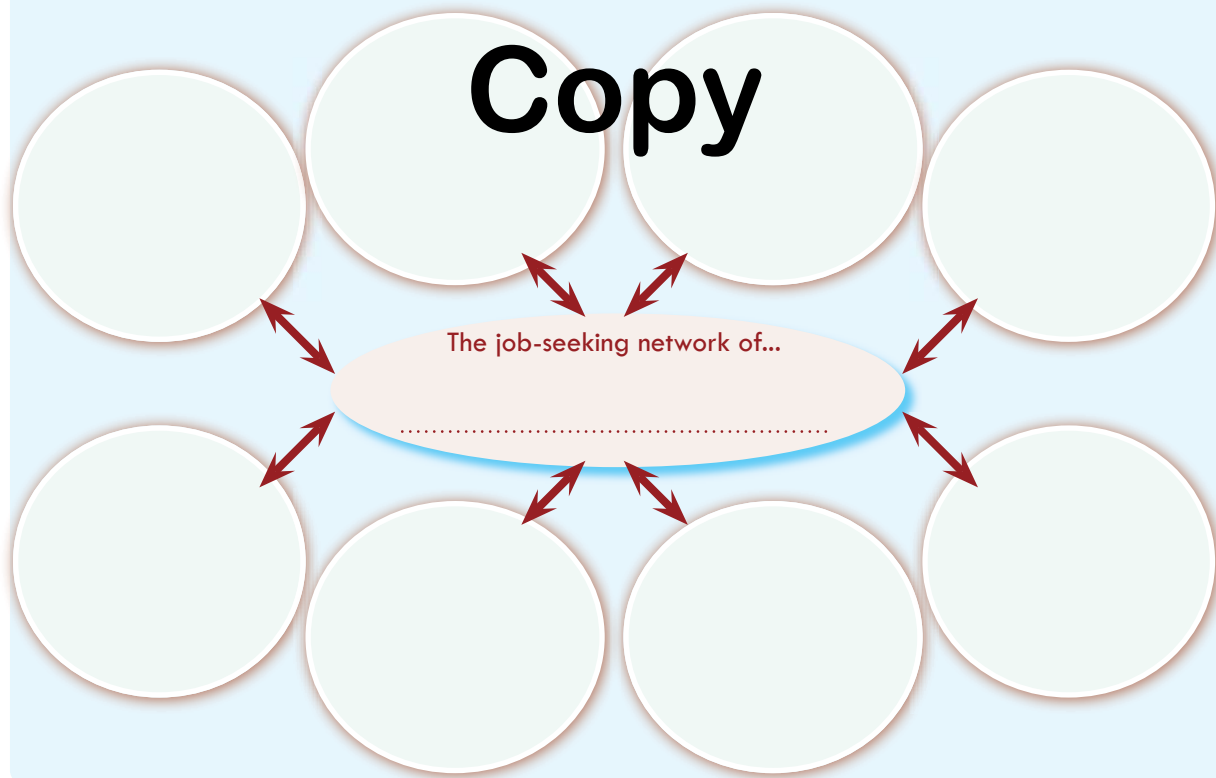
B

Draft Sample:

1. List the full name and number of 8 people who are part of your job-seeking network. You should have done an activity like this before, but since then your job-seeking network is likely to have changed and evolved. Don't forget about possible 'digital' contacts.
2. Exchange at least 3 contacts with other members of your class.
3. Make an appointment with your career teacher to find at least 3 more possible contacts.

Do Not

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5.03 Job Applications

Application letter

Many employment applications ask you to attach an application letter or personal cover letter. When it comes to getting a job interview, your application letter can often be more important than a résumé. While a résumé talks coldly about you, the 'who'; the application letter is about warmly selling you, or the 'why'.

Application letters are important. Employers use these letters to test your interest in the job, your suitability for the position, as well as your ability to use correct grammar and spelling. An application letter guides an employer in making their shortlist for an interview. Basically there are three types of application letters.

1. **Generic cold-canvas.** You are making an enquiry about the possibility of employment with an organisation. However, you cannot just write a form letter. The skills and interests you detail, must match the job/organisation you are writing to.
2. **Specific position.** You are required to write specifically in response to an advertised position. Make sure that the letter does just that. Don't use a form letter!
3. **Brief cover letter.** You might be asked to attach a brief letter to accompany a résumé, formal application or an electronic or online application. When applying online you should submit a brief cover note or letter by email.

All job applications, whether they are generic, specific or brief, must clearly explain these four points.

1. Your interest in the position/organisation.
2. Your suitability for the position/organisation.
3. Your knowledge of the position/organisation.
4. Your willingness to be part of a team and to undertake further training.

Applications letters

- ⇒ In addition to selling you and communicating your interest in a position, all application letters are a test of your grammar and communication skills.
- ⇒ Always go for short sentences instead of long sentences.
- ⇒ Always use a professional tone related to the position.
- ⇒ And always have someone else check over your letter and give feedback.

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A Job applications - 4 key points

Write a clear sentence about you for each of the following points. Use a job, organisation or position that your teacher has given you, or one that you are interested in.

Your interest in a position or organisation:

Your suitability for a position or organisation:

Your knowledge you bring to a position or organisation:

Your willingness to be part of a team and training:

106 Splogdeworth Cres,
WINBAGO, VIC, 3225

1a. Your address, note the format!

April 16th, 2020
Mr. Frederick Lumbago
Manager, Hehir Ball Designs
17 Chaphell Rd
TRENDSTVILLE VIC 3219

1b. Date of writing the letter.

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

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

Dear Mr Lumbago

2. Intro title of letter.

I am applying for the position of casual Salon Assistant that was advertised on The Rage on the 14th March.

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

I am currently undertaking VCAL - Senior (Year 12) at Screda Institute of TAFE in Winbago. As part of this course I am studying a Certificate II in Hairdressing. I want to develop a long term career in the Personal Services industry as a hairdresser, and am excited by the opportunity to work in your salon.

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

Some of the units I am studying in my course include:

- Receive and direct clients
- Prepare clients for salon services
- Remove chemicals from hair
- Sell products and services
- Maintain a safe, clean and efficient work environment.

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

In August 2019 I had a 2 week work placement at Shippity Dolls Hair Creations in Bauldfield. Earlier this year I successfully completed a three-day introductory program at the City of Glam Hair and Beauty Academy. I gained many workplace competencies and specific hairdressing industry skills through these experiences. I am also currently organising a school-based work-related project where our team will be doing temporary hair colouring, make-overs and other beauty enhancements for student and staff clients as part of our VET expo next month.

6. Any relevant
experience and
competencies that
you have.

I also have been employed for 7 months as a casual sales assistant at Yumpies Bakery. Through this team role I have built my customer communication skills, used point-of-sale equipment, followed appropriate workplace safety, taken phone orders and set up product displays. I have regularly worked weeknights and on weekends.

7. What you have
got out of your
experiences and
other positives you
can offer.

I have enthusiasm and a range of skills that can contribute positively to Hehir Ball Designs. I feel that working in your salon would give me more insight into the requirements of this industry, and help me to achieve my future career goals. I also welcome the opportunity to gain more training and advice.

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 Hehir Ball Designs.

9. The sign-off.

Yours Sincerely

Terry Frowning
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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Draft a job application letter for either a position you are interested in, or a work placement opportunity, or an advertisement your teacher has provided. When your teacher has checked over this letter, prepare a final copy using a computer (and not a tablet or phone!)

**Preview
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5.07 Résumé Writing

Résumé

Given that your résumé is so important, it is vital to get the basic format correct. This makes it easy to update your résumé. At this stage of your career you need to update about 3-4 times a year (i.e. each term) as you gather skills, qualifications and experience. You also need to have both print and digital formats of your résumé to use for different application methods. Make an appointment with your careers or pathways adviser to help you.



Your Résumé

What to do: Formatting...

- ✓ Use a word processing package.
- ✓ 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 number at the bottom of the page.
- ✓ Include plenty of white space.
- ✓ Use a laptop or desktop.
- ✓ 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 job related skills and employability skills to outline your skills.
- ✓ Explain how you have contributed either in your work or in school.
- ✓ 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 phone or tablet.
- ✗ 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 and grammatical errors.
- ✗ Don't include a photograph (unless necessary e.g. modelling).
- ✗ Don't have any spelling and grammatical errors.

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Résumé's - Fixing errors A

On the next page is a draft résumé given to you to by a friend, Ollie Spork. Ollie has followed an online template but has not really put a lot of work in to this. He wants to send it off to a potential employer to try and get an apprenticeship as a chef, but he knows it's only a first draft. Ollie also realises that he has to make a lot of changes.

1. You need to identify all of the mistakes, formatting errors, inconsistencies, omissions, over-explanations and under-explanations. There might be quite a few!
2. Number and label errors as you find them.
3. Rewrite Ollie's résumé. Type it up using a word processing package.

Instructions



- ⇒ It might be best to work in pairs for this activity. Your teacher will advise you on this.
- ⇒ Use your work folios to write down all of the problems with Ollie's résumé. Set up a table using sub-headings for the different categories of 'mistakes'.
- ⇒ As a class, identify and discuss all of the problems, and make sure that all errors are identified and corrected before typing up Ollie's final résumé.

Note: If you think that some of these errors are stupid, I have seen all of these types of errors, and more, in résumés of students and people I have worked with in the past!



**Preview
Draft Sample:
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Résumés for others B

The purpose of a résumé is to quickly, clearly and concisely communicate information about yourself 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. 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 a template distributed by your teacher, or the one on pp.114-115. It is best to enlarge this template to A3 size.
3. 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.



5.09 Sample Résumé

résumé: Ollie Sprk, February 2021

Ollie Spork

11 speckled crescent lower springtown , 3526

M: 0441 0404 0101

ollie_da_sickest_allnite_raver@wotmail.com.au

Education

2020: VCAL

TAFE Hospitality.

VCAL subjects include:

- Literacy
- Numeracy
- Personnel development Skills
- Working skills.

2015-2019: Did Years 7-11 at Springtown College

Qualifications & Training

- Jun 2018: Certificate 1st Aide and CRP
- Mar 2019: Certificate 1 in Food Hygiene
- MAY 2020 - responsible for a horse with the 1st St

CAREER and AMBITIONS

I want a job cooking in a restaurant with good pay

Employment History

Employment

➔ Encylcofeedia's Larder and Bookstore

Position: Helped out in the cafe Duration: This year

Tasks: Did a lot of different things with customers.

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

- ➔ effective talkin with customers
- ➔ using the registers
 - made sure I prepared food properly and higinicly
- ➔ was flexible by working evening and weekend shifts
- ➔ I safely used coffee machines and cooking equipment and didn't cause no accidents.
- ➔ I used the iPads to take the orders from customers
- ➔ I diod what I was told
- ➔ I was always on time and sometimes early

Résumé: Ollie Sprk, Feburary 2020**Employment History** (cont.)*Work Experience*

➔ El Scofflow's Eatery, Wide Way, Mayloika.

Position: Food and service helper-out Duration: June 2019- 2 weeks

Tasks: Boss didn't let me do too much.

Competencies: During my work experience my tasks included:

- ➔ showing customers how to sit down
- ➔ taking people's plates away from them
- ➔ making sure the cutlry was shiny
- ➔ carrying lots of bottles of alchol to people
- ➔ making sure that the salads had no bugs and dirt in them
- ➔ cleaning up all the all-you-can-eat counter

Transferable Skills*Leadership*

- Last year at school we showed the new kids around and made shure that they didn't get bashed.
- In Year 10 we ran a football tipping comp that raised over \$1200 to by new sports stuff.
- I mow lawns for free for the oldies on my block who can't walk becuase of athfritis.

Professional Skills

- ✓ I can use computers programs, all sorts, pretty good.
- I'm fit and am very good at sports winning a lot of awards.
- I'm not that good at office stuff and sitting down.
- I've got my learner's permit and will be going for my manual license ina few months.
- I'm good at cooking, I cook stuff for my family most nights.
- I'm really safe at using kitchen equipment as i have be trained at TAFE at using kitchen equipment safely at TAFE.

Achievements

I haven't won any wards at school. But I did enter the royal show baking comeotiton and have won 3 highlky commended prizes as part of Food studies.

Hobbies/Interests

Kickboxing and cooking Sports

Referees

lionel Johnson

Boss

Eclcofeedia's

P: 92222 3333 (BH)

Mrs. Wanda Scone

Cooking teacher

Mr Athol Spork


Local counsellor

P: 9888 6789

5.11 Résumé Writing

Résumé sections

Listed below are eleven common tips or guidelines to use when preparing an entry-level résumé. Your teacher will discuss these with your class. Think of how many, and indeed,

 all of these, might apply to you, now that you are in your final year of schooling.

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.

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.

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 type of jobs you are applying. Help: www.myfuture.edu.au

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.

5. Career ambition

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

6. Employment/experience history

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

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 competencies that you developed working. List 'ings'; tasks you can be relied upon to do competently.

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.

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.

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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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 the template up properly.
3. Use the template to prepare a résumé for your partner. (You might need extra ICT support/access for this activity.)
4. Use the résumé tips and guidelines, and your research, to draft your own résumé.
5. Set out your résumé using a software package such as Word.
6. Check your résumé for accuracy and formatting. Make appropriate changes.
7. Have someone else in the class check your résumé. Make appropriate changes.
8. Present it to your teacher for final checking.



Task/activity to be completed	By when?	Done?
<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>		<input type="checkbox"/>
		<input type="checkbox"/>
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		<input type="checkbox"/>

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
Draft Sample:
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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)

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5.15 Selection Criteria

Selection criteria

When you apply for job opportunities, some application processes will require you to respond to selection criteria. This means that job applicants are being asked to demonstrate or 'prove' what they are saying on their résumé or cover letter. The 'responses' help show the likelihood of an applicant's ability to fulfil the requirements of the specific job.

Formal selection criteria are used for higher-level, more career-focused positions that you might encounter further into your career pathway.

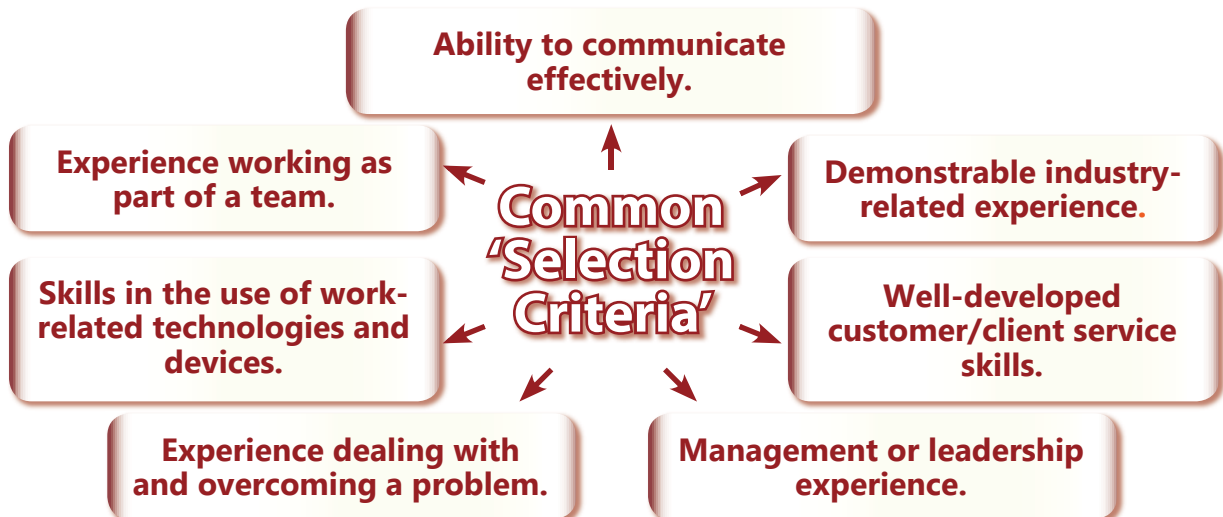
Informal selection criteria are often similar to the types of 'general' questions you might be asked in a job interview. Informal selection criteria are being increasingly used due to the switch to online applications. In this digital world, many e-applicants are applying for jobs that they are not qualified for, nor suited to, simply by attaching their CVs as part of the online process. Selection criteria enable employers to 'cull' prospective applicants more quickly to eliminate serious applicants who are bulk-applying and not suited to that specific position.

