

## Order form: Current from Term 3, 2015 (Note: All prices are GST inc.)

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

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

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

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

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

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### Order Details

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

## New Literacy and Numeracy resources for 2016

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

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

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

## Released in 2015

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

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

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

### Current resource list: 2015 into 2016

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

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

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

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

#### Industry and Enterprise

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

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

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

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

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

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

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

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

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






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

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

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

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

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

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

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# Work Related Skills Senior: Workbook

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

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### Work Related Skills Senior Workbook

By Michael Carolan

DELIVER Educational Consulting (978-0-9873519-4-4)

Also available for VCEAL and Applied Learning

- Literacy - Intermediate (Nov 2010)
- Personal Development - Intermediate 2011 (Jan 2012)
- Personal Development - Senior (Jan 2013)
- Work Related Skills - Intermediate (Jan 2014)
- Work Related Skills - Foundation (May 2014)
- Retail Trade Industry - Foundation (Dec 2013)
- Retail Trade Industry - Intermediate (Dec 2013)

Also available for Industry & Enterprise (new editions for 2012)

- I&E 1: Workplace Participation (Nov 2011)
- I&E 1: Workplace Participation - e-version (Jan 2012)
- I&E 1&2: Towards an Enterprising You (Jan 2012)
- I&E 3&4: Towards an Enterprising Australia (Nov 2011)

Available for pathways and careers education

- Mini GOALscorer suite of careers tools

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Carolan, Michael

Work Related Skills Intermediate: Workbook (978-0-9873519-4-4)

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## Advice to students

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

## Assessment Tasks

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

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# Researching Industry: Workplaces and Pathways

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Activity	p.	Due date/Done?	Comment
1.02A ANZSIC industry classifications	3	<input type="checkbox"/>	
1.03B ANZSIC industry employment	4	<input type="checkbox"/>	
1.04C Employment in industry	5	<input type="checkbox"/>	
1.06A Stakeholders	7	<input type="checkbox"/>	
1.08B Suppliers	9	<input type="checkbox"/>	
1.09C Stakeholders and the supply chain	10-11	<input type="checkbox"/>	
1.14A New product development	15	<input type="checkbox"/>	
1.15A Career pathways	16	<input type="checkbox"/>	
1.16B Employee interview	17	<input type="checkbox"/>	
1.18C Industry pathways	19	<input type="checkbox"/>	
1.19D Industry pathway	20	<input type="checkbox"/>	
1.21 Industry/Workplace investigation	21	<input type="checkbox"/>	
1.21 Self-Assessment	22	<input type="checkbox"/>	

Comments:

## 1.01 Australian Industries

### Industry

Welcome to VCAL Work Related Skills Senior. 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 which classifies 19 different industries. e.g. Officially McDonald's is part of - H: Accommodation & Food Services industry.



### 5-Stage Industry Classification



#### 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, mining, 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 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 gel, cars and sporting goods. Services are intangible items whereby a service provider performs some task for us such as a haircut, a taxi ride or a football match.

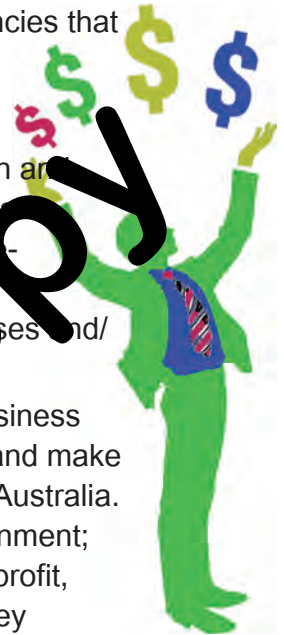
If we add up the total production of all goods and services made by all the organisations that belong to an industry we can calculate that industry's total contribution to production in Australia. For example, in 2011/12 the total production of the Mining industry was \$133b. So which industry do you think is the biggest and which might be the smallest?

It is important to be aware of the type of production that an industry involves 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.

### Profit motive

You should already know about the difference between an organisation and a business. All businesses are organisations, but not all organisations are businesses. Some organisations are government agencies and service providers, not-for-profits or charities and so usually we don't call them businesses. A more general term that we can use to describe businesses and/or organisations is 'firm'.

As part of our market capitalist economic system investors (such as business owners and shareholders) own and operate businesses in order to try and make a profit. Businesses contribute approximately 80% of all production in Australia. Public and essential services are provided by the three levels of government; Commonwealth (or Federal), state and local. In addition many not-for-profit, charity, member and welfare organisations exist to provide services they believe that society needs.



### ANZSIC industry classifications A

Complete the table below 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...		



## 1.03 Australian Industries

### Nature of industries

Different industries have varied characteristics because the organisations and businesses might exist for different reasons.

Just about all mining organisations are businesses that exist 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.



Many, but not all of the organisations in the Health Care and Social Assistance industry operate on a not-for-profit basis.

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.

### B ANZSIC industry employment

1. Rank each column from highest, 1, to 19. Calculate each as a % of total employment.
2. As a class discuss what these results suggest about employment in industry.

ANZSIC Industry	Total Employment Nov. 2012	Rank	% of total
A: Agriculture, Forestry and Fishing	322,500		
B: Mining	269,700		
C: Manufacturing	145,100		
D: Electricity, Gas, Water and Waste Services	141,000		
E: Construction	915,300		
F: Wholesale Trade	423,600		
G: Retail Trade	1,220,500		
H: Accommodation and Food Services	786,200		6.8%
I: Transport, Postal and Warehousing	583,500		
J: Information Media and Telecommunications	229,100		
K: Financial and Insurance Services	421,400		
L: Rental, Hiring and Real Estate Services	197,700		
M: Professional, Scientific and Technical Services	913,800		
N: Administrative and Support Services	397,100		
O: Public Administration and Safety	687,300		
P: Education and Training	897,500		
Q: Health Care and Social Assistance	1,369,900		
R: Arts and Recreation Services	217,900		
S: Other Services	451,300		

Source: ABS Labour Force Survey

## 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 motives of firms 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) in a specific industry (i.e. an industry specialist)
2. In particular occupation(s), but across different industries (i.e. an occupational specialist).

### 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 on their apprenticeship in the construction industry and then build their career specialising in new housing estates. They might then become an off-site manager coordinating a whole team of trades people, 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 different industry to broaden their skills, or to match their career pathway with their interests and values.
- ⇒ e.g. An IT technician might start their apprenticeship 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 & Telecommunications industry. Finally, but still in IT, they might end up working for a sporting organisation in the Arts and Recreation Services industry.

## Employment in industry C

Visit the Job Outlook website at <http://joboutlook.gov.au>

Click on Alphabetical Search and then click on Carpenters and joiners. Click on Statistics then choose Main Employing industries from the drop-down list. Here you can see the main industries in which carpenters and joiners are employed.

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 & joiners	Construction: 85.2%	Manufacturing: 10.3%	Mining: 0.6%	All others 3.9%

2. In your work folios explain, using examples and a timeline, whether you are more likely to work in one industry, or across different industries (or even different occupations).

## 1.05 Industry Stakeholders

### Stakeholders

A stakeholder is an individual, group, organisation, community or other interested party that is affected by a decision. So we can say they have a stake in the outcome of this decision-making.

Decisions are made all the time in our society, some are good and some are not so good. Some decisions benefit one individual or group at the expense of another individual or group. People, groups and organisations may have differing social values. They each see different benefits and costs. This can lead to a clash of values.

Some of the key stakeholders in any decision can be classified into distinct groups. They may not all share the same opinions but they may be affected in similar ways by that decision.



#### Employees

Are responsible for producing goods and services, maintaining quality standards, achieving the highest possible productivity levels and ensuring that safety is maintained. Different employees include full-time, part-time, casual and of course, even managers.

#### Owner/s/shareholders

They invest their capital (money) and enterprises so as to operate their businesses at a profit.

#### Pressure and lobby groups

They operate to try and influence society and industry in order to achieve a particular social value they believe in. e.g. Unions, QUIT, Sea Shepherd, etc..

#### Customers/clients

They buy goods and services and expect highest possible quality, fair prices, safe products and high levels of customer service. They may reward good service with customer loyalty.

#### Suppliers

They supply intermediate goods and services to organisations. Suppliers are relied upon to ensure that organisations can effectively achieve their goals.

#### Government

At three levels, Commonwealth, state and local they set the rules by which society and industry must operate. They might also supply some essential public services.

Internal customers

Internal customers are other employees or departments within an organisation. These internal customers rely upon each other in order to get their job tasks done. For example:

- ⇒ A checkout operator might need someone else to do a price check
- ⇒ A cabinet maker might only make the doors for a pre-packaged kitchen, someone else might assemble the frames
- ⇒ A make-up artist might be employed to pretty up the newsreader on a nightly basis.



Total Quality Management suggests that all employees or departments should treat all other employees or departments with the highest possible care and consideration. i.e. You should treat everyone within your organisation as a customer, that is, an internal customer, and deliver the highest quality service or products to them.

External customers

These are the end-users of the product whether they be goods and/or services. For example, when you consume a can of Pepsi Max, or when your family buys a car or if your school contracts in a technician to fix the photocopiers.

The expectations of external stakeholders might change from industry to industry. Consider the different expectations of external customers of the Wholesale Trade industry (who are actually retailers) compared to external customers of the Retail Trade industry (who are actually shoppers). The expectations of external stakeholders might also change within different industry sub-sectors. Consider the varied expectations between the primary, secondary and tertiary sectors of the Education and Training industry.

Stakeholders A

List different examples of internal and external customers for a workplace that you are familiar with.

Workplace	Internal stakeholders	External stakeholders



## 1.07 Industry Stakeholders

### Supply-chain

One way to consider the stakeholders involved in industry is to understand a supply-chain. A supply-chain refers to all the supplier organisations that work together to provide components, materials and support services to an organisation so that it can produce its product.

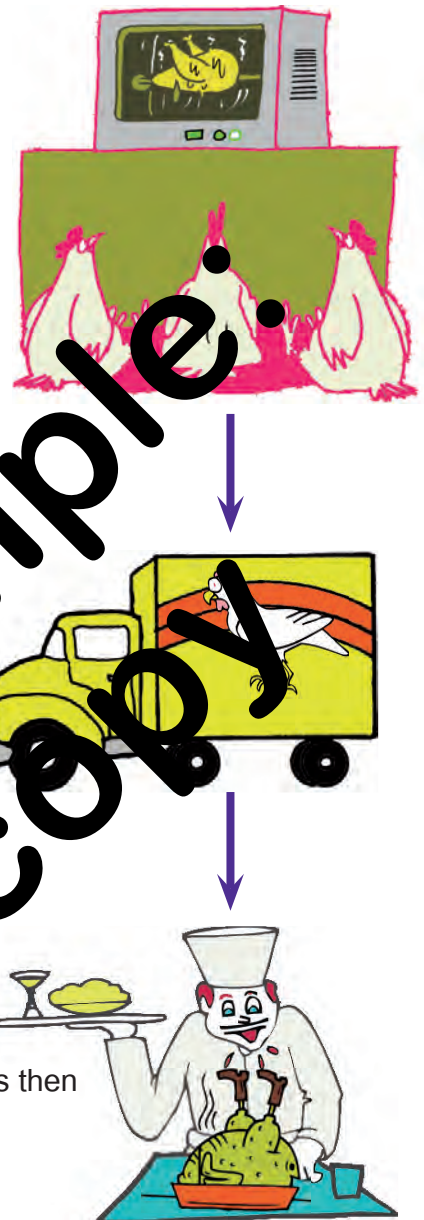
The supply-chain includes all the stakeholders that are a part of the production of the final good or service.