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. However, all positions are filled using a pre-determined set of criteria to guide the selection of applicants. You should think of these 'questions' as the skills, qualities, training and experience that the hirer requires, as a minimum, for a suitable applicant for the job. For **entry-level positions**, these generic criteria for selection might include the following.



Generic selection criteria

- ⇒ 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.
- ⇒ Other criteria upon which an applicant might be judged as suitable for:
 - ✓ a specific role
 - ✓ a specific workplace, and
 - ✓ a specific enterprise.



Selection criteria A

Provide a general example, and then a specific work-related example, to answer each of these selection criteria. Add 2 more of your own.

Question	General response	Specific response
Ability to communicate effectively.		
Experience working as part of a team.		
Skills in the use of work-related technologies and devices.		
Demonstrable industry-related experience.		
Well-developed customer/client service skills.		
Experience dealing with and overcoming a problem.		
Management or leadership experience.		

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5.17 Selection Criteria

Addressing selection criteria

One technique that you could use to address selection criteria is the **SAO technique**. SAO treats questions or criteria as a 3-part process. You develop or provide responses based on three stages of explanation. The **Situation**. The **Action**. The **Outcome**.

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 any leadership roles you have had?"

Image: hsfelix/
Depositphotos.com

- Have a look at the SAO example below and discuss this as a class. It might sound sophisticated but study the words closely. It uses mostly accessible terms, clear examples and concise descriptions.

Preview
Draft Sample:



Applying SAO

Q. "Describe a situation where you worked effectively as part of a team."

Situation:

For our VCAL Personal Development Skills and Work Related Skills group project we had to run a school-based team enterprise project. Our team of four ran an ongoing football coaching clinic for grade 6 students at the local primary school over 10 weeks.

Action:

We were responsible for planning, organising, running and reviewing the project. We had to submit an project proposal and brief, a safety audit and a proposed outcomes statement, before we were even approved to do the project. Our team of 4 formed into pairs for different planning tasks depending on our skills and experience. For example, I worked with another team member, Maisie, to do the safety audit because I had experience doing this in my workplace, Moorondah Leisure Centre as part of my VET Sport and Recreation course. Maisie had experience working with younger children as she was doing a VET Course in Child-Care.

Outcome:

By combining our skills and experiences we were able to create synergy and produce a much better outcome than if we had sole responsibility for different tasks. I became aware of some risks that I wouldn't have thought of when working with younger kids (such as allergies to band-aids) which is important if I want to supervise children in sport and recreation settings. Maisie learned more about how to safely organise childrens' play activities and games, which she can use in her own future career.

Our teacher said our audit was the most thorough she had seen. And when we conducted the project we had only minor safety issues, because we had already made our entire group aware of how to recognise potential risks and prevent them before they could occur.

Applying SAO B

Use the SAO technique to develop responses for these potential selection criteria. Make sure that you choose a job which matches your career ambitions. Add 2 more selection criteria that might relate to a position you are interested in.

Job:	
Q. Describe how you are able to communicate effectively in the workplace.	Q. Outline your experience in safely using work-related technology.
S:	S:
A:	A:
O:	O:
Q. Describe your experience in working successfully as part of a team.	Q. Outline any general or industry-related experience that you could bring to this role.
S:	S:
A:	A:
O:	O:
Q.	Q.
S:	S:
A:	A:
O:	O:

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Draft Sample:
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5.19 Job Interviews

The interview

If you have been selected for an interview then it's your chance to try and secure a job. Organisations are selective about who they interview and might only interview three to five people. So if you get to the interview stage you are in with a good shot.

If you are granted an interview, then the employer most likely thinks that you are probably able to do the job. However, there might be someone else who is more skilled and better suited for the position.

The type of interview may take different forms depending on the job you are going for. There are three main types of interviews:

1. **One-to-one interviews**
2. **Panel interviews**
3. **Group interviews.**



One-to-one interviews

This is the most common method when starting out your career, and when going for jobs in small businesses.

- ☺ You'll most likely be interviewed by the person who is actually employing or paying you.
- ☺ You might be competing against quite a limited field, perhaps just 3-5 applicants.
- ☺ The successful candidate will most likely be through a temporary one interview session.
- ☺ If you are called back for a second interview this means that you are in strong consideration. The second interview might be in front of a panel.
- ☺ You must develop good, positive communication with your interviewer.
- ☺ You need to show your enthusiasm for the job role, because this person might own the business, or is likely to be your future supervisor.
- ☺ You must address the person directly, because it's just you and them in the interview.

Preview
Draft Sample:
Do Not
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A Interview types

List 2 advantages and 2 disadvantages of each of these 3 types of interviews from your own point-of-view. Briefly explain your preference for each type.

One-to-one	Panel	Group
Advantages:	Advantages:	Advantages:
Disadvantages:	Disadvantages:	Disadvantages:
My preference:	My preference:	My preference:

Panel interviews

Many higher-level positions, large organisations and government positions will use an interview panel.

- ☺ An interview panel would normally consist of three people. The panel is likely to include:
 - ⇒ someone from human resources (HR) who is in charge of recruiting,
 - ⇒ someone who you are likely to be working with such as your future manager or supervisor, and
 - ⇒ someone who is either a union, staff or merit and equity representative.
- ☺ When facing a panel, don't be intimidated. Panels may even be a better option, because you don't have to just concentrate on the one person all the time.
- ☺ When asked a question, address the questioner first, but then make sure that you address each of the panel members by including all of them in your gaze. Move your head in a semi-circle to take in the entire panel when talking.
- ☺ Each panel member is likely to be assessing you on different aspects such as:
 - ⇒ technical skills, job knowledge and potential to do the job successfully
 - ⇒ your body language and your level of confidence
 - ⇒ your ability to answer questions honestly and openly
 - ⇒ how your personality is likely to suit the people you will be working with.

Preview

Draft Sample:

Group interview

Group interviews might be used:

- ⇒ for certain lower-level jobs focusing on customer service,
 - ⇒ when a new businesses is just starting out,
 - ⇒ when an organisation is hiring a number of people for similar jobs.
- ☺ The group interview process might involve sessions with 10-20 other people. You might even be part of a bulk 'cattle-call' whereby hundreds or even thousands of people turn up, lining up on the street, for the opening of a 'new name' business.
 - ☺ A group interview situation highlights your ability to work with others. The organisation is not likely to be looking for the most outgoing person, nor the quietest person.
 - ☺ You need to be well-presented and prepared, confident but not pushy, assertive but not aggressive. Remember pushy people cannot hide this trait.
 - ☺ It is vital that you take an interest in what other people are saying, and join in any group activities. You must demonstrate active listening to others, and to your interviewer(s).
 - ☺ You must assume that you are being watched and assessed the entire time you are there; not just when you are being interviewed.
- This includes:
- ⇒ while waiting and standing in line,
 - ⇒ how you deal with other people such as the organisers (wranglers), and
 - ⇒ how well you interact with other applicants, and whether you are patient.
- ☺ This aspect of the session might count for as much as the actual interview.

Image:
Alexander Rath/Photos.com



5.21 Job Interviews

The interview

You are likely to have previously seen these tips shown below. However, they still apply at this stage of your career pathways development. In summary, when you are preparing for an interview, you should ensure that you are prepared!

- 1. Prepared personally:** Present yourself as a suitable candidate by wearing appropriate clothing, cultivating a 'look' that suits the workplace culture of the organisation, and bringing all your important documents.
- 2. Prepared professionally:** Find out about the organisation - what they do, where they operate, how big they are, and where you might fit in.
- 3. Prepared positionally:** You will be interviewed for a specific job. It's essential to convince your interviewer that you are the most suitable person for that job.

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 and references and bring them!

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 hat and no tankies; wear!
- ⇒ 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

- ⇒ 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 hands, 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!

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Job interview success: Top tips **B**

1. Using the material from this topic, as well as other information studied with your teacher, prepare a 'top 10' list for succeeding at job interviews.
2. Use your list to prepare a factsheet, poster, web page or presentation that combines graphics and text to clearly communicate these 'top 10' tips to job-seekers your age.

Image:
texelart/
photos.com



Common interview questions

- ⇒ 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?

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Job interview in action **C**

1. You are required to participate in a mock interview process using all the job-seeking strategies you have developed such as applications, résumés and interviews.
2. Your teacher will instruct you both as to the position you are applying for, and the process that will be followed. You should apply for positions that match your career pathway goals.
3. Your teacher might be able to get an outsider to conduct the interviews, such as your careers or pathways adviser, or even someone from a relevant industry.
4. Your performance in the interview process will be assessed.
5. The class should organise to have each interview filmed (it might be a PDS or Literacy project) so that you can view and critique your performance.
6. Later in the year you will have another mock interview process when you are even more job-ready.



5.23 Digital Applications

Check your digits

You are living in a digital world. A lot of formal, and some 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 do some slight, or even some 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 is 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 mean that you must 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 into the field length (i.e. number of words or key strokes).

Digital applications

You must understand 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.

Don't use a phone for a job application!



Image: georgejmclittle/
Depositphotos.com

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Digital applications A

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 as well).



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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5.25 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 might add 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
1a. Employment opportunity					
⇒ Source/negotiate a relevant employment opportunity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Summarise key wages, entitlements and conditions for this.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Describe the suitability of this for you.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Use appropriate technology.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1b. Selection criteria - General					
⇒ Identify key general criteria.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Prepare suitable responses.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Use appropriate technology.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1c. Selection criteria - Specific					
⇒ Identify key specific criteria.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Prepare suitable responses.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Use appropriate technology.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Different résumés and cover letters					
⇒ Outline key strengths.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Outline key weaknesses.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Choose and explain best types for you.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3a. Your résumé					
⇒ Prepare a draft.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Complete your final.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Adapt for a digital application process.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3b. Your cover letter					
⇒ Prepare a draft.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Complete your final.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Adapt for a digital application process	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Your application					
⇒ Prepare draft of full application.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Complete final full application.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Adapt for a digital application process.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Feedback and strategies for improvement					
⇒ Reflect on strengths/good points.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Describe the weaknesses/bad points.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Outline actions for improvement.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other					
⇒ Use and apply appropriate digital technologies	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒ Participate in a job application process.	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
⇒	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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?

→ _____

→ _____

To what extent did I build and apply my work-related skills over this entire unit?

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

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

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

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

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5.27 Unit 1 Assessment Record

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Initiative, Enterprise and Innovation

6

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Comments:

6.01 Introduction

Great expectations

Welcome to Unit 2 of Senior VCAL Work Related Skills. This is your final unit of schooling before embarking on further study or entering the workforce. Given this, the expectations on you are now higher.

The overall aim of this unit is to make you as work ready as possible. This means that once again you will have to develop and apply a range of employability skills to demonstrate achievement of the learning outcomes for this unit. Therefore, to successfully complete this unit, you must demonstrate all of the six learning outcomes, as well as each of the elements that make up these outcomes. This means that you are going to need to be **enterprising** in order to juggle all of your school, work, VET and personal commitments.

Most of the learning outcomes for this unit refer to your ability to demonstrate **employability skills** in relation to planning, organising and managing an **innovative**, self-directed Work-Related Project (or projects). This means that you are going to have to take the **initiative** for your own success. In order to give you the opportunity to complete this unit, your school or learning institution will require you to undertake one or more of the following.

- ⇒ A self-directed, Innovative Work-Related Project (or more than one project).
- ⇒ A workplace learning placement (or more than one placement).
- ⇒ Ongoing activities as part of a work portfolio.



Your teacher will discuss some of these requirements with you class right now.

Work-Related Project

The key component of this unit of work is your participation in an approved complex, self-directed Innovative Work-Related Project, through which you will demonstrate achievement of a range of specific work-related tasks. Work tasks at this level require you to be able to:

- ⇒ plan, organise and manage a complex Work-Related Project
- ⇒ work as an effective member of a team
- ⇒ develop and apply employability skills
- ⇒ develop and present a feasibility plan
- ⇒ use advanced communication methods
- ⇒ anticipate workplace problems and develop possible solutions
- ⇒ safely use ICT, workplace technology and equipment in a responsible manner
- ⇒ demonstrate enterprise and initiative, and investigate innovation
- ⇒ evaluate the success of projects, processes and outcomes.

So, as you can see, throughout this unit of work you will need to be both an active participant in work-related projects, as well as an enterprising workplace participant who is on the lookout for ways of improving workplace performance. Sound like you?



Image: Adam Borkowski/
photos.com

My work-related skills**A**

Reflect on your experiences of WRS Unit 1, your VET course, work placements and other work, community and volunteering activities. List 5 key work-related skills you have developed. Identify 5 other work-related skills you should develop over the rest of this year.

Work-related skills I have developed; and how.	Work-related skills I need to develop; and how.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**Preview
Draft Sample:**

My WRS Senior Unit 2 requirements**B**

Your teacher will discuss your requirements for this unit with the class. Record these in the table. You will likely have to add more to this as the unit progresses.

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



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6.03 Being Enterprising

Being enterprising

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

It used to be mistakenly thought that a person is only being enterprising if they come up with a new business idea. Those who do so are often referred to as entrepreneurs. However, being enterprising is more than this. In basic terms, being enterprising is about coming up with better ways of doing things. This can extend to leadership and innovation as part of an enterprise culture.

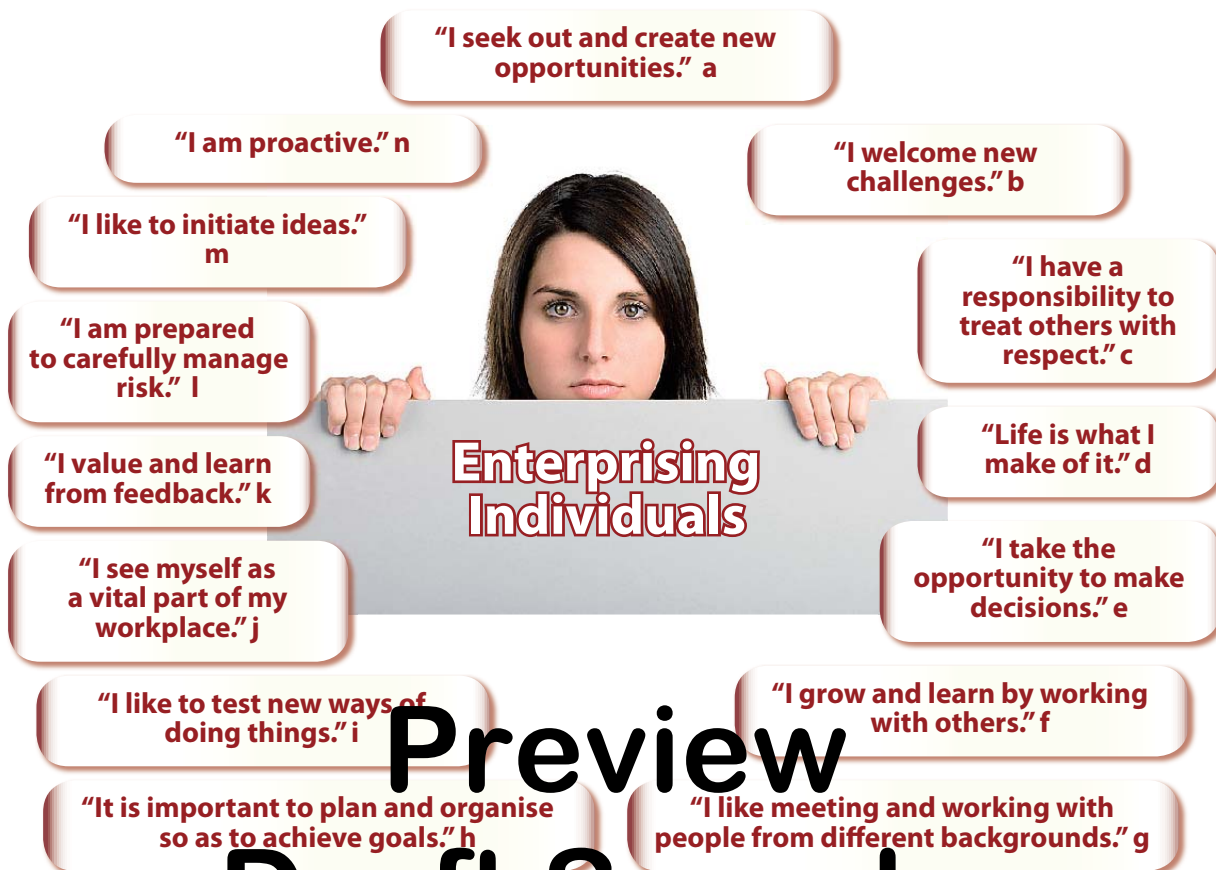
An **enterprise culture** can be said to be the prevailing culture within an organisation, workplace or work setting which fosters **innovation**, **leadership** and **initiative** and which supports employees to be better trained, flexible, problem-solvers so as to generate **quality** outcomes for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

The very nature of enterprise means that there is no set definitive list of enterprising behaviours and skills. Some skills are common to all activities. At times, different enterprising behaviours and skills take precedence for varied situations and tasks. For example, planning and organising skills are vital when starting a project; and then industry-specific competencies are needed when the project is actually being done. Enterprising people are able to effectively combine enterprising behaviours, in order to achieve quality outcomes.