Organisations use intermediate inputs to either produce a finished good, such as a bakery producing a bread roll to sell to the public; or to make intermediate goods that are being used by other organisations, such as that same bakery producing thousands of bread rolls for school canteens.

An organisation sources inputs, both goods and services, from other organisations who are 'upstream' from them. They are all customers of each other. For example:

- ⇒ McDonald's sources their chicken from Ingham's and Steggle's
- ⇒ Many beverage manufacturers such as Coca-Cola and Amatil source their drink containers from Amcor
- ⇒ Linfox provides freight services for the Coles Group of supermarkets, Liquorland, Bunnings and Target stores
- ⇒ Visy provides packaging products for thousands of other businesses across many industries.

As customers of each other, industry stakeholders rely on all members of the supply chain to provide quality goods and services in a timely fashion. If one link in the supply-chain fails then the final product is in jeopardy.



### Industry clients

All members of a supply-chain are industry clients. The internal stakeholders usually operate 'upstream'. They provide a good or service and 'send it on' to the next tier. Whereas the final user of the product, the external customers, usually exist, 'downstream'. They receive the finished product.

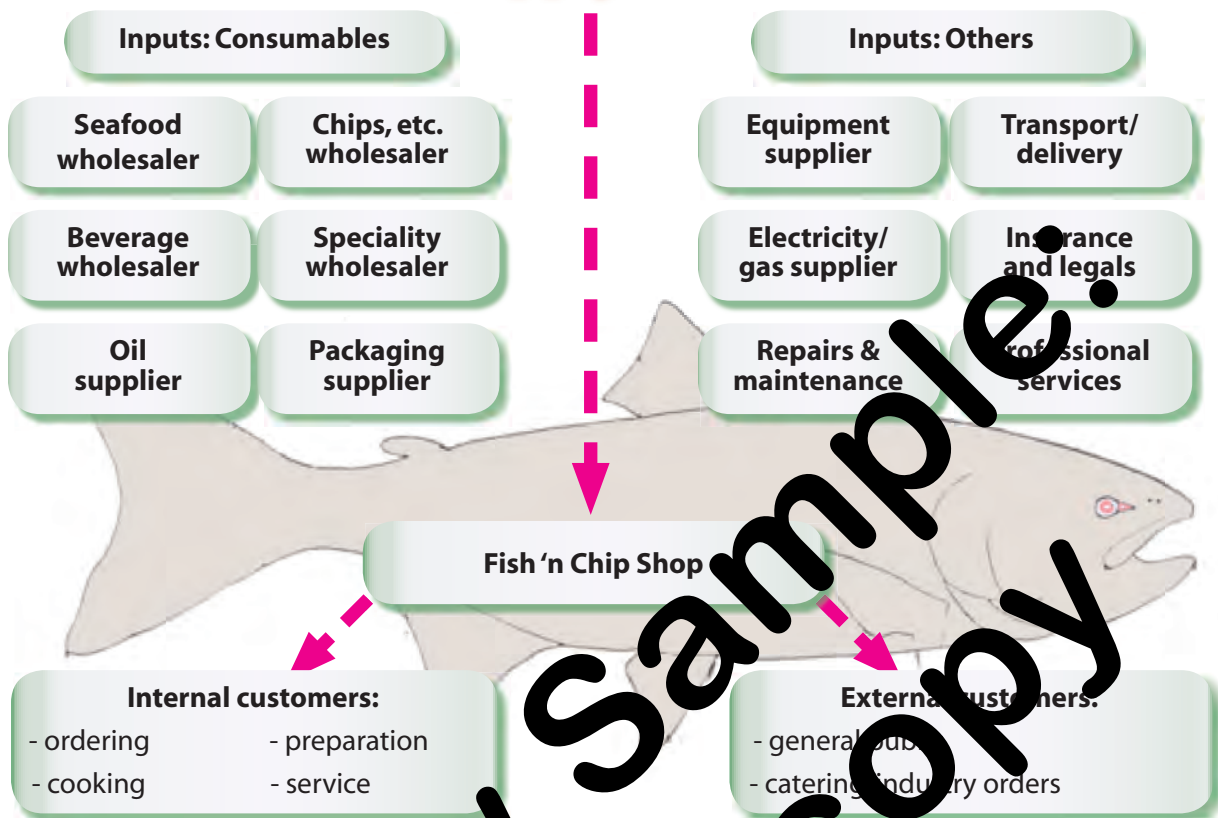
Of course many businesses buy finished products from one supplier then use these as components in new finished product (e.g. car windscreens in car manufacturing).

Others buy finished products and turn them into new products (e.g. fresh vegetables bought from wholesaler and then used in a restaurant).

Some industries deal almost exclusively with external clients from the general public, such as retail trading and accommodation, cafés and restaurants; whereas others deal mainly with external clients within other industries, such as wholesale trade, manufacturing and mining. You don't just rock up at a Rio Tinto coal mine and ask for a wheelbarrow of coal do you now?



## Supply-chain



### Suppliers B

Consider the diagram above in relation to your local fish'n'chip shop or a similar takeaway. List local industry examples who might supply the consumables and other inputs. Try to find out the name of a supplier by asking the proprietor or by researching online. (For example, a quick search tells me that CBG Seafood in Mordialloc supplies fish to this industry. Would your local use them or some other supplier?)

2.

3.

4.

5.

## 1.09 Industry Stakeholders

### C Stakeholders and the supply-chain

Identify a workplace you are familiar with. This might be a workplace that you have completed a work placement with or some other organisation.

1. Identify the key stakeholders of this organisation and briefly describe their roles.
2. Describe the goods and/or services this organisation produces.
3. Outline the different types of internal and external customers of the organisation.
4. Draw a diagram that illustrates the supply-chain for this organisation.
5. Make a presentation on this topic using visual aids.

Start to draft some ideas and information. Use your work folios and/or computer.

Organisation: \_\_\_\_\_

Stakeholders:

Goods/services:

Internal & external customers:

Supply-chain diagram:

Preview Sample:  
Do not copy

## 1.11 Product Development

### Products

You already know that a product may be either a good or a service. As our economy grows more sophisticated, people are spending a greater proportion of their income on services than they did in the past. As a person ages they also tend to spend a greater proportion of their income on services as a natural part of the responsibilities associated with an adult life. In essence there are three categories of products: industrial products, community products and consumer products.



How would we cope without the products made possible by Clarence Case?

### Industrial products

These are goods and services primarily produced for other businesses and organisations with an aim to make a profit.

These might include inputs such as oil, steel and beef, machinery such as tractors, production lines and ICT infrastructure and services such as engineering consulting, accounting and legal services.



### Community products

These are services that are generally provided to ensure that society is a better place.

These services are usually provided by the government on a not-for-profit basis such as police, justice, defence, parks, arts, culture, health and aged-care and others.

Other services such as health, personal care, education, welfare, etc., might also be provided by community organisations on a cost-recovery, or sometimes, a profit basis.



### Consumer products

These are final products made for consumers to purchase.

These include all the everyday needs and wants that people buy; all the way from milk, bread and chocolate through to SUVs, diamond necklaces and rock-painting kits.

Consumer services include hairdressing, recreation, home maintenance, car repairs and even those important items such as cat psychology and psychic consultations.



### Innovation

Innovation is classified into three categories.

1. A new good or service
2. A new operational process
3. A new organisational or managerial process.

New goods or services or new processes may involve the development of new technology, (e.g. micro-processors), an adaptation of existing technology to a new use (e.g. eCommerce), or may even be non-technological in nature such as organisational and managerial change (e.g. teams-based work practices).

Innovative goods and services should improve our way of life in some way. For example, the automobile was first invented by Karl Benz in 1885. The motor vehicle had been invented for 49 years when Lewis Brandt of the Ford Motor Co. of Geelong decided to modify it in 1934 to produce the utility. Hence an Aussie innovation for an already innovative product.

And now we see auto manufacturers making hybrids and other innovative 'green' vehicles. Innovation is covered in more depth in Section 7.

### Design

Innovative design is essential for developing an enterprising culture. When we are talking about design we can focus on:

- ⇒ Product design and aesthetics
- ⇒ Customer-service design in places such as retail layouts
- ⇒ Manufacturing design and facilities processes and layouts
- ⇒ Office and administration design.

Design also extends to all the systems, processes and infrastructure that support goods-producing and service-producing industries.

The aim of effective design is to maximise stakeholder benefit while minimising the cost of inputs. So in a sense, innovative design is all about

"There was a time when I was the coolest thing that people could be seen carrying! What do you think now?"



### New products

Innovation, timing and market demand are drivers of new product development. A business will only introduce a new product if it believes it can make a sufficient profit from the product. However, the business will need to make enough profit in order to generate a suitable return on investment.

New community products (services) might be developed to cater for demographic shifts, such as new schools and hospitals in outer suburbs. New community services might also be developed depending on changing social patterns such as home-care visits for elderly people. Some community services might also be thinly disguised consumer products; consider the growth in privately operated child-care centres.

The development of new products often requires a more enterprising skills-set in employees. Aside from technical, engineering and industry-specific skills, those involved in product development usually need to have initiative, be creative and adaptable, be able to solve problems and of course work with others in teams.

These skills can be developed through targeted training programs. But employees also need to be encouraged to work proactively to pursue research and development ideas. A teams-based approach to decision-making can support this skills development.



## 1.13 Product Development

### Product Development Process

#### 1. Idea

- ⇒ Could develop a technical innovation (e.g. semi-conductors).
- ⇒ Might improve an existing service (e.g. broadband).
- ⇒ Undertake research and development (could even 'buy' an idea).
- ⇒ Consider product-line extension (e.g. Coke - Diet Coke - Coke Zero).
- ⇒ Monitor and adopt trends from overseas.
- ⇒ Look at competitors, might even copy market leaders.

#### Note:

These stages are not sequential. Developers might be involved in a number of stages at the same time.

#### 2. Design - Engineering and costing

- ⇒ How much will need to be spent/invested developing the product?
- ⇒ How much will it cost to produce/what is the budget?
- ⇒ How much can be made on each item or service, i.e. the margin?
- ⇒ Who will design the product or service?
- ⇒ Who will make the product; will production be outsourced to specialists?
- ⇒ Will technical expertise need to be hired to engineer the product?
- ⇒ Will we manufacture and produce locally or overseas?

#### 3. Design - Testing

- ⇒ Use an industrial designer to refine the product's look and functionality.
- ⇒ Need to develop a prototype and/or carry out a beta test.
- ⇒ Must make ongoing and continuous improvements.
- ⇒ Refine a service based on the needs of the user-group.
- ⇒ Analyse costing and financial issues associated with product design.
- ⇒ Use focus groups to give feedback.

#### 4. Marketing

- ⇒ Determine the exact target market profile and their expectations.
- ⇒ Forecast expected sales volumes, market shares, product life cycle and so on.
- ⇒ Finalise costing issues based on product margins, labour and other costs of services, fixed and variable costs, funds already invested and ongoing costs.
- ⇒ Develop a launch program that is timed to suit the market.
- ⇒ Develop advertising, packaging, point-of-sale promotion, industry-awareness campaigns and so on, depending on the good or service and variations.