So what does it mean to be enterprising? In order for you to be regarded as an enterprising individual who can contribute positively to Australia's future prosperity, you need to develop your employability and work-related skills through work-related projects and workplace learning. Some traits of enterprising individuals include:

- ☺ **communicating effectively**
- ☺ **demonstrating initiative**
- ☺ **being flexible and adaptable**
- ☺ **solving problems**
- ☺ **managing and leading**
- ☺ **seeking feedback**
- ☺ **accepting responsibility**
- ☺ **being proactive**
- ☺ **embracing change**
- ☺ **being self-aware**
- ☺ **planning and organising**
- ☺ **managing risk**
- ☺ **encouraging diversity**
- ☺ **working sustainably**
- ☺ **embracing change and innovation**
- ☺ **working with others**; and many more.





Enterprising Individuals

- "I seek out and create new opportunities." a
- "I am proactive." n
- "I like to initiate ideas." m
- "I welcome new challenges." b
- "I have a responsibility to treat others with respect." c
- "I am prepared to carefully manage risk." l
- "Life is what I make of it." d
- "I value and learn from feedback." k
- "I take the opportunity to make decisions." e
- "I see myself as a vital part of my workplace." j
- "I like to test new ways of doing things." i
- "I grow and learn by working with others." f
- "It is important to plan and organise so as to achieve goals." h
- "I like meeting and working with people from different backgrounds." g

Preview Draft Sample:

Being enterprising

A

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

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

2. Develop 5 more statements that would be considered to be indicative of an enterprising individual.
3. How do you think enterprising individuals could go about developing their work-related skills?
4. Discuss how you could take steps to be more enterprising? Give examples of the types of tasks and activities you could do.

Work-Related Project

Identify and explain 8-10 enterprising skills or behaviours that you and your team could apply for the Innovative Work-Related Project. How would these enterprising skills or behaviours help you plan, organise, do and review better?

6.05 Innovation

Innovation

According to the Australian Bureau of Statistics (ABS) innovation is:

“The process of introducing new or significantly improved goods or services and/or implementing new or significantly improved processes.”

ABS, Innovation in Australian Business, (8158.0)

New goods or services or new processes may involve the development of new technology (e.g. smart watches), an adaptation of existing technology to a new use (e.g. using shipping containers for temporary housing), or may be non-technological in nature (e.g. a change in work practices or managerial change; as well as some changes in marketing, such as ‘live sites’ using QR codes).

The term innovation usually refers to coming up with new ways of doing something better. Innovation doesn’t only refer to something that is new, or some type of new technology. New isn’t always better. In order to be innovative, something must be better; usually significantly better. Sometimes innovation relates to using an already existing technology, but in a new or better way.

Innovation is vital for creating **cultural change** within Australian industries and workplaces as part of an enterprise culture. Innovation demonstrates a culture of **leadership** and comes from being **enterprising**, being **proactive** and seeking out **opportunities**.

Enterprising people are innovators. They seek better ways to achieve their outcomes. The key to innovation is in ensuring that Australian organisations adapt to new technological changes and opportunities to improve **work practices**.

Technology-focused innovation

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

Many innovations that focus on the development of new workplace technologies usually improve one or more of the factors of safety, productivity, accuracy, precision, speed, force, capacity and so on. New technological inventions are innovative, new uses for technology are innovative, and new work practices that incorporate technology are innovative.

People-based innovation

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

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

Innovation

Workplace innovation involves new and improved outcomes in one or more of the following areas:

- ⇒ goods and services
- ⇒ operational processes
- ⇒ managerial processes.

1. Innovative goods and services

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

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

e.g. A school might use an e-classroom incorporating virtual reality, as part of a learning program to introduce innovative learning techniques.

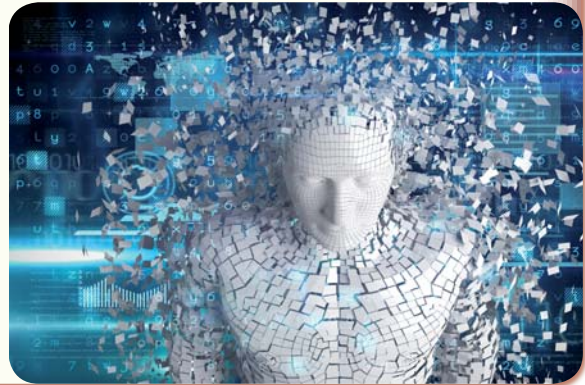


Image: vectorfusionart/
depositphotos.com

2. Innovative operational processes

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

e.g. A restaurant might open a 'dark kitchen' to service delivery-only orders placed through app-based delivery services such as Menulog, Uber Eats and Deliveroo.



Image: Syda_Productions/
depositphotos.com

3. Innovative managerial processes

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

e.g. A manufacturer might introduce self-managed work teams that have responsibility for work-related decision-making, which leads to a more innovative way of managing the enterprise.



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Innovations A

1. As a class, discuss innovations that have made your lives better. (Find images of these.)
2. Describe an innovation that you cannot do without. Research the history of this innovation, and present a short report to the class.
3. Describe an innovation that has improved a work environment that you are familiar with. Research the history of this innovation, and present a short report to the class.



6.07 Innovation

Innovation process

Innovation does not just happen by accident - it usually happens as a result of some deliberate process. If you do a quick search online you will see dozens of different diagrams showing 'The Innovation Process'. However, there is no one correct process. Different workplaces favour slightly different processes.

Essentially, an innovation process is really just like a problem-solving process, goal-setting process, decision-making process, and change management process, all rolled into one!

When developing your Innovative Work-Related Project, you should use problem-solving tools such as IASM, brainstorming and flowcharts as part of your innovation process. You should also engage in active research including monitoring and assessing work practices in action, talking to workplace stakeholders, and researching ideas online.

You also need to develop criteria to review the effectiveness and feasibility of the innovation.

This review might incorporate the use of **Key Performance Indicators** (KPIs). Quantitative KPIs might include customer satisfaction surveys, counts of faults and rejects, and productivity measures. Of course you should consider financial KPIs relating to cost and revenue issues. You could also use qualitative KPIs, such as stakeholder interviews, and customer feedback based on open questions.

Innovation: Developed or Adapted?

A **developed innovation** is one that the enterprise has created itself for its own needs.

Alternatively, the innovation process might have been outsourced to an R&D, engineering, or specialist firm to develop the innovation on behalf of a client-user.

In many cases, the innovation might be protected under patent, or as a trade secret, or as intellectual property of the firm itself.

An **adapted innovation** is one that is developed independently by an external party; and then used by an enterprise, or throughout an industry, or even across the commercial world generally.

Adapted innovations are often technology-based; and involve the invention and eventual commercialisation of new products or systems.

Many of these innovations are invisible to the 'consumer', because they are aimed at improving the production of goods, or the provision of services. So they are worker-focused!

The Innovation Process - RDPCIM

1. Research/Idea generation R

Eureka, an idea is born, (but might be after 10+ years of research!).

3. Prototyping/Testing P

Make a sample/dummy/working model and have a trial run. Is it working as expected?

5. Implementation I

Plan implementation and/or launch strategy. Allocate and organise resources to support implementation, and set KPIs for review.

2. Development and design D

Turn the idea into a reality Calibrate, calculate, design and craft. Consider financials, legals, safety!

4. Commercialisation C

Bring in the financial and marketing experts. Determine whether a market exists, or if is just a good 'idea', and not really feasible.

6. Monitor/Review M

Check and review whether implementation of the innovation is meeting objectives, and make adjustments as necessary.

Innovation in action **B**

Choose workplaces from an industry you are interested in. Describe 3 different examples of innovation that have been introduced. Research the following information.

Workplace/ industry			
What is the innovation?			
When was it introduced?			
A developed or adapted innovation?			
How does it involve technology?			
How does it involve people?			
Benefit for workers?			
Benefit for customers/ clients?			
Financial savings vs cost issues?			
Impact on quality?			
Other information?			

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6.09 Feasibility Plan

Good idea?

New isn't necessarily better. Nor is new automatically more effective. And new might not even be more efficient! For something to be considered as innovative, it must improve outcomes for all of the stakeholders involved. Otherwise, it's just another good idea that should just stay that way - as an idea.

So, it is important to test the **feasibility** of any new idea. Some new ideas are great ideas - but they are just not going to work. They could be too ambitious, too complex, too costly, too early to market, too late to market - and in some cases they might not even be dealing with the actual problem itself! And some new ideas even end up creating their

 own set of problems. Can you think of any?

The innovation process is ongoing and involves research, development, design, prototyping, testing, commercialisation, implementation; as well as monitoring and review at all stages of the process. The innovation process is all about determining the feasibility of a new idea to determine whether it is truly innovative!

1. Research/Idea generation

- ⇒ Identify a problem or a need.
- ⇒ Identify potential demand.
- ⇒ Explore opportunities.
- ⇒ Screen ideas.
- ⇒ Review/modify.
- ⇒ Select an initiative(s).
- ...and more.

2. Development and design

- ⇒ Develop the initiative.
- ⇒ Choose team members.
- ⇒ Allocate resources.
- ⇒ Set a timeframe.
- ⇒ Explore commercial potential.
- ⇒ Develop a design/designs.
- ⇒ Review/modify.
- ⇒ Develop models and simulations.
- ...and more.

3. Prototyping/Testing

- ⇒ Conduct tests and simulation.
- ⇒ Investigate tooling/engineering.
- ⇒ Commence costing.
- ⇒ Refine and debug.
- ⇒ Test-market (beta-tests).
- ⇒ Review/modify prototypes and plans.
- ⇒ Develop an action plan.
- ⇒ Review/modify and refine.
- ...and more.

4. Commercialisation

- ⇒ Finalise costing.
- ⇒ Determine market feasibility.
- ⇒ Obtain funding/investment.
- ⇒ Develop marketing strategy.
- ⇒ Test, refine and debug pre-launch.
- ⇒ Approve action plan and timeline.
- ⇒ Set Key Performance Indicators (KPIs).
- ⇒ Review/modify and refine.
- ...and more.

5. Implementation

- ⇒ Refine scheduling.
- ⇒ Allocate financial resources.
- ⇒ Allocate staff resources.
- ⇒ Train employees/stakeholders.
- ⇒ Commence production or rollout.
- ⇒ Launch and implement changes.
- ⇒ Refine KPIs.
- ⇒ Review/modify.
- ...and more.

6. Monitoring and Reviewing

- ⇒ Monitor implementation.
- ⇒ Get feedback from users.
- ⇒ Review performance against KPIs.
- ⇒ Make modifications if necessary.
- ⇒ Refine objectives.
- ⇒ Reset timelines and KPIs.
- ...and more.

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depositphotos.com

Any plan needs to be evaluated to assess its feasibility. In fact, you have been doing this throughout your learning program by using the review stage of the PODR process. You have also been encouraged to use the *PODR Planning Pro-forma*, which has a range of review questions built into it. A vital component is the development and use of criteria to evaluate the feasibility of your idea or plan. This means you will need to create and apply Key Performance Indicators. Start with these key feasibility questions.

Feasibility?	What needs to be done?	By when, and by whom?	What problems might occur?	How will achievement be checked?
What is the overall goal?				
What are the key objectives?				
What do I have to do?				
What do others have to do?				
What safety issues apply?				
What financial issues apply?				
What ethical issues apply?				
What legal issues apply?				
What other issues apply?				
Other				
Other				
What are the major obstacles associated with the project? How could these be dealt with?				
How likely are you to achieve the plan's goals and objectives? How will you review this?				
What back-ups or contingencies do you have in place?				

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6.11 Assessment Task

AT1 Work-Related Innovation

1. You are required to identify an innovation opportunity for a work-related context. This might be a specific process in a workplace you have worked in, or investigated. (You might complete this project as part of a self-directed, complex Work-Related Project.)
2. Complete this *Innovation Audit* pro-forma, parts A-E. (Enlarge if needed.)
3. Prepare a report to the class, or to a representative from this workplace. (Your teacher will give you more direction about the format and length of the report.)
4. As part of your report, make sure that you review the feasibility of this innovation.



Innovation Audit

Workplace : _____ Industry: _____

Part A: Description

What is the innovation?

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

Why should this innovation be introduced?

Part B: People and technology

Which work-related stakeholders does this innovation impact on, and how does it impact on them?

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

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Innovation Audit

Workplace : _____ Industry: _____

Part C: Skills and training

How is this innovation supported by the development of at least 3 employability skills?

How can this innovation be supported by training?

Part D: Effectiveness

What methods can be used to evaluate whether this innovation is feasible, and might be successful?

How might this innovation contribute to improvements in this workplace?

What other improvements can be made to make this innovation more effective?

Other information?

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6.13 Assessment Task

Innovation Audit

Part E: Research, and interview key people, to find out about how each stage of RDPCIM applies.

1. *Research/Idea generation*

⇒ *Key issues/Information*

⇒ *Feasibility?*

2. *Development and design*

⇒ *Key issues/Information*

⇒ *Feasibility?*

3. *Prototyping/Testing*

⇒ *Key issues/Information*

⇒ *Feasibility?*

4. *Commercialisation*

⇒ *Key issues/Information*

⇒ *Feasibility?*

5. *Implementation*

⇒ *Key issues/Information*

⇒ *Feasibility?*

6. *Monitoring and Reviewing*

⇒ *Key issues/Information*

⇒ *Feasibility?*

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Effective Planning and Organising

7

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7.01 Work-Related Project

Innovative Work-Related Project

The key requirement for this final unit of work is your development of, and participation in, an approved complex, self-directed, Innovative Work-Related Project. This means you are going to have to come up with a suitable project that provides you with enough scope to satisfy all of the learning outcomes for the unit; as well as ongoing opportunities to build your applied work-related knowledge and skills.

So your project needs to be innovative; and this means it will most likely feature workplace innovation in action, or investigate a proposed innovation.

For example, for Mitzi's Innovative Work-Related Project she is going to fully document a week in the life of an apprentice cabinet-maker, using text and images. She is also going to explore and evaluate recent industry innovations that improve worker performance.

Ronan is exploring the impact of digital innovation in the music industry; and how these innovations have changed the skills and competencies required by young musicians trying to build a career.

D'Brook will investigate the changing roles of community service workers, and the importance of people skills and emotional intelligence as part of innovative work practices in responding to client service.

And Hasan thinks he has come up with a new idea to reduce the use of non-recyclable plastic coffee cups. He is going to investigate how his innovation might apply in cafes, and whether it is feasible, practical and cost effective.

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A Innovative Work-Related Project



Your teacher will lead a discussion about the types of Innovative Work-Related Projects that you could undertake for this unit. Form into smaller groups to further discuss ideas for potential projects. List some ideas.

Achieving goals

You already know how important it is to plan effectively, and by now you most likely have used the **PODR Planning Process**.

Effective planning and goal-setting is all about breaking down goals and objectives into a series of smaller, more manageable and achievable bites. As always, effective planning requires you to establish and map out realistic timelines, write down your requirements, tick off your achievements and review your plans.

The PODR Process is, of course, a continuous process. **Planning** leads to **organising**, which leads to **doing**, which leads to **reviewing**, which leads back to planning and so on. And each stage might overlap. As part of planning you might be organising - which is doing, and also checking things - which is part of reviewing.

The tools in this section will support you to plan, organise and manage your Work-Related Project. And for this unit, you will be expected to use some advanced planning and organising tools that you might have accessed in PDS, and before in WRS.

- ☐ PODR Brainstorm
- ☐ PODR Planning Pro-forma
- ☐ Project planner
- ☐ PODR journal(s)
- ☐ TEMP-O
- ☐ To-do lists
- ☐ Activity Action Posters
- ☐ Cash budget/financial planner
- ☐ Weekly timesheet summary
- ☐ Workplace learning journal.

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PODR Planning Stages

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1. Plan

- ⇒ Work out just what it is you are trying to do.
- ⇒ i.e. What is your overall goal, and how might you 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 project process.

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7.03 Work-Related Project

Planning timeframes

Planning takes place over different timeframes. The length of time associated with each varies according to the type of longer-term goal or objective being aimed for. For example, many large businesses set strategic goals over 3-5 years. However, for you, a strategic goal might have a timeframe of 3-4 months, corresponding to the length of a complex project completed throughout the semester.

All goals have three clear definable timeframes that vary depending on the overall length of the project. However, as each overall timeframe gets shorter, the tasks involved move from planning, to organising, to actually doing. These timeframes are:

1. Frontline or short-term planning
2. Tactical or mid-term planning (sometimes called operational planning)
3. Strategic or long-term planning.

1. Short-term (frontline)

- ⇒ Frontline goals are those that need to be completed on a week-to-week, day-to-day, hour-to-hour, or even shorter timeframe.
- ⇒ These are the things that need to be done immediately, or ASAP, hence they are short-term and often urgent.
- ⇒ For your Work-Related Project, these might be the tasks you need to do each day.

2. Mid-term (tactical)

- ⇒ Tactical goals are those that need to be achieved on a 6-month, three-month, fortnightly or even weekly basis.
- ⇒ These are the intermediate things, that once done in the mid-term, contribute to the achievement of strategic longer-term objectives.
- ⇒ For your Work-Related Project, these might be the tasks you need to organise for each week or fortnight.

3. Long-term (strategic)

- ⇒ Strategic goals are those that match long-term vision and represent the overall goal being aimed. These might be 3-5 years, 1-2 years, 6 months or even 3 months depending on the overall timeframe.
- ⇒ These are the thing(s), that when finally achieved, represent the attainment of the overall, long-term goal.
- ⇒ For your Work-Related Project, this might be the overall goal you plan based on the length and due date of the project, such as 3-months.

Effective planning

- ✓ List your goals, clearly.
- ✓ Break big goals down into smaller achievable bites.
- ✓ Establish long-term, mid-term and short-term timeframes based on your project. e.g. Month - week - day.
- ✓ Identify what must be done so as to achieve these goals.
- ✓ Move from planning, to organising, and then on to doing.
- ✓ Tick off the tasks as you go along.
- ✓ Use a flowchart or visual map as a planning guide.
- ✓ If needed, modify your goals.
- ✓ Have a back-up plan just-in-case things go wrong.

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List the main tasks that might be required in each of the 4 PODR stages for an Innovative Work-Related Project.

1. Planning Stage

2. Organising Stage

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3. Doing Stage

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4. Reviewing Stage

7.05 Work-Related Project

Transferable skills

Transferable skills are a range of varied personal and social competencies that are transferable to a work-related situation. These skills might reflect your natural abilities, your personal experiences, and your social skills.

Your transferable skills can be developed into one, or more, of the eight employability skills. For example, being able to cook and plan meals can be transferred to a career in hospitality.

Your transferable skills might also cross over with the 10 Core Skills For Work. For example, being able to 'Work in a digital world' is vital for contemporary workers.

In this stage of your final year of secondary school, you should be honing these skills to assist you to develop your career pathway, and to build various skill-sets to make you more employable.

If you are able to clearly explain how you have demonstrated these skill-sets by using real examples, you will be able to improve your résumé. You will also be better prepared for interview situations for courses and jobs.

Your participation in work-related project and workplace learning helps you to build and develop your transferable skills, your employability skills as well as your industry-specific competencies.

Therefore, it is vital that for each task you do this unit, that you reflect on how you are building and developing the types of skills and competencies that employers might want.

Employability skills

- ⇒ communication
- ⇒ teamwork
- ⇒ problem-solving
- ⇒ planning and organising
- ⇒ self-awareness
- ⇒ learning
- ⇒ technological
- ⇒ initiative and enterprise skills

Core Skills For Work

Cluster 1 - Navigate the world of work

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

Cluster 2 - Interact with others

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

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.

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.

e.g. Being good at sport and physical activity.

Social competencies

Social competencies refer to your skills in dealing with people and your ability to do well in social situations. Social competencies can be developed through involvement and participation in work, volunteering, social events, teams, clubs, education and other situations.

e.g. Dealing effectively with people from different cultures.



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Transferable skills C

Give examples to show how you have developed and demonstrated various transferrable skills in work-related situations, and in your other personal, social or educational activities.

Transferable skill	In work-related situations...	In personal, social or educational situations...
communicating effectively		
problem-solving		
planning and organising		
developing self-awareness		
showing initiative		
connecting and working with others		
making decisions		
being innovative		
using digital technologies		

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7.07 Assessment Task

AT2a 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 Project. 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 Project?
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: Innovation, developing an idea, reviewing performance.)

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Core Skill For Work	How could/should we demonstrate this in our Work-Related Project?
Communicate for work	(Possibly consider: With team members, with external people.)
Connect and work with others.	(Possibly consider: With team members, with external people.)
Recognise and utilise diverse perspectives.	(Possibly consider: With team members, with external people.)
Make decisions.	(Possibly consider: Making team decisions, allocating roles.)
Create and innovate.	(Possibly consider: Showing initiative, using digital communication.)
Work in a digital world.	(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.	

7.09 Assessment Task

AT2 Innovative Work-Related Project

Overview

For this assessment task, you are required to plan, organise, do and review an **Innovative Work-Related Project**. The project is likely to be conducted in teams. However, you might negotiate a specific project focus that suits individual completion (but you will still have to work with others to enable successful completion of the project).

The focus for the project is likely to be based on one (or more) of these contexts.

- ⇒ A self-directed Innovative Work-Related Project.
- ⇒ Innovation (as a work-related project) within the work placement you are undertaking this unit.
- ⇒ Another Innovative Work-Related Project that you have negotiated with your teacher/supervisor.
- ⇒ A specific investigation into innovation in a workplace, or series of workplaces, you are familiar with.



Your teacher will outline the task requirements with the class now. Note down important project task information and requirements.

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Project requirements

1. **Plan and initiate an Innovative Work-Related Project.**
Includes the development, submission and refining of a feasibility plan.
2. **Apply employability skills to plan, organise, do and review the Work-Related Project.**
Includes investigation, application and evaluation of employability skills.
3. **Effectively solve problems and deal with issues related to the Work-Related Project.**
Includes an OH&S risk assessment; as well as anticipating and dealing with other problems and issues.
4. **Successfully work with others to complete the Work-Related Project.**
Includes working effectively with others to plan, organise, do and review the Project.
5. **Evaluate the effectiveness at achieving the goals of the Work-Related Project.**
Includes effectiveness: of the Project Plan; in meeting objectives and outcomes; in the use of technology; and in the application and transferability of employability skills.
6. **Prepare and make a presentation about the Work-Related Project.**
Includes a sustained 8-10 minute presentation using digital technologies.

Notes:


Describe the Innovative Work-Related Project.


Name(s):

Innovative Work-Related Project	What is required to be done, and by when?	What methods can be used to check progress?	What can I plan as a back-up or contingency?
1. Plan and initiate an Innovative Work-Related Project.			
2. Apply employability skills to plan, organise, do and review the Innovative Work-Related Project.			
3. Effectively solve problems and deal with issues related to the Innovative Work-Related Project.			
4. Successfully work with others to complete the Innovative Work-Related Project.			
5. Evaluate the effectiveness at achieving the goals of the Innovative Work-Related Project.			
6. Prepare and make a presentation about the Innovative Work-Related Project.			

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7.11 Assessment Task

Name:		Key dates:			
Team members:					
Innovative Work-Related Project:					
AT2: Innovative Work-Related Project - Tasks		Required	Due by	Done	Teacher initials
1. Plan and initiate an Innovative Work-Related Project.					
P	Investigate potential Innovative Work-Related Projects.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
P	Form into teams, develop a project feasibility plan.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
P	Complete a PODR Planning Pro-forma; and other pro-formas.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
P	Identify technology and other resources required.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
PR	Complete and present feasibility plan for feedback. 	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
RP	Review, refine and re-submit project feasibility plan.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Apply employability skills to plan, organise, do and review the Work-Related Project.					
P	Discuss relevant employability skills for the Project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
O	Prioritise the use of employability skills for the Project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	Apply employability skills to undertake the Project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
R	Evaluate the use of employability skills in the Project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Effectively solve problems and deal with issues related to the Work-Related Project.					
D	Conduct a safety risk assessment of the Project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
O	Describe potential Project issues, hazards, risks and problems.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
POD	Plan and apply strategies to deal with potential Project problems.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	Use technologies responsibly and ethically for the Project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Additional information:					
Signed: _____ Date: _____					

Name:		Key dates:			
Team members:					
Innovative Work-Related Project:					
AT2: Innovative Work-Related Project - Tasks		Required	Due by	Done	Teacher initials
4. Successfully work with others to complete the Work-Related Project.					
PO	Plan and organise the Project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Work effectively with others as part of the Project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DR	Do and review the Project; negotiate and refine goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RD	Use feedback to improve the undertaking of the Project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R	Evaluate effectiveness of working with others in the Project.	<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"/>
5. Evaluate the effectiveness of achieving the goals of the Work-Related Project.					
R	Evaluate effectiveness of the plan in meeting Project goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RP	Review and modify plan from meeting Project objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R	Evaluate effectiveness in the use of technology for the Project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RD	Apply feedback about Project plans and effectiveness.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R	Review the use and transferability of employability skills.	<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"/>
6. Prepare and make a presentation about the Work-Related Project.					
P	Plan a presentation about the Project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Explain the development and importance of the Project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Discuss the planning, organising and doing of the Project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RD	Analyse the use of feedback given throughout the Project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Present final report to the class/audience using technology. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information:

Signed: _____ Date: _____

7.13 Project Planning

Name(s):		Key dates:
WRS Project:		
⇒ Number the steps in the most suitable order to support your completion of the project. ⇒ 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 project. (Note: You should also complete a PODR Journal pro-forma for each day that you spend either planning, organising, doing or reviewing your WRS Project.)		
Task	Details/Timelines	Done?/Date
WRS Project: Planning - Initial Stage		
<input type="checkbox"/> Participate in a discussion about the Work-Related 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 projects and discuss these with your team.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
WRS Project: Planning - Development Stage		
<input type="checkbox"/> Select a suitable WRS Project. Undertake brainstorming to identify key ideas, issues and requirements.		<input type="checkbox"/>
<input type="checkbox"/> Fill-out a 'PODR Planning Pro-forma', p.164-7 Submit this to your teacher for advice and approval.		<input type="checkbox"/>
<input type="checkbox"/> Complete a 'TEMP-O', p.163. Submit this for advice and approval.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
WRS Project: Organising - Initial Stage		
<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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Project Planning 7.14

Name(s):		Key dates:
WRS Project:		
(Note: You should also complete a PODR Journal pro-forma for each day that you spend either planning, organising, doing or reviewing your WRS Project.)		
Task	Details/Timelines	Done?/Date
WRS Project: Organising - Development Stage		
<input type="checkbox"/> Start organising the project. Confirm group roles and discuss with your teacher. Use 'Activity Action Roster(s)', p.169.		<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.169, 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"/>
WRS Project: Doing stage (List tasks that are specific to the project you are undertaking.)		
<input type="checkbox"/> If all is approved and ready, then carry out the project. 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"/>
WRS Project: Reviewing stage		
<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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7.15 Project Planning and Organising

Project management planning

Effective planning is about achieving goals and objectives. When you undertake your Innovative Work-Related Project you will be fully responsible for the outcomes achieved. In order to achieve these outcomes you need to be able to properly manage all of your resources. Planning and organising is usually a key responsibility of managers. So in effect you will be acting as a 'manager' of your Work-Related Project. This means that you will be responsible for planning and organising time, people, equipment, materials and finances - a bit of juggling act actually!



Image: Philip Dyer/
photos.com

Task management planning

When you move from the planning phase to the organising phase you will need to identify the key tasks that need to be done.

These tasks will be 'smaller' operational and frontline responsibilities that need to be met in order to achieve the overall goal. So you need to answer these 4 key questions.

1. What do I/we have to do?
2. By when do these have to be done?
3. Who has the responsibility for doing these?
4. How will these be done?

As part of task management you should start to organise your time. So consider:

- ⇒ planning timeframes and setting deadlines
- ⇒ urgency of tasks vs importance of tasks
- ⇒ pre-requisite and concurrent tasks
- ⇒ delegation, rosters and back-up plans.

Equipment management planning

Successful planning means having the right technology, tools and equipment to achieve your goals. Consider:

- ⇒ cost to hire or buy (fixed cost)
- ⇒ cost to run (variable cost)
- ⇒ booking equipment etc.
- ⇒ safe use
- ⇒ security
- ⇒ training
- ⇒ proper CT use
- ⇒ responsible and ethical use.

You might also need to consider:

- ⇒ investment in project and budgeting
- ⇒ allocating financial responsibilities.

Materials management planning

Another stage of planning involves effective management of all the consumable materials that might be needed to achieve your objectives. Consider:

- ⇒ inputs and consumables
- ⇒ variable costs
- ⇒ sourcing inputs and getting quotes
- ⇒ safe use and storage
- ⇒ training
- ⇒ environmental considerations.

You might also need to consider:

- ⇒ budgeting of revenue and expenses
- ⇒ cash management and security
- ⇒ allocating financial responsibilities.

People management planning

Successful planning relies on effectively managing the people (human resources) you work with. Consider:

- ⇒ task roles
- ⇒ assigning responsibilities
- ⇒ team members' skills
- ⇒ appropriate training
- ⇒ external support
- ⇒ creating synergy
- ⇒ leadership roles
- ⇒ back-up and support roles
- ⇒ being flexible and multi-skilled.

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 Project. 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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7.17 PODR Planning Pro-Forma



PODR Planning Pro-forma: Team Project

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

Planning:

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

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

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Organising:

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

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

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

PODR Planning Pro-forma: Team Project



Use this planning and goal-setting pro-forma when planning and organising a project. 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 project?