#### 5. Production/planning

- ⇒ Plan when to begin producing the good or providing the service.
- ⇒ Order and obtain inputs, equipment and technology to produce the product.
- ⇒ Calculate staffing needs including allocating, hiring, training and retraining.
- ⇒ Fit the new product into the current production mix.
- ⇒ Develop and implement plan to phase-out obsolete goods and services.

## New product development A

Form into pairs or groups as directed by your teacher. You are required to propose, investigate and design the possible development of a new product (either a good or a service) for an industry or workplace you have been investigating. Draft some ideas below then complete the task in your work folios.

- ⇒ Use the product development process opposite to help you.
- ⇒ Try to draft some information for at least 2 of the points listed in each of the 5 stages.
- ⇒ Outline some skills that would be needed to support each of these 5 stages.
- ⇒ Present your investigation to the class, including visual representations of a good, or a flowchart of a service.

*Products that I would like to see or services that make the world a better place.*

*Other similar products already on the market to use for ideas.*

*Sketches/diagrams:*

## 1.15 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 are 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 very 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 get these 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 role.

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



### Employee interview

B

You are required to interview a middle or senior employee in a workplace 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, promotion and other relevant pathway information.
- ☐ Ask about their future aspirations as well as advice they would give someone starting out in that workplace.

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:

## 1.17 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 occupation. 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 which draws 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 approach 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 firms compared with those employed by large organisations, big chains or franchises.

Image ©:  
Anne-Louise Quarfoth  
photos.com



## Career Pathways 1.18

### 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
- ⇒ horticultural
- ⇒ floriculturist
- ⇒ 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

### IT technician

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

### Clerk

- ⇒ administrative
- ⇒ purchasing
- ⇒ budgeting
- ⇒ sales & marketing
- ⇒ courier
- ⇒ human resources
- ⇒ advertising
- ⇒ investment
- ⇒ taxation
- ⇒ superannuation
- ⇒ marketing
- ⇒ logistics
- ⇒ office manager

## Industry pathways C

Above are some examples of different occupations that might be available to workers starting on 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) For an industry you are interested in use Job Outlook's Industry Search to discover different occupations within that industry. <http://joboutlook.gov.au>



List occupations about which you'd like to find out more information. Go online and research these, including relevant training requirements.

Industry:

## 1.19 Career Pathways

### 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 this year?"
- ⇒ "Where do you see yourself in 2-3 years time, when you are 19-21?"
- ⇒ "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 managing your time efficiently.
- Asking for help and getting advice when needed.

WRS  
SUPER  
SKILLS

### D My pathway

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

Use the appointment to find out the following information (and more!) for an occupation/industry you are interested in.

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

## Industry/Workplace Investigation AT1

For this assessment task you are required to complete activities related to products and product development, key customers/clients and career pathways associated with a workplace or industry. These are outlined in Parts A&B. Your teacher might add more tasks.

### Part A: (Final due Date: \_\_\_\_\_)

You are required to complete a summary report of a workplace and/or an industry. The requirements are:

1. Identify an industry and explain its purpose by outlining the products (and services) it produces. **[This should be a summary that you are now able to complete given that you have completed Section 1 of this workbook.]**
2. Outline the customers/clients of this industry (or a specific workplace within the industry.) **[Or complete 1.06A and 1.09B.]**
3. Outline the skills and processes used in developing products (and services) by this industry (or a specific workplace within the industry.) **[Or complete 1.14A.]**
4. Describe career pathways available to you in this industry (or a specific workplace within the industry.) **[Or complete 1.04C, 1.16B, 1.18C and 1.19D.]**

### Part B: (Final due Date: \_\_\_\_\_)

Draw a diagram, flowchart or timeline that shows your most likely career pathway for an occupation in a workplace or industry that you are interested in. Include key goals and milestones, training, qualifications and what you'll most likely be doing in your personal life at each stage of your career.

Activity	I must do...	Due by	Done	Teacher initials
<b>Part A: Prepare an industry/workplace report</b>				
<b>Details:</b> _____				
1. Identify industry and explain its purpose by outlining the products (and services) it produces.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. 1.04C Employment in industry	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. 1.06A Stakeholders	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. 1.09B Stakeholders and the supply-chain	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. 1.14A New product development	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. 1.16B Employee interview	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. 1.18C Industry pathways	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. 1.19D My pathway	<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"/>
<b>Part B: Career pathways timeline/flowchart diagram.</b>	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

## 1.21 Self-Assessment

### Self Assessment Pro-Forma

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

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

Which tasks did I perform best at during this unit?

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

Which tasks did I most enjoy doing and why?

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

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

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

Which areas should I focus on improving?

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

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

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

# Job-Seeking Skills

# 2

## Contents

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2.07	Résumés .....	30	2.15	Job Interviews .....	38
2.09	Sample Résumé .....	32	2.19	Self-Assessment .....	41

Activity	p.	Due date/Done?	Comment
2.02A Sources of jobs	24	<input type="checkbox"/>	
2.02B My job-seeking network	25	<input type="checkbox"/>	
2.03A Job applications - 4 key points	26	<input type="checkbox"/>	
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Comments:



## 2.01 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-call 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, are now encouraging job-seekers to register directly through the HR section of the



"Where do I start looking?"

### A Sources of jobs

For each job opportunity source find as many examples that are relevant for your career both now and for the future.