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

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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?

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7.19 PODR Planning Pro-Forma

PODR Planning Pro-forma: Team Project

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

Doing:

When will the project 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 project?

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 project. (Complete and attach to-do lists.)

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PODR Planning Pro-forma: Team Project

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

Reviewing:

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

Who will evaluate its progress and how?

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

What back-up is in place?

What are the requirements for our presentation about the project?

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Other:

What other information is important?

7.21 PODR Journal Pro-Forma

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 Project.)			
Name: _____		Project: _____	
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..	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>		
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:

Preview

tomorrow:

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Supervisor's phone: _____

Do Not Copy

Activity: _____

Supervisor: _____ **Supervisor's phone:** _____

Task	By ...day ...date ...time	Person(s) responsible	Equipment/money/ inputs	Other information	When...day ...date ...time ...duration	Done/ initials
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

7.23 Cash Budget/Financial Planner

[illegible]

Weekly Timesheet 7.24

Weekly Timesheet - Planning Summary (enlarge to A3)							
Name: _____				Project: _____			
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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7.25 Team Member/Individual Evaluation

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 project.

Team member: _____

Overall project: _____

Specific task(s): _____

Assessed by: _____ Date: _____

Ability to effectively:	Excellent	Very Good	Good	Basic	Not shown
i. Plan and organise	<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 project.

1. _____

2. _____

Signed: _____ Date: _____

Effective Problem-Solving

8

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Activities 8: Effective Problem-Solving	p.	Due/Done?	Comment
8.02A Work-related problems	175	<input type="checkbox"/>	
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8.14B Which problem-solving tools?	187	<input type="checkbox"/>	
8.16A Technological issues	189	<input type="checkbox"/>	
8.17B WRS Project: Problems	190	<input type="checkbox"/>	
8.18C Risk control	191	<input type="checkbox"/>	
AT3 Problem-Solving in Action	192	<input type="checkbox"/>	
8.20 Problem-Solving Evaluation	193	<input type="checkbox"/>	
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Comments:

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8.01 Problem-Solving

Problem-solving

You have probably used various problem-solving tools throughout your VCAL journey, and by now should have developed some problem-solving skills. However, in the workplace, you will be called upon to solve issues and problems on a daily basis. And as you progress through to management, you will be expected to be able to quickly, and confidently, deal with a wider range of issues and problems on behalf of others.

Constantly building and refining your ability to solve problems will make you a more valuable employee. Not only will you have examples of how you solved problems to use for job interview situations, you might also get noticed, rewarded and promoted in your workplace.

In this unit, you are expected to identify and solve work-related problems occurring in a workplace context. You will also apply these problem-solving skills when undertaking your Innovative Work-Related Project. Of course any complex project can lead to problems related to goal-setting, decision-making, communication, negotiation and conflict resolution, especially in team situations. In addition, you are required to use ICT, technology and equipment effectively, safely and ethically. This always presents a range of issues and problems. And finally, the process of developing an enterprising innovation is essentially a problem-solving process, based on how to perform work-related tasks better.

Problem-solving tools

You may have used some of these tools and processes in previous WRS studies, or even in PDS.

- ⇒ What/how?
- ⇒ IASM process
- ⇒ Brainstorming
- ⇒ SWOT Analysis
- ⇒ Drilling-down
- ⇒ Checksheets
- ⇒ 80-20 rule
- ⇒ Flowcharts
- ⇒ Cause and effect diagram
- ⇒ DeBono's thinking hats and more.

A 'what' problem

The simplest way to tackle any problem is to consider whether the problem is a 'what' problem, or a 'how' problem.

A '**what**' problem occurs when you don't know what to do to solve this problem. This inability could be based on a lack of experience and skills, poor communication, or just having to deal with something you have never encountered before.

For example, "This customer wants to return the computer because it is not booting, but I don't know what to do?" So, essentially, this is a problem based on ignorance. "I've got no idea what to do!"

In response you could ask for help, or ask for advice on where to get help, or get trained, supervised or coached in how to solve the problem of, 'what to do'. In this example your manager might advise you to: *"Document the issues that the customer is having, book the return in with the service centre, then notify the customer of the date when it will be ready for pick-up."*

Image:
Darren Hubley/
photos.com



A 'how' problem

A '**how**' problem occurs when you know what to do, it's just that you don't really know how to go about solving the problem. This inability could once again be due to a lack of experience, skills or knowledge. However, it might also be caused by barriers preventing you from coming up with the best solutions.

For example, "I know I have to document the customer's problem with the computer, but I don't know which pro-forma to fill out?"

So in this case, this is a problem based on a lack of knowledge and skills. "I know what to do, it's just that I don't know how to do it?" In response to a 'how' problem you should ask yourself, "Why am I unable to do this?" Is your inability due to a lack of skills, time, commitment, budget, resources, support, permission, or a combination of these?

Work-related problems **A**

Briefly list work-related problems that you might have to deal with either as an employee; or that you have seen occurring in the workplace, or as part of your Work-Related Project.

Work-related problems - employees

e.g. New employees do not get enough time to learn how to use tools they are not familiar with.

Work-related problems - customers

e.g. Customers are complaining that the food they bought is not living up to their expectations.

Work-related problems - equipment and technology

e.g. The computer network slows or crashes when server traffic gets too high.

Work-related problems - processes

e.g. Staff are expected to work in teams, but haven't been trained in conflict resolution - so they argue!

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8.03 IASM

Problem-solving process

At this stage of your schooling you are likely to have used this IASM problem-solving process before when dealing with work-related problems. In this unit you need to consider how you can:

1. solve problems associated with your Work-Related Project,
2. solve problems related to workplaces you are familiar with, and
3. solve problems by combining IASM with other problem-solving tools.

Image:
Stephen Rees/
photos.com



A IASM



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

Identify the problem

- ⇒ Clearly identify what the problem really is. Consider 'what' or 'how'.
- ⇒ Write this problem in a short and clear sentence.

Identify
problem

☹ Customers don't bring their green bags when they are going shopping.



Analyse the causes/effects

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

Analyse
causes

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

Manage the chosen solution

- ⇒ Pick the solution(s) over which you have most control, and which will go the furthest to solve the problem.
- ⇒ Plan smaller behavioural changes as part of this solution.
- ⇒ Make sure that you change behaviours to prevent the problem from happening again.

Manage
solution

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IASM problem-solving B

Use the IASM problem-solving process to solve a problem that might occur in your Innovative Work-Related Project, such as a work-related process related to technology.

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

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

1. Identify the problem

2. Analyse the causes/facts

**Preview
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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. A SWOT Analysis allows you to take a snapshot of both your internal situation, and your external situation.

In order to undertake a SWOT Analysis you need to have the following.

- ⇒ A focus question, (e.g. How can I get an apprenticeship?). or
- ⇒ A goal you are trying to achieve, (e.g. Completing your Work-Related Project). or
- ⇒ A problem you are trying to overcome, (e.g. How can I deal better with customer complaints?).

Strengths and weaknesses - Internal

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

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

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

Strengths

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

Weaknesses

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

Opportunities and threats - External

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

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

Opportunities

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

Threats

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

SWOT Analysis in action A

Complete a SWOT Analysis for an immediate problem you are facing in your Innovative Work-Related Project, such as meeting deadlines, organising tasks, or some other related issue. (You could enlarge this to A3).



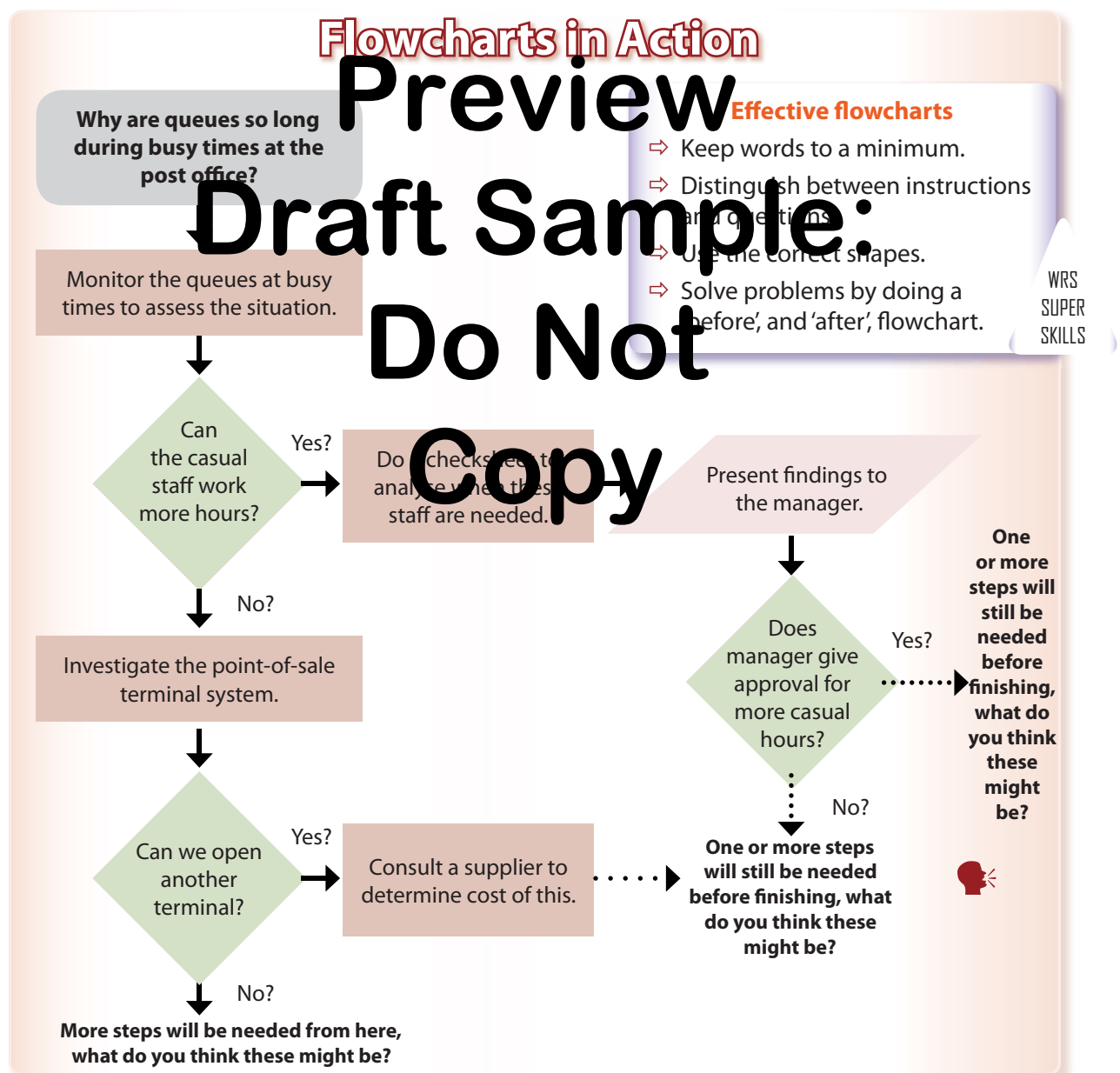
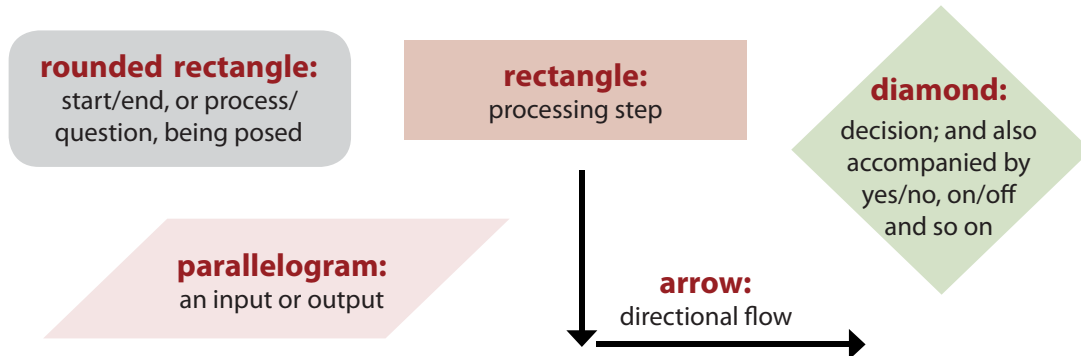
SWOT ANALYSIS	
Issue/problem:	Date:
Strengths	Weaknesses
Opportunities	Threats

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8.07 Flowcharts

Flowcharts

A flowchart is a visual diagram that shows a process or system. A flowchart shows all the steps in a particular process, as well as decisions, flows and changes of direction in flows. A flowchart can also indicate all inputs and outputs that constitute a process. The visual components of a flowchart include the following symbols.



Flowcharts in action **A**

The flowchart shown on the opposite page is quite simple and leaves out a number of steps needed to try and deal with this customer service issue. And this flowchart is more directed at the process used to solve the problem, rather than outlining the process itself.

Work in teams to construct detailed **before**, and **after** flowcharts, to describe a workplace process you are investigating as part of your Innovative Work-Related Project. Start drafting your ideas and process steps below.

Tip: You might need to use a lot more processing steps (show these using rectangles) to construct a process flowchart. Processing steps are written as instructions or directions, rather than posed as questions.

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8.09 Cause and Effect Diagram

Cause and effect diagram

A cause and effect (or fishbone) diagram visually represents possible or actual causes of an effect, event or problem.

In a fishbone diagram, the effect, event or problem under consideration is written clearly as the 'head' of the fish. The fishbone diagram groups similar causes together as the 'bones' of the fish.

Categories used for these bones usually, but not always, include the following:

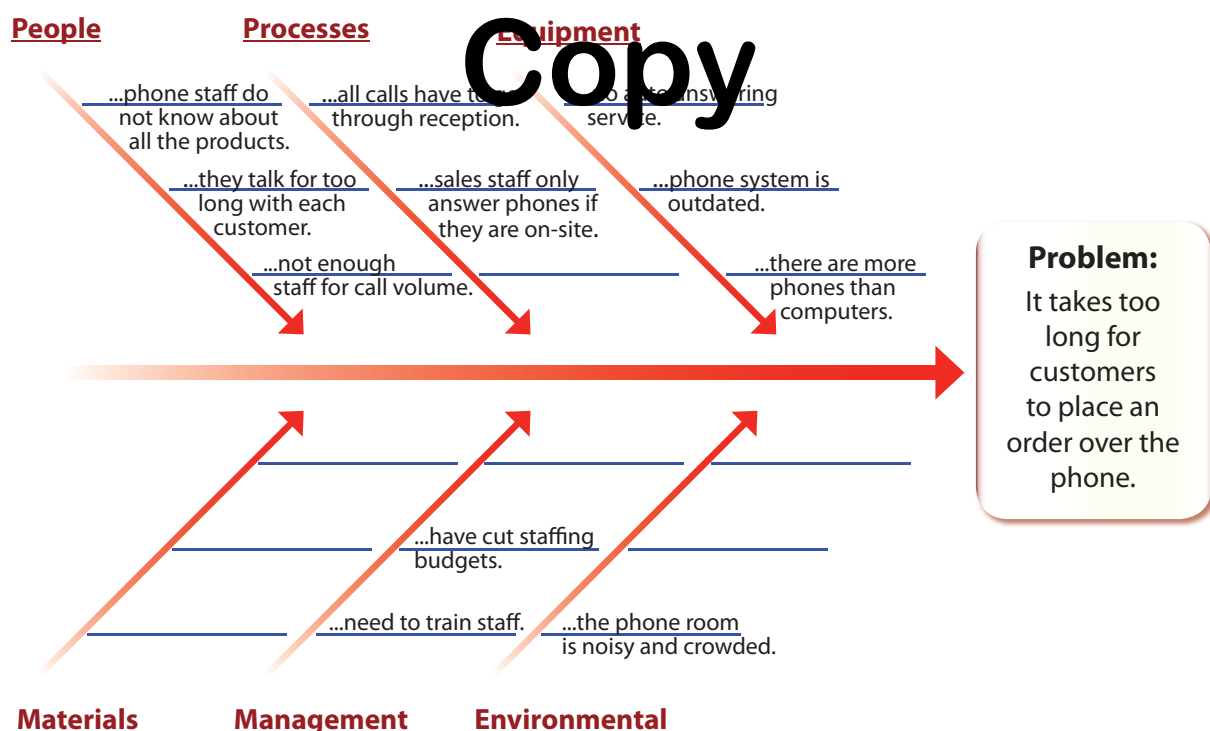
- ⇒ **people**
- ⇒ **processes**
- ⇒ **equipment**
- ⇒ **materials**
- ⇒ **management**
- ⇒ **environmental.**



"I know my problem, I can't seem to bulk-up!"

It's not compulsory to use these six categories, but you should ensure that 'like' causes are grouped together. However, a fishbone diagram should always have at least four categories – such as people, processes, equipment; and one other that is relevant to the situation being investigated.

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Fishbones in action **A**

Construct a fishbone diagram for a problem you are investigating for your Innovative Work-Related Project, that could be potentially dealt with by an innovation.

Consider a problem or issue such as customer service, quality, technology and equipment, or OH&S/WHs. When finished, the class will view and discuss all of the diagrams.

Tips: Perhaps you should work in pairs to complete this task. Turn to landscape for more space.

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8.11 Problem-Solving Tools

Brainstorming

One of the keys to effective problem-solving is to be able to come up with ways of moving forward. This can be an enterprising way to drive innovation.

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

Brainstorming can help unlock creative potential, as it encourages people to both hear, and see, possible ideas and solutions.

Brainstorming is useful for generating ideas, because one word leads to another, and then to another, and so on. This can help people come up with new ideas and ways of dealing with issues and problems. And when brainstorming in a group, the words of other people can drive you, or someone else, to come up with new solutions. When finished you or the group may focus in on the 'best' ideas.

Drilling-down

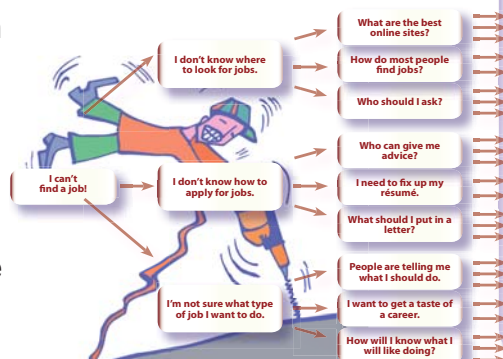
When you break a problem down into its smaller components it makes it easier for you to tackle the issues and try and solve that problem.

Drilling-down allows you to make a choice between different courses of action. You might have used this method before, or as part of your FOS studies.

Drilling-down breaks complex problems into progressively smaller parts. This makes big problems a little easier to solve. You can also ask yourself a series of 'what/how' questions as part of the drilling-down process.

As you move to the right-hand side of the drill-down, you might be starting to see some solutions.

Drilling-down can be then used in conjunction with a fishbone diagram, or SWOT analysis, to help overcome the problem.



Effective brainstorming

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



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Effective drilling-down

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

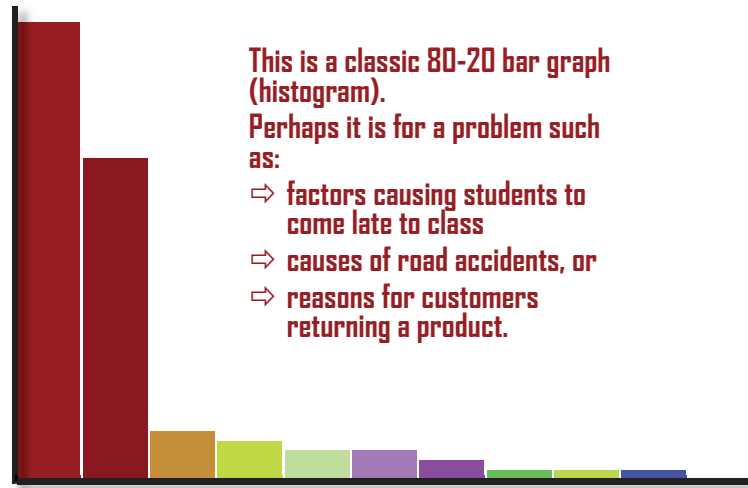
Now you have broken down the problem and come up with some potential solutions!

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The 80-20 or Pareto rule

The 80-20 rule (or the Pareto rule or principle) states that 80% of outcomes are likely to be due to 20% of causes. Results can be shown on a bar graph. For example,

- ⇒ 80% of sales revenue is likely to come from 20% of customers/clients,
- ⇒ 80% of complaints are likely to come from 20% of customers,
- ⇒ 80% of delays to a work team are likely to be caused by 20% of factors (i.e. one process or person).



As a problem-solving tool, the 80-20 rule suggests that you should concentrate on the main few issues or problems causing the 80% of bad outcomes. Just a few main issues, the 20%, will be causing most of the problems the 80%. You can never fix all 100% of the causes, but you should try and fix the main problems.

Also don't worry about exact percentages, just remember that you can fix most problems just by addressing a few, or even just one major cause.

Checksheets

A checksheet is used to collect and record information. You have probably used variations of checksheets before to record and analyse information. Checksheets work in conjunction with other problem-solving tools such as brainstorming, the 80-20 rule and many more. Checksheets are used extensively for customer service feedback surveys.

Checksheets might be used in workplace situations to record information.

- ✓ The number of customers at different times of the day.
- ✓ The type of phone query.
- ✓ The reason for a customer complaint.
- ✓ The cause of a breakdown.
- ✓ The type of meal most ordered, as well as many other work-related situations.

Effective checksheets need the following.

1. A situation to be monitored and recorded.
2. A pre-prepared record sheet that is both easy to fill in, and easy to extract information from.
3. A trained monitor to observe and record the information.

Checksheet							
<i>Work task/activity:</i> Cars parked illegally at Westglakes Primary School							
<i>Other information:</i> Morning shift							
<i>Completed by:</i> Aaron Tonto <i>Day:</i> Mon - Fri <i>Dates:</i> 17-21 Aug, 2020							
Reason/factor	Mon	Tue	Wed	Thu	Fri	Total	%
double-parked	///	///	///	///	///	84	34
overstaying time	///	///	///	///	///	57	23
parking in no stand- ing zone	///	///	///	///	///	30	12
parking in front of driveways	///	///	///	///	///	13	5
parking too close to corner	///	///	///	///	///	17	7
other (describe)	///	///	///	///	///	31	13
parking in bus zone	///	///	///	///	///	16	6
all others together (all different)	///	///	///	///	///	16	6
Total	50	58	39	46	55	248	100
%	20	23	16	19	22	100	
<i>Information to consider:</i> Someone else is calculating total cars parking.							

8.13 Problem-Solving Tools

DeBono's 'Six Thinking Hats'

Edward DeBono has made a career out of developing strategies for creative and parallel thinking.

One of DeBono's most famous thinking tools is the 'Six Thinking Hats' method.

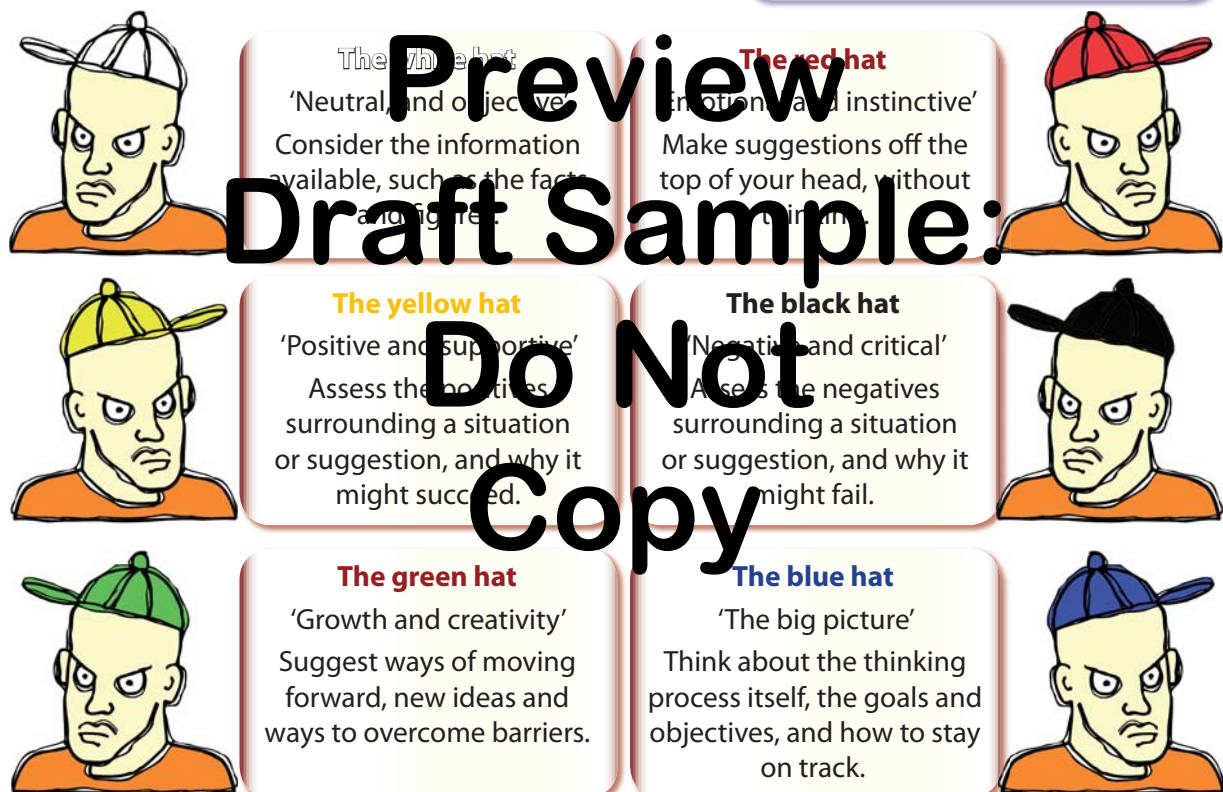
In this method users wear a 'metaphorical hat' so that they can switch to a state associated with a style of thinking. This role 'allows' participants to set aside their own ego and beliefs, so that they consider a different way of thinking to help the group move forward.

The 'Six Thinking Hats' should be used in a group situation; although individuals can use it on their own by switching in and out of different 'roles'.

Effective 'thinking hats'

- ⇒ The hats are only a metaphor. You shouldn't wear physical hats as part of this exercise.
- ⇒ The idea is to be able to move in and out of different thinking roles and to not be constrained by the 'physical'.
- ⇒ Don't criticise people, they are only acting in a role.
- ⇒ Rotate the roles as people shouldn't play the same roles all the time.
- ⇒ It can be particularly useful to assign people to roles opposing their initial thoughts.

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A DeBono's thinking hats

1. Identify those hats that are closest to your personality, and discuss why. Given your answer, which hats should you focus on 'wearing' in a team situation? Why so?
2. Use the 'Six Thinking Hats' to consider a problem or issue such as digital ethics, technological job replacement, or some other issue impacting on workplaces generally.
3. Research Edward DeBono in more detail. He has developed many more tools that can assist with creative thinking and problem-solving.



Which problem-solving tools?

B

For each of these scenarios, choose the most appropriate problem-solving tools that you could use to address the problem. (Of course IASM should be used for each one, so choose 2 others.) Briefly explain each of your choices.

Scenario	Problem-solving tool 1/ why.	Problem-solving tool 2/why.
<p>A new competitor has just opened a shop across the road from your boss, selling the same range of mobile phone accessories, but cheaper.</p> <p>Your boss says that she has no idea what to do in this situation.</p>	<p><i>She should do a SWOT Analysis to identify the strengths and weaknesses of her own business.</i></p> <p><i>Then she can build on the strengths and turn these into opportunities, such as having an established reputation, perhaps by introducing a loyalty discount program and an online sales portal.</i></p> <p><i>A SWOT would also help her identify just what the biggest threats are from her competitor.</i></p>	
<p>Your boss runs a construction business and uses a lot of sub-contractors for specialised tasks. Customers are complaining to your boss about delays and poor workmanship.</p> <p>He doesn't know what is causing the problems, and wants you to investigate and present your findings.</p>	<h1>Preview Draft Sample: Do Not Copy</h1>	
<p>Your boss runs a café providing basic light-order food, coffee and drinks.</p> <p>Business is picking up, and she thinks it might be good to expand the product range of the business.</p> <p>But she wants to find out the customer preferences before doing so.</p>		
<p>Your boss operates a wholesale nut business supplying in bulk to retailers. Business is going well and he is thinking of investing in a new machine to help speed up packaging of orders, to cut down staff overtime.</p> <p>He wants to know the best way to go about this.</p>		

8.15 Problems and Issues

Technological issues

There are a range of **social** and **ethical issues** that arise as a result of the use of innovative workplace technologies. Some issues stem from the increasing use of digital technologies. As with all issues, the stakeholders involved have varied viewpoints. Four main social and ethical issues involve **job replacement**, **safety**, **customer service** and **digital ethics**.

1. Job replacement

New technology does replace jobs, but innovation 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, digital and 'physical' technological innovation within these industries has increased the proportion of higher-skilled production workers, as well as creating more need for professional and managerial employees.

The challenge with innovation is to ensure that employees are 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

Innovative work technologies can improve worker safety. However, modern technological processes have brought with them their own OHS 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 innovative ICT and digital devices, including soft tissue injuries, such as hand, neck and back sprains and strains, as well as vision and fatigue problems. Critics argue that technological innovation is making us less fit, and contributing to 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 technology is supposed to be an overall improvement in quality. But some stakeholders argue that many technological processes actually reduce service quality.

There needs to be a balance between the efficiency that comes from new technological innovations, and any loss of service quality resulting from reduced human input. So does technological innovation always improve quality for customers and clients? Or are the innovations more about saving money for the businesses? What do you think? 🧠

Image: lisafx/Thinkstock.com

"It's not just about buying things, you know. I know most of our customers by name, where their kids are going to school, and even the problems they are dealing with at home. Can an app do that?"



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 or seemingly 'innovative', it doesn't always follow that it is 'better' for all concerned.

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!

Social and ethical issues

A

For your Innovative Work-Related Project, you should consider a range of social and ethical issues that need to be addressed. These include; what you investigate, how you undertake the project, as well as how you document and report on the project.

Discuss these scenarios, and suggest how you would deal with each problem. Predict likely situations that might arise as issues or problems for your Innovative Work-Related Project.

Mo is investigating customer service processes in the retail industry. He discreetly sets up a Go Pro to film all of his interactions with customers, and he especially wants to document all the complaints.	Sandi is investigating recipe innovations for the cafe she is working at. Her friend Lionel works at a competitor that is known for having the best burgers in town. Lionel shows Sandi a video on his phone from his kitchen, that includes the secret burger recipe.	Some workers at Regina's workplace don't turn up for casual shifts at night or on Sundays. She tells her manager that if they look at each worker's file, they can see who doesn't have kids; and therefore give the casual shifts to them.
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8.17 Problems and Issues

B WRS Project: Problems



Brainstorm a list of potential issues or problems that you (and your team) might encounter as part of your Innovative Work-Related Project.

Include problems related to the innovation in a workplace or work-related context you are investigating; as well as likely problems that you (and your team) will have to deal with when planning, organising, doing and reviewing your project.

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 control C

You are required to undertake a thorough risk assessment for your Innovative Work-Related Project. Your teacher or supervisor might get you to use an official pro-forma. You can start your Risk Control Process by using these tools. Modify, copy and enlarge them as needed.