Job opportunity source	Examples
<p><b>Online employment websites:</b></p> <p>They might be a stand-alone site, aligned with print media, a government site or even an industry-specific site.</p> <p>e.g. <a href="http://www.seek.com.au">www.seek.com.au</a></p>	
<p><b>Newspapers and print media:</b></p> <p>Ads occur daily and especially on Saturday. They also run extensive websites. Don't forget about your local papers.</p> <p>e.g. The Saturday Age classifieds</p>	
<p><b>Employment agencies:</b></p> <p>Many employers use agencies and some are industry specialists. You register with agencies who can match you to jobs.</p> <p>e.g. Skilled</p>	
<p><b>Youth-oriented agencies:</b></p> <p>These often specialise in apprenticeships and group training. Others might focus on students at risk.</p> <p>e.g. MEGT</p>	
<p><b>Job Services Australia:</b></p> <p>Job Services Australia members are contracted by the government (Centrelink) to find jobs for the unemployed. Start with Centrelink.</p> <p>e.g. <a href="http://www.jobsearch.gov.au">www.jobsearch.gov.au</a></p>	
<p><b>Networking:</b></p> <p>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.</p> <p>e.g.</p>	

### Job-seeking network

In a small world, is it what you know or who you know? It's often reported that almost three quarters of all jobs are not advertised.

Although this statistic is not proven, it still is basically true that the large proportion of jobs are filled through recommendations and being 'in the know'. In other words, through your job-seeking network.

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 some people who might be able to help you develop your career. And these people must be made aware of the types of jobs you're looking for.

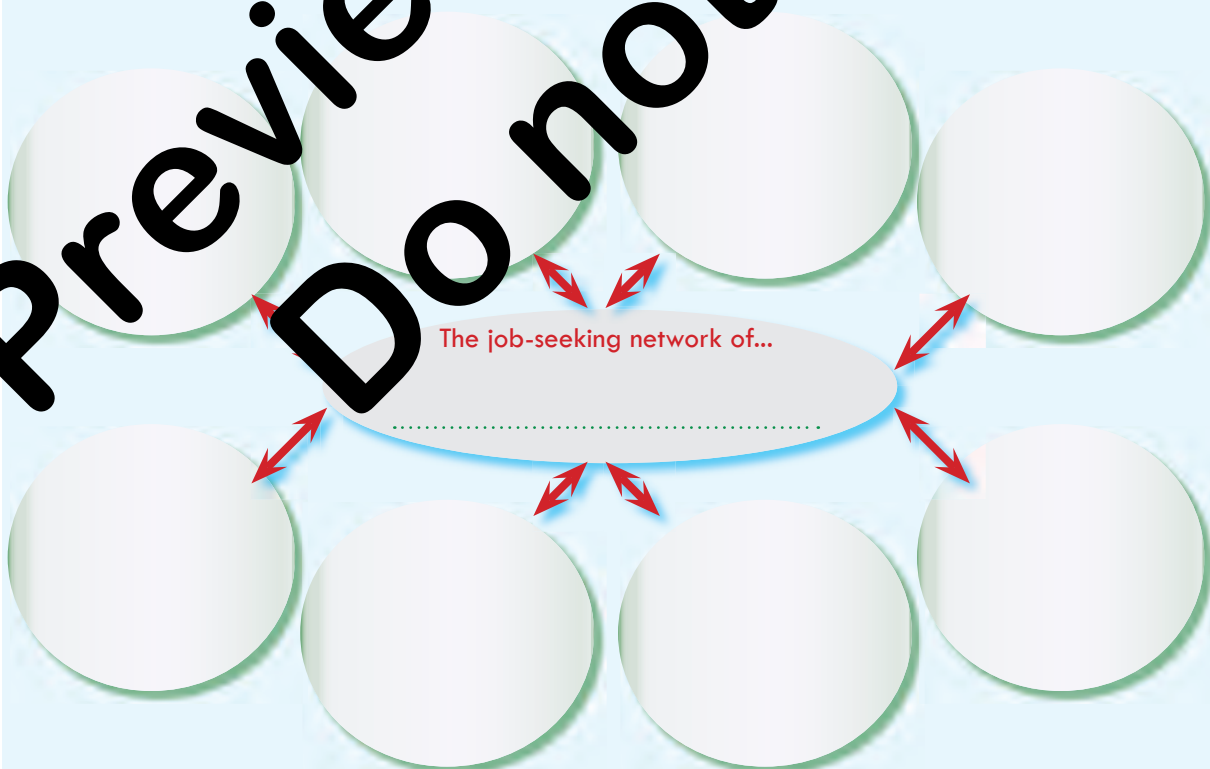
Of course, you must be prepared with a résumé and cover letter ready to go.



Image ©:  
Mohammed Samir  
Photos.com

### My job-seeking network B

1. List the full name and numbers of 8 people who are a part of your job-seeking network. You should have done an activity like this before, but since then your job-seeking network should have changed and evolved.
2. Exchange at least 3 contacts with other members of your network.
3. Make an appointment with the careers teacher and find at least 3 more possible contacts.



## 2.03 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-call.** 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 write about 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 send a brief cover note or letter by email.

All job applications, whether they are specific, generic or very brief must clearly explain three 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 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/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

1 a. Your address, note the format!

March 16th, 2014  
Mr. Frederick Lumbago  
Manager, Hehir Ball Designs  
17 Chaphell Rd  
TRENDSTOWN VIC 3219

1 b. Date of writing the letter.

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

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

Dear Mr Lumbago

2. Intro title of letter.

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

3. Reason for letter  
it refers to the right  
person.

I am currently undertaking VCAL - Senior (Year 12) at Sceda Institute TAFE in Winbago. As part of this course I am studying a Certificate 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  
sample related  
to the position,  
occupation and/or  
industry.

In August I had a 2 week work placement at Snippity Do Da's Hair Creations in Bauldfield. Earlier this year I successfully completed a 3 day introductory program at the Clip Glom 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 TAFE project 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 Yumppie Bakery. Through this role I have built my customer communication skills, used point-of-sale equipment, followed appropriate H&S, 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.