Risk 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 Control - Work-Related Project Context		
Work-Related Project:	Work-related context, or worksite/work environment:	
Work-Related Project 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'.	

8.19 Assessment Task


AT3 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 projects.
 - ☐ An Innovative Work-Related Project you are undertaking this unit.
 - ☐ Your work placement you are undertaking this unit.
 - ☐ A problem that is occurring in a workplace you are familiar with.
 - ☐ Another problem that has been negotiated with your teacher/supervisor.
- As part of the planning for this task you must:
 - ⇒ Tick those tasks that you are required to complete. You might have to negotiate some tasks with your teacher. Your teacher might add other tasks, write these in the table.
 - ⇒ Fill in the due date for those that are required to be completed. Tick the tasks off as you complete them. Get your teacher to initial these.
 - ⇒ Prepare and present a report based on this problem-solving project.

The problem I/we will be solving is:

Names:

AT3: Problem-Solving - Activities required for task completion					Re- quired	Due by	Done	Teacher initials
1.	Complete an IAS problem-solving process.				✓			
2.	Complete a SWOT Analysis.							
3.	Develop a 'before' and 'after' flowchart.				✓			
4.	Prepare a cause and effect diagram.				✓			
5.	Document a brainstorming process.				✓			
6.	Carry out a drilling-down analysis.				✓			
7.	Collate and graph an 80-20 analysis.							
8.	Design and complete a checklist.							
9.	Participate in a 'thinking hats' session							
10.	Use technology ethically to help solve the problem.				✓			
11.	Establish and use criteria to evaluate effectiveness of the problem-solving process. (p.193)				✓			
12.	Prepare and (if required) present a report. 							
13.	Use appropriate planning and organising tools/pro-formas.				✓			

Problem-Solving Process (or Tool) Evaluation Sheet	
	The workplace or work-related project was:
	The specific problem to be solved was:
	Those involved in the problem-solving process were:
	The problem-solving tools 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 processes were investigated and developed further. How so/ why not?	
5. Benchmarks/measures were <u>used</u> to assess whether the changes were addressing the problem. How so/ why not?	
6. There is some evidence to suggest that the problem is being dealt with effectively. How so/ why not?	
	In summary, how well did the tools work in assisting you to solve the problem?
	Other information:
<div style="display: flex; justify-content: space-between;"> Signed: _____ Date: _____ </div>	

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8.21 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?

→ _____

→ _____

To what extent did I build and apply 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: _____

Interpersonal and Communication Skills

9

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Activities 9: Interpersonal/Communication	p.	Due/Done?	Comment
9.01A 8 Tips for effective teams	196	<input type="checkbox"/>	
9.04B My personal skills audit	199	<input type="checkbox"/>	
9.05A Team roles	200	<input type="checkbox"/>	
9.06B Team roles - Match'em	201	<input type="checkbox"/>	
9.10 Meeting Agenda	205	<input type="checkbox"/>	
9.13A Avoiding poor communication	208	<input type="checkbox"/>	
9.14B Communicating effectively	209	<input type="checkbox"/>	
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9.19A Performance review - Self	214	<input type="checkbox"/>	
9.20B Performance review - Team	215	<input type="checkbox"/>	
9.21C Review - Employability Skills	216	<input type="checkbox"/>	
9.22D My Work-Related Skills	217	<input type="checkbox"/>	
9.23E Review - By others for WRS	218	<input type="checkbox"/>	
9.24F Review - By supervisor for work	219	<input type="checkbox"/>	
9.25G Self-improvement action plan	220	<input type="checkbox"/>	
9.26 Unit Self-Reflection	221	<input type="checkbox"/>	

Comments:

9.01 Effective Teams

Introduction

In this section you are required to reflect on some of the main issues related to working with others in teams-based situations. You probably have studied these before. However, it is now that you must utilise what you know in order to complete a successful Work-Related Project.

Teamwork and synergy

Synergy is the concept whereby you can get a much more productive outcome from people working together in teams than you can from people working individually. i.e. "The sum of the whole is greater than the sum of the parts."

A synergised team uses a mix of skills, personalities and intelligences. You don't want everyone too loud, too quiet, too bossy, nor too complacent. Working alongside people with varied strengths, different weaknesses and wide-ranging personalities creates synergy.

Effective teams are based on team members having a range of skills. This means that individual weaknesses can be avoided. Successful teams are built around colleagues having complementary skills and abilities, and not on friendship groups.

In many instances a team of friends has little synergy, is not an effective combination, and might not get much work done at all! Sometimes people can either unintentionally, or intentionally, take advantage of their friends in work-related situations. In many business and study situations it can also end a friendship! Many business partnerships started by friends can fail because of the personal dynamics associated with friends working together.

Once again you should be familiar with the 8 tips for successful teams. But by now, you should be able to operate as an effective team member using these 8 tips.

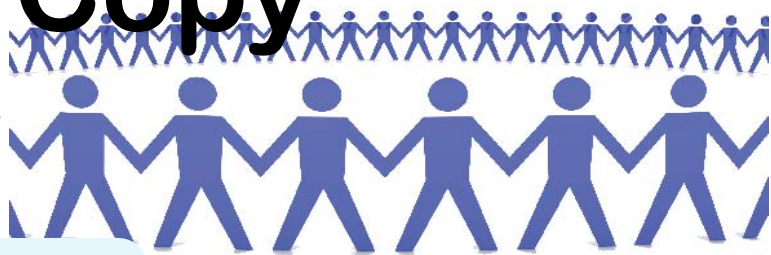
Effective teams

1. Communicate clearly
2. Set clear objectives
3. Assign roles and responsibilities
4. Follow team rules
5. Take minutes
6. Listen and be fair
7. Build and support synergy
8. Make group decisions

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A 8 Tips for effective



Consider a situation in a workplace or work-related project where it is common that people have to work together.

1. Role play a scenario whereby a team is not following some, or all of these, 8 tips for effective teams.
2. Revisit the scenario by applying all of these 8 tips for effective teams.
3. As a class, discuss the issues addressed in the role plays.
4. Get your teacher to show you how to plan a meeting agenda and how to record minutes officially. Run a class meeting using an agenda and minutes. (See p.205)

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.
- ⇒ Anticipate topics that are complicated or difficult to explain.
- ⇒ Be patient and understanding.

Set clear objectives

- ⇒ Clearly understand and know the goals/objectives of the team.
- ⇒ Write these down, make sure everybody has a copy to keep them on track.
- ⇒ Pin these objectives up for all to see if necessary.
- ⇒ Don't get stuck on one issue.

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 project.

Follow team rules

- ⇒ Follow a set meeting agenda (p.205).
- ⇒ Establish a set of rules, or a procedure for group meetings, and then stick to these.
- ⇒ Have people with responsibilities give reports on their progress as part of the meeting.

Take minutes

- ⇒ Someone must always take notes (minutes) of meetings.
- ⇒ Record important information, dates and responsibilities.
- ⇒ Share this responsibility around so that everyone builds this skill.
- ⇒ Type these up, share these, and keep minutes in an easily accessible place.

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 ever yell or get personal.
- ⇒ Don't use team situations to wage personal vendettas.
- ⇒ Treat people with respect and professionalism.

Someone should always take minutes of all meetings.

Build synergy

- ⇒ Ensure that team members' strengths and weaknesses are complementary.
- ⇒ Pair people together to help support and train team members.
- ⇒ Choose people based on what they can offer to the group, and not based on friendships.

Make group decisions

- ⇒ Choose 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.
- ⇒ Consensus is when the group discusses all the pros and cons and different viewpoints, then chooses and unites behind a decision.

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9.03 Effective Teams

Teams

As you approach the end of this part of your education it is important to reflect on what skills and abilities you can bring to a team situation.

As you already know, workplaces are team environments. So what strengths have you developed that could make you an asset to a work team? These are the things that potential employers are going to be interested in. In an interview situation you need to be able to describe real examples from work-related situations that illustrate how you have worked effectively as part of a team.



Image: Alex Max/ photos.com

You should also make an honest assessment of 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 still avoiding things because they're too hard, or just too hard for you? Employers don't expect you to know how to do everything right away, but they do expect you to be willing and able to learn.

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. You could perform a personal SWOT Analysis. This can help indicate how job ready you are, because you really should be starting to apply for jobs now.

Contributing strengths

When working together, each person brings a set of skills to the team. These skills include personal and social competencies that become **transferable skills**, **employability skills**, **enterprise capabilities** as well as **industry-specific competencies**.

You would have developed these skills through work-related projects, workplace learning, employment, education and personal interests and hobbies. These skills will also reflect your varied multiple intelligences. It is also important that over the course of your studies you have refined your existing skills as well as developed new skills. You will need to be able to demonstrate your skill-sets to potential employers, and/or when applying for courses.

Overcoming weaknesses

As you already know, a teams-based approach to work activities can help create synergy. This means that workers with complementary strengths and weaknesses work together to create better outcomes overall. However, if you are less-skilled in some task areas, it is important that you don't just hide behind other team members. This is not what synergy tries to encourage. Instead you need to be **multi-skilled**. By identifying your weaknesses, and taking steps to overcome these, you will become a more valuable team member, as well as a more productive member of the workforce.

My personal skills audit B

1. Listed below are the 8 multiple intelligences. Rank yourself in each, from very low to very high. Give an example where you have demonstrated these in a work-related situation.

<i>Interpersonal</i>	<i>Intrapersonal</i>	<i>Bodily-Kinesthetic</i>	<i>Naturalistic</i>
<i>Verbal-linguistic</i>	<i>Logical-Mathematical</i>	<i>Visual-Spatial</i>	<i>Musical-Rhythmic</i>

2. Identify your 6 strongest skills that you bring to a team for a work-related project.

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

3. There are a number of common reasons why you might not have developed various skills, as well as strategies to address these. Briefly explain how you have overcome (or could overcome) each of these reasons in a work-related situation. Discuss further as a class.

1. You've got no idea how to go about doing a task. (Need education and guidance.)	2. You haven't yet learned how to do a task. (Need training.)	3. You have real trouble learning how to do that kind of task. (Need practice, modelling and mentoring.)
4. You don't want to do that type of task and avoid it. (Need to re-assess your attitude, fears and reasons.)	5. You not only can't do the task, but you also can't understand the concept that underpins the task. (Need to develop other skills and have someone else do that task.)	



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9.05 Team Dynamics

Interpersonal dynamics

Your job will provide some of the most significant relationships that impact on your life. You need to ensure that these relationships are positive. If you want a successful career then it is vital that you have well-developed interpersonal skills.

People have different **personality traits** and they often play these 'roles' in workplace situations. You need to work out your most suitable role(s). You also need to be able to identify the 'roles' that others are playing.

Remember you don't need to be best friends with everyone; but just because someone isn't your friend it doesn't make them your enemy. In order to minimise interpersonal conflict in teams, you need to be tolerant, cooperative; and professional rather than personal.

It is also vital that you are aware of the growing influence of emotional intelligence in the workplace. **Emotional intelligence** is a type of social intelligence that involves the ability to monitor the feelings and emotions of yourself, and other people.

People with well-developed emotional intelligence are able to interact positively with fellow workmates, customers and clients. This makes them more valuable team members.

Emotional intelligence

Some generally accepted traits related to emotional intelligence are:

- ⇒ empathy
- ⇒ self-awareness
- ⇒ self-assessment
- ⇒ self-confidence
- ⇒ self-control
- ⇒ teamwork
- ⇒ communication
- ⇒ flexibility
- ⇒ adaptability
- ⇒ trustworthiness
- ⇒ conscientiousness
- ⇒ conflict management
- ⇒ initiative
- ⇒ intuition.

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A Team roles

- Listed below are the names that can be used to describe 11 different team roles. You've probably been exposed to these before, so it should be easy for you to unjumble them.
- Suggest one more role that might be useful in a team situation.

aacfliiortt	ainnoortv	cciirt
cdeeorrr	ceefilnnru	edirrv
eeeeikmprt	eeilmnprt	eoprrstu
imnootr	aaceeekmpr	

Team roles - Match'em

B



- Match each of the 11 team roles with the description given below.
- Add the name of 12th team role that you created in 9.05A and a description for it.

Their role is to lead the group so as to achieve the team's goals.

Their role is to challenge ideas to ensure that things are being done properly.

Their role is to suggest new and creative ideas and processes.

Their role is to put the plans into action by organising and doing.

Their role is to take minutes and keep records of all the important matters.

Their role is to chair, review and make sure that everything is on track.

Their role is to provide resources and tasks that help goals to be achieved.

Their role is to go along with good ideas and support what is being suggested.

Their role is to make the team aware of deadlines and to establish urgency.

Their role is to encourage members to accept established or new ideas.

Their role is to ensure that team harmony is achieved and people get along.

- Choose 2 of these team roles, and for each one explain:
 - why this role suits your skills/experience/personality in a workplace?
 - why this role is not suited to your skills/experience/personality in a workplace?
 Use workplace examples from your own experience to support your answers.

I'm suited to the role of _____ because...

I'm suited to the role of _____ because...

I'm not suited to the role of _____ because...

I'm not suited to the role of _____ because...

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9.07 Team Dynamics

Advanced team skills

There are some key skills that are needed to help teams run more effectively. Of course, effective planning and problem-solving are essential. We have already dealt with these extensively. In addition, teams can achieve a sense of synergy and success if team members are able to negotiate and make decisions.

Making decisions

Not every employee in a workplace is good at making decisions. Some people or workers make the easy (translation - 'wrong') decision, or avoid responsibility by making no decision at all. Then finally, if someone else steps up and makes the decision for them, they seem to dislike, criticise and even undermine that decision!

With team dynamics you may experience competing values, conflicting personalities and even social cliques. So if you can manage these elements of team dynamics effectively, then you are well on the way to a successful management career. That's why managers get paid the big bucks; to make decisions.

Autonomous decision-making

- ⇒ This is when an individual makes a decision for themselves.
- ⇒ Autonomous decision-making might also apply to a particular department or business unit within an organisation.
- ⇒ This style is often used in autocratic structures, or where rules, procedures and guidelines are set down and the manager doesn't want, or need to consult with others. Managers are empowered by their position to make decisions.
- ⇒ Autonomous decision-making is not very suited to team environments, but is useful for basic or quick decisions, or to get things moving along.

Consensus decision-making

- ⇒ Consensus decision-making is suited to a team's approach. A consensus approach involves the relevant parties to the decision in the decision-making process.
- ⇒ Consensus works by having decision-makers discuss the various costs and benefits of the decision and then decide, as a group, the best course of action.
- ⇒ Consensus does not mean that everyone agrees, but rather that the group as a whole decides. To reach consensus any objections should be brought up during the decision-making processes and parties' viewpoints should be listened to.
- ⇒ Consensus works successfully if all the parties agree to abide by the rules of consensus; that is, argue and discuss during decision-making; but once the decision is reached, they must fully support that decision.

Majority vote

- ⇒ Some groups favour using a majority rules voting system. This system can seem fair, unless you are on the losing side of the vote.
- ⇒ A majority vote can be useful when seeking approval for a general idea, goal or objective. (e.g. Should we have a BBQ or hold a fashion parade?)
- ⇒ Majority votes assist teams to move forward, but they can lead to win:lose situations. (i.e. I didn't vote for it, so don't expect me to help!)



Negotiation

Negotiation is a process whereby two or more parties have to exchange something of value or benefit with one another. The skill of negotiation is to ensure that the exchange is favourable. A win:win outcome is the ideal result of negotiation. A win-win situation occurs when all stakeholders who are a party to the outcome, gain some benefit from the process. This normally involves some compromise. Negotiation is vital in team situations in relation to:

- ⇒ setting goals and objectives
- ⇒ assigning team roles and responsibilities
- ⇒ managing deadlines, and
- ⇒ making group decisions.