## 2.05 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.	
9.	
10.	



### Job application letter C

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.

*Tip: Perhaps you could enlarge this page to A3 and make another copy before you start.*

Preview Sample:  
Do not copy

## 2.07 Résumés

### 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 as you gather skills, qualifications and experience. 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 numbers at the bottom of the page.
- ✓ Include plenty of white space.
- ✓ Use tabs to indent and group 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 oldest.
- ✓ Use work-related skills and employability skills to outline your skills.
- ✓ Explain how you have contributed either in your work or in school.
- ✓ Include 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 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 a 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, on résumés of students and people who have worked with in the past!



## 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.36-37. 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.

## 2.09 Sample Résumé

resume: Ollie Sprk, February 2013

Ollie Spork

11 speckled crescent lower springtown , 3526

M: 0441 0404 0101

ollie\_da\_sickest\_allnite\_raver@wotmail.com.au

### Education

2014: VCAL

TAFE Hospitality.

VCAL & VCE subjects include:

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

2008-2013: Did Years 7-11 at Springtown College

### Qualifications & Training

- Jun 2012: Certificate 1st Aide and SRP
- Mar 2013: Certificate I in Food Hygiene
- MAY 2023 - Responsible alcohol serving the RS

### CAREER AMBITIONS

I want a job cooking in a restaurant with good pay

### Employment History

#### Employment

→ Encycle feedia Larder and Book store

Position: Helped out in the cafe Duration: Last year

Tasks: Did a lot of different things with customers.

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

- effectively 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 diod what I was told

**Résumé: Ollie Sprk, Feburary 2014**

**Employment History** (cont.)

*Work Experience*

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

Position: Food and service helper-out Duration: June 2013 - 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 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 showd 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 \$1,000 to by new sports stuff.
- I mow lawns for free for my ailies on my block who can't walk becuase of athfritis.

*Professional Skills*

- ✓ I can use computer 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 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



## 2.11 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 you as a 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 VET, 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 types of jobs you are applying. Help: [www.myfuture.edu.au](http://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 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. Listing 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 & 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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## My résumé A

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

Task/activity to be completed	By when?	Done?
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

## 2.13 Résumé Template

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

(Personal details)

---

**Education**

**Qualifications & Training**

**Career Ambition**

**Employment History**

Employment

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

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

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

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)*

## 2.15 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 interview

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 a person who is actually employing or paying you.
- ☺ You might only be competing against a very limited field, perhaps just 3-5 applicants.
- ☺ The successful applicant will most likely be chosen after only 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 position 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.

### A Interview types

List the 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 including all of them in your gaze and 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.

### Group interviews

Group interviews might be used:

- ⇒ For certain lower-level jobs focusing on customer service
- ⇒ When a new business is just starting out
- ⇒ When an organisation is hiring a number of people for similar jobs.
- ☺ The group interview process might involve sitting with up to 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 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 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:
  - ⇒ 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 Raths  
Photos.com



## 2.17 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 corporate 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 the 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 & public transport issues, who to contact in a building anderson.
- ⇒ Have extra copies of your résumé and references; and offer to leave these.

#### 2. Look the part

- ⇒ Dress suitably for the interview. You can never be over-dressed for a job interview but you can be under-dressed. No slogans, no hats and no truckies ever!
- ⇒ Tone down all accessories for the interview.
- ⇒ Be clean, fresh, neat, ironed & ready to shine. Grow 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 up right 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 dealing with other people.
- ⇒ Where do you see yourself in (12) months time?

WRS  
SUPER  
SKILLS

### 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 pathway advisor, 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.

## 2.19 Self-Assessment

### Self Assessment Pro-Forma

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

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

Which tasks did I perform best at during this unit?

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

Which tasks did I most enjoy doing and why?

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

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

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

Which areas should I focus on improving?

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

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

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

# Investigating Workplace Safety: OH&S Requirements and Induction 3

## Contents

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3.05 OH&S Induction .....	48	3.13 Self-Assessment.....	56
3.09 OH&S Stakeholders.....	52		

Activity	p.	Due date/Done?	Comment
3.01A Workplace hazards	44	<input type="checkbox"/>	
3.02B Hazard alert	45	<input type="checkbox"/>	
3.03C WorkSafe - Industry hazards	46	<input type="checkbox"/>	
3.04D Injury hotspots	47	<input type="checkbox"/>	
3.06A My OH&S induction	49	<input type="checkbox"/>	
3.07B Rights & responsibilities	50	<input type="checkbox"/>	
3.08C Induction summary	51	<input type="checkbox"/>	
3.10A OH&S Stakeholders	53	<input type="checkbox"/>	
3.12 Communicating OH&S Requirements	55	<input type="checkbox"/>	
3.13 Self-Assessment	56	<input type="checkbox"/>	

Comments:



3.01 Introduction to OH&S

Occupational health & safety

By now, many of you have already completed an OH&S induction program such as safe@work in Year 10 and/or Year 11, or an OH&S unit as part of your VET or TAFE studies.

Given that occupational health and safety is an ongoing commitment you need to constantly update your OH&S awareness and skills over your entire career.

As you get closer to entering your chosen occupation you will need to develop a more sophisticated understanding of OH&S issues. This involves not just being able to deal with existing OH&S 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 personnel in the workplace such as the Health and Safety Representative (HSR). You are also expected to be able to communicate effectively so as to convey OH&S information in the workplace.



A Workplace hazards

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

⇒ Farmer, truck driver, child-care worker, chef, office manager

Occupation: _____	Your occupation: _____
1.	
2.	
4.	
5.	

### Hazard identification

Three important steps in effective OH&S 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. Just think about each of these areas right now. How good are you at identifying potential hazards? But can you also assess work-related risks and then plan ways to control these hazards and risks?