Win:win	Win:lose	Lose:lose
<ul style="list-style-type: none"> ⇒ Each party feels that they have gained from the negotiation. ⇒ Win:win situations occur because people have different values and parties to the negotiation are prepared to give up something they rate as less important, for something else they feel is more important. e.g. Bargaining for higher wages in return for working harder (productivity). ⇒ A win:win is usually accomplished by listening to each parties' point-of-view, and then reaching a compromise outcome which is fair, acceptable and reasonable. This is how teams can operate effectively. ⇒ A win:win usually creates opportunities for positive long-term relationships, and supports trust and confidence in each other. 	<ul style="list-style-type: none"> ⇒ Win:lose situations usually result in an unfavourable result for one party. ⇒ Win:lose situations arise because one party has significantly more bargaining power than another. A win:lose is an unfavourable result because it usually results in an unequal power relationship. ⇒ Poor negotiators often create a win:lose situation, leading to resentment and even confrontation. Inflexible, arrogant and aggressive people often try to manipulate others into win:lose positions. ⇒ In the longer term, this imbalance of power is likely to be reinforced and repeated. To use a cliché, 'A leopard doesn't change its spots.' ⇒ Reasonable people, who are unfairly forced into accepting losing positions, will generally try to avoid the 'winner' in future negotiations. (i.e. They only get burned once.) 	<ul style="list-style-type: none"> ⇒ Lose:lose outcomes occur when neither party is willing to compromise and as a result nothing positive happens. This can be illustrated by costly family law battles and disputes over wills. ⇒ Lose:lose outcomes also occur when both parties are so desperate for an outcome, they agree to terms that are likely to be unfavourable to both. ⇒ Sometimes lose:lose situations even occur when both parties agree something needs to be done, but they can't agree on what needs to be done, or how to do it. As a result, no positive results occur. Consider the 'lack' of world peace. ⇒ Sometimes parties in lose:lose negotiations think that they have 'won'. But in the longer term it becomes clearer to them that they have actually suffered from their stubbornness (although they will never admit it!)

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9.09 Team Meetings

Meetings

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

There are many different types of work-related meetings, and some are listed below. You have probably participated in some of these types of meetings before.



- ✎ Which types do you think are most suitable to support your team as part of planning, organising, doing and reviewing for your Work-Related Project?

Running meetings

Meeting agendas enable meetings to run more smoothly. Each meeting should have someone chair (run) the meeting and someone else should take notes or minutes.

Having a pre-planned agenda:

- ✓ ensures that everyone knows where, when, and how long, the meeting will be,
- ✓ sets out the order of affairs of the meeting
- ✓ allows meetings 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, and
- ✓ enables teams to work more effectively together.

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Types of Meetings

Briefings

These short meetings are usually held 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 over a particular area, (such as finance, safety, etc.), or who are involved in a specific project.

Consultative meetings

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

Project meetings

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

Meeting Agenda



Group/team/project 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.)

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9.11 Communicating Effectively

Effective communication

Effective communication is probably the most important work-related skill.

Communication is what drives us as humans; and it marks the success, or otherwise, of all of our personal, social and professional interactions.

Communication methods are evolving, with an increased reliance on digital forms of communication. However, this hasn't necessarily improved communication. Indeed it may have actually led to over-communication.

Many communication changes and ICT devices were initially developed as innovative ways to improve work-related communication. But now these have filtered out into the consumer world, and have become a natural part of our everyday lives. You already know that the three essential components of any communication process are:

1: The sender.. 2: The message.. 3: The receiver.

Remember to focus on these three whenever you are required to communicate any message or information. 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.

Effective communication: 8 Steps

1. Be clear in your objective.
2. Plan your communication.
3. Choose the most appropriate method and style.
4. Choose appropriate timing and a suitable location.
5. Tailor the message to suit the audience.
6. Eliminate 'noise' and distractions, including over-communicating.
7. Follow up to ensure the message has been received and understood!
8. Allow questioning and modification if required.

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4 key questions

When you are planning to communicate any information you should always consider these four questions.

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

Regardless of whether a message is verbal, written, electronic or in any other format, you must imagine how the message will be received from the point-of-view of the receiver. Therefore you must put yourself in their shoes, and tailor the message to suit your audience.

Image:
VOLODYMYR
GRINKO/
photos.com



Workplace communication

Successful participation in the workforce involves being able to communicate information effectively with managers, staff, customers/clients and many other workplace stakeholders.

Successful business people often say that one of the key reasons for their success is that they have access to the best information. So do you

know how to find out information in a work environment? Where do you look? Who do you ask? Who should you listen to? These are all questions surrounding the collection, analysis and evaluation of information.

Within workplaces there's always someone you can ask who can tell you the things you need to know. Once you know the sources for information you're well on the way to becoming more enterprising. But be careful! How do you know that you have been given the right information and advice? Some people simply make stuff up to make themselves seem knowledgeable, or because they are too lazy to find out the real information.

Workplace communication can take various forms, which have you experienced?

- ⇒ A manager might give you a formal directive or order to complete a task.
- ⇒ A supervisor or mentor might give you informal guidance, coaching and support when training you.
- ⇒ Organisations might have processes and policy documents that must be followed.
- ⇒ Organisations might use standardised invoices, receipts, quotes, purchase orders and other business transactional documents.
- ⇒ The finance department might prepare and circulate documents such as budgets.
- ⇒ Organisations might publish written and online information about themselves.
- ⇒ Organisations might have training manuals, videos and online learning tools.
- ⇒ Products might come with manuals and product specification datasheets.
- ⇒ Workplaces might use safety signage, maps and point-of-sale displays.
- ⇒ Customers might communicate face-to-face, by phone, through email or by social networking.
- ⇒ Other departments might send internal memos or emails about their requirements.

Workplace communication occurs between...

- | | |
|---------------------------------|------------------------------------|
| ⇒ Other employees | ⇒ Contractors and sub-contractors |
| ⇒ Managers and supervisors | ⇒ OH&S/WHS reps |
| ⇒ Shareholders and owners | ⇒ Government agencies |
| ⇒ Other departments | ⇒ Inspectors & regulators |
| ⇒ Admin and support staff | ⇒ Technicians & experts |
| ⇒ Existing customers/clients | ⇒ Industry advisers |
| ⇒ Potential customers/clients | ⇒ Professional advisers |
| ⇒ Suppliers & service providers | ⇒ Market researchers |
| | ⇒ Unions and employer associations |



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Types of workplace information

- | | |
|------------------------------|-------------------------|
| ⇒ Employee information | ⇒ Customer details |
| ⇒ Organisational details | ⇒ Customer support |
| ⇒ Worksite information | ⇒ Financial information |
| ⇒ Task instructions | ⇒ Sales data |
| ⇒ Safety information | ⇒ Market research |
| ⇒ Rosters and timelines | ⇒ Legal requirements |
| ⇒ Roles and responsibilities | ⇒ Professional advice |
| ⇒ Product information | ⇒ Industry information |
| ⇒ Processes and policies | ⇒ Economic information |

9.13 Communicating Effectively

A Avoiding poor communication



1. Match the examples of poor communication with the communication 'mistake' from the list.
2. For each example, outline a strategy that your team could use to avoid this mistake when you are communicating for your Work-Related Project.

An example of poor communication	Communication mistake.	How could we do this better for our Work-Related Project?
Too much information, too many visual aids, speaking too quickly, etc..		
Choosing Friday late afternoon, or lunchtime, or cutting into work-time, etc..		
Too much reading from a page, poor body language, weak voice and so on.		
Thinking that because you're knowledgeable and passionate, that the audience also is!		
Making it up as you go along; that's what poor planners and children do!		
Even though you've communicated the message it doesn't mean that it has been received, understood or acted upon.		
Using language that is too technical, or being too jokey, or too serious, or using too much 'jargon'.		
Being personal, aggressive or manipulative in communicating or forcing the message.		
Not considering if they are a 'smart' audience or a 'dumb' audience?		
Communicating from a location that is noisy, crowded, a shared-site, too large, uncomfortable and so on.		
Using electronic methods with recipients who are not technologically literate, or who don't have access to devices.		
Too much reliance on talking, or on visuals, or on emails, or on SMS, and so on.		

- ☐ Poor planning.
- ☐ Rushing or crowding the message.
- ☐ Not engaging the audience.
- ☐ Overreliance on one communication method.
- ☐ Inappropriate choice of language and register.

- ☐ Inappropriate use of electronic communication devices.
- ☐ Making wrong assumptions about recipient's interest and understanding.
- ☐ Poor choice of location.
- ☐ Bad scheduling/timing.

- ☐ Not considering the audiences' qualifications and prior experience.
- ☐ Being unprofessional.
- ☐ Assuming the message has been 'received' and will therefore be acted upon.

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Communicating effectively B

1. Explain how the communication methods in the table might be used by managers, in a workplace you are familiar with.
2. Add 2 more from the list, or your own, to the table.
3. Identify one benefit, or one limitation, of each method.

- verbal
- non-verbal
- meetings
- briefings
- seminars
- teleconferences
- instructions
- orders
- manuals
- diagrams
- bulletin boards
- written reports
- presentations
- demonstrations
- landlines
- mobiles
- pagers
- email
- SMS & MMS
- videos
- broadcast
- podcast
- Facetime/Skype
- memo
- sticky notes
- websites
- Twitter
- print media
- advertising
- public relations
- visual signs
- physical gestures
- semaphore
- blogs
- Facebook
- YouTube
- Instagram
- Snapchat
- 2-way radio

Method	Example	Benefit or Limitation
email		
meeting		
telephone		
informal talk		
memo		
SMS		

4. Justify which communication method might be most suited for these scenarios.

Scenario	Which method of communication and why?
Clearly define a worker's role within the organisation	
Make a worker feel valued.	
Communicate changes in pay and working conditions.	
Advise employees of promotional, training or other opportunities.	
Gain ideas and input from workers.	
Advise employees of problems with their performance.	
Motivate workers during times of high pressure.	

9.15 Presenting Information

Presenting information

Throughout this unit, and indeed throughout all of your VCAL studies, you are required to complete assessment tasks which involve communicating effectively.

For WRS Senior Unit 2 you are required to communicate, analyse and evaluate information for your Innovative Work-Related Project.

You are also likely to have to communicate ideas and information in work-related settings.

These two outcomes might be combined in the one assessment task. This could involve you communicating appropriately in work-related situations either in your complex project, or through workplace learning, and then preparing a written or verbal report based on this.

Oral reports

When giving an oral report it is vital that you consider the audience to whom you'll be presenting. Some of the key things you need to plan for include these:

- ☺ Who is in the audience?
- ☺ What tone should I take for the presentation?
- ☺ Is it an individual or team presentation?
- ☺ Is the information well-structured and easy to understand?
- ☺ Does my multimedia presentation support, or overwhelm, the spoken presentation?
- ☺ Will I need to prepare handouts?
- ☺ Have I prepared diagrams, images, flowcharts and other visual elements?
- ☺ How long does the presentation take?
- ☺ Have I/we had a run-through, timed the presentation and tested the PowerPoint?
- ☺ How will I evaluate how well the presentation went?

You might also have to prepare a written report. You should follow the task guidelines outlined in the assessment task. You should also consider the list of report sections shown opposite as a guide.

Oral report: Guidelines

1. Set-up your pre-prepared (and pre-tested) PowerPoint presentation.
2. Introduce yourself, your team members and your topic. Identify each of your roles for the presentation.
3. State your aim, why you chose this focus and what you hoped to find out.
4. Give some background about the research methods used to collect information.
5. Describe what you found out according to the task instructions. You could break this down into relevant sections.
6. Summarise what you have covered/investigated.
7. Present your recommendations.
8. Evaluate the validity of your research and information. Was your methodology appropriate? What could you improve?
9. Thank your audience for their attention and interest.
10. Offer to answer any questions they might have.

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Written report

Report sections could include

1. Title or Title page
2. Table of contents
3. (Executive) summary
4. Introduction
5. Discussion
6. Conclusions
7. Recommendations
8. Appendices
9. Bibliography

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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, 10-15 is plenty.
- ✓ Use appropriate visuals with suitable resolution.
- ✓ Use a high contrast, colour template.
- ✓ Time each slide and the overall presentation to suit the audience.
- ✓ Make the audience focus on you, not on the slides.
- ✓ Have a printed back-up, just in case.

PowerPoint presentations - Don't!

- ✗ Use fancy transitions or distracting animations.
- ✗ Use fancy fonts.
- ✗ Use text that is too small or crowded.
- ✗ Just read out what is on the slide.
- ✗ Jump from slide to slide too quickly or too slowly.
- ✗ Let your PowerPoint slides cause the presentation to drag on for too long.

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PowerPoint presentations - Be prepared!

- 👍 Make sure your version of PP will work on the computer you are using.
- 👍 Always have a timed run-through before your real presentation.
- 👍 Arrive early, there are often problems with the computer & projector.
- 👍 Use a good quality memory stick and have a back-up on CD.
- 👍 Some networks won't allow new memory sticks to be installed.

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9.17 Presenting Information



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

Work task/project: _____ 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 a 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 Project - Presentation AT4

For this assessment task you are required to prepare and present an oral presentation using appropriate digital equipment and software.

- ⇒ The presentation should report on the planning, organising, doing and reviewing of your Work-Related Project. (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/project:

Team Members:

AT4: Work-Related Project - Presentation		Re- quired	Due by	Done	Teacher initials
1. Determine topic, deadlines and other task information. Details:		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Complete relevant research about your information together for the presentation. Details:		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Complete an 8-step Communication Plan. Details:		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Determine roles and responsibilities, prepare your presentation, and do a timed practice run. Details:		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Give presentation to the appropriate audience. Details:		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Encourage and use feedback about the Work-Related Project and the presentation. Details:		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Other? Details:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information:

Signed: _____ Date: _____

9.19 Evaluating Performance

A Performance review - Self

You need to complete a performance review for **yourself** in relation to **your effectiveness** as part of the Innovative Work-Related Project.

Innovative Work-Related Project: _____			
Name(s): _____		Date: _____	
Work-Related Project Task	Strengths	Weaknesses	Strategies for improvement
My effectiveness at planning and organising the Innovative Work-Related Project.			
My effectiveness at doing the Innovative Work-Related Project.			
My effectiveness at using problem-solving to deal with issues as part of the Innovative Work-Related Project.			
My contribution to our team during the Innovative Work-Related Project.			
How well I used technology as part of the Innovative Work-Related Project.			
My own development of employability skills as part of the Innovative Work-Related Project.			

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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 Innovative Work-Related Project.

Innovative Work-Related Project: _____			
Name(s): _____		Date: _____	
Work-Related Project Task	Strengths	Weaknesses	Strategies for improvement
Effectiveness of our team in planning and organising the Innovative Work-Related Project.			
Effectiveness of our team in doing the Innovative Work-Related Project.			
Effectiveness of our team's problem-solving to deal with issues as part of the Innovative Work-Related Project.			
The cohesion of our team during the Innovative Work-Related Project.			
How well we used technology as part of the Innovative Work-Related Project.			
Our team's development of employability skills as part of the Innovative Work-Related Project.			

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9.21 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 Projects; and also when working.

Name:		Date:
'Employability' Skill	How well did I develop and demonstrate this skill in Work-Related Projects?	...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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9.23 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 by building skills and participating in relevant training.

This evaluation is for use by your team members and peers related to **WRS Projects**.

Name:		Date:	
Skill	Performance in WRS Projects.	Example(s) of how this was demonstrated in WRS Projects.	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 by 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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9.25 Evaluating Performance

G Self-improvement action plan

Now that you have finished your program, it's time to take steps to make improvements. Of course, each improvement you make gets you a step closer to achieving your long-term goals.

[illegible]

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?

→ _____

→ _____

To what extent did I build and apply my work-related skills over this entire unit?

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

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

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

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

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9.27 Unit 2 Assessment Record

[illegible]