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



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

### Hazard alert B

1. Right now, look around you in this room and identify 4 potential safety hazards. Briefly describe these in the table below.
2. Assess and describe the potential risk involved with each of these hazards. Not all hazards are likely to be a problem because they might have been 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 of the class.

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

3.03 Introduction to OH&S

Rules and regulations

As you know by now occupational health and safety laws are governed by a regulatory body in each state. In Victoria, WorkSafe Victoria has the responsibility for managing the state’s workplace safety system.



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 WorkSafe - Industry hazards

Visit the website of WorkSafe Victoria at [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au) (or 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 industry hazards	
1.	
2.	
4.	
5.	

## Injury hotspots D

Visit the website of WorkSafe Victoria at: [www.worksafe.vic.gov.au](http://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 and request free posters.
2. Recreate the Injury Hotspot diagram for your industry 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.



## 3.05 OH&S 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.



### OH&S student induction

As a student you are required by law to complete an appropriate OH&S induction program before you are allowed to commence work experience or structured workplace learning. In Victorian schools this 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 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 on this.

### OH&S induction and training programs

- ☐ TAFE and VET OH&S units.
- ☐ Australian Apprenticeship OH&S 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.

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Lisa F. Young  
photos.com



### Your OH&S 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 training, 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 the relevant **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.



### My OH&S induction A

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



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

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



## 3.07 OH&S Induction

### B Rights & responsibilities

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

#### Employers

According to WorkSafe Victoria, employers are responsible by law 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 f\_\_\_\_\_ 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 \_\_\_\_\_ relevant to workers' OH&S.
- 👉 Where required, use \_\_\_\_\_ 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 Victoria, 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 \_\_\_\_\_/ systems of work according to training and i\_\_\_\_\_.
- 👉 Take reasonable care not to affect the safety of \_\_\_\_\_ in their position or by \_\_\_\_\_ to \_\_\_\_\_.
- 👉 Work with the \_\_\_\_\_ 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 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 supplying this 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?

### 3.09 OH&S Stakeholders

#### Industry stakeholders

There are a number of stakeholders who have a role in ensuring appropriate OH&S in the workplace. These stakeholders work together so that OH&S becomes a primary workplace focus. Each of these stakeholders must work cooperatively to improve safety in the workplace.

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 and works with employers, employees and the public to ensure improved safety. Various employees work in OH&S related professions and jobs.

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Erik Reis  
photos.com



#### Employees

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

#### Employers

- ⇒ They manage work tasks, design work environments, develop OH&S 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 officer (HSR) who has the responsibility to monitor and maintain safety conditions.
- ⇒ The HSR will usually act as a go-between between employees with management in consultations.

#### WorkSafe Victoria

- ⇒ WorkSafe Victoria is the branch of the Victorian Workcover Authority that is responsible for promotion and enforcement of OH&S.
- ⇒ Victorian WorkCover Authority (VWA) manages Victoria's workplace safety system. It is responsible for overseeing Victoria's OH&S system and enforcing state OH&S laws.
- ⇒ A WorkSafe Inspector's primary role is to ensure workplaces comply with health and safety legislation. They are legally empowered to enter a worksite (and some public places) at any time if required or requested, so as to assess OH&S. 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 professional/auditor

- ⇒ These are usually external specialists who are contracted to assess a workplace for OH&S 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 and employers and management in OH&S issues.

## Unions

- ⇒ Play a proactive and leading role in the development of OH&S 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 guidelines.
- ⇒ Work with government agencies (VWA) unions, training institutions and other parties to develop and implement effective OH&S 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 laws and guidelines are controlled by the relevant government in each state and administered through relevant agencies such as the Victorian WorkCover Authority.
- ⇒ In 2009 the Commonwealth government established Safe Work Australia. The aim was to improve work health and safety and workers' compensation arrangements across Australia.
- ⇒ The agency is jointly funded by the Commonwealth, state and territory governments through an intergovernmental agreement.

## OH&S stakeholders A

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

Stakeholder	Role of stakeholder
employee	
employers	
WorkSafe	

## 3.11 OH&S Stakeholders

### Health & Safety Representatives HSR

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

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

According to WorkSafe, Health & Safety Representatives (HSR) 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 effect employee welfare. As a result employers must involve HSRs in consultative processes related to:

- ⇒ Identifying and assessing workplace OH&S hazards or risks
- ⇒ Making decisions to control workplace OH&S hazards or risks
- ⇒ Proposed change that may affect employee workplace OH&S
- ⇒ Proposed workplace OH&S policies and procedures
- ⇒ Making decisions about facilities for the welfare of employees.

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

- ⇒ Share OH&S information with the HSR
- ⇒ Give the HSR a reasonable opportunity to express their views about OH&S matters
- ⇒ Take the HSR's views into account
- ⇒ 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 OH&S and controlling 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 of work environments that might exist in an organisation, each with its own particular safety issues.

For example, consider a large business such as Woolworths and the varied nature of back-of-house work activities such as warehousing and transport compared to front-of-house work activities such as customer service.



## Communicating OH&S Requirements AT2

For this assessment task you are required to complete a number of activities related to OH&S induction and OH&S requirements in a workplace. These are summarised in Parts A-C.

**Part A: (Final due Date: \_\_\_\_\_)**

⇒ Complete school-based OH&S induction program such as safe@work; or relevant OH&S units/modules as part of a VET or TAFE course; or for an Australian Apprenticeship.

**Part B: (Final due Date: \_\_\_\_\_)**

⇒ Complete the tasks as indicated in the table below.

⇒ Your teacher might also add other tasks as required for your learning program.

**Part C: (Final due Date: \_\_\_\_\_)**

Arrange an interview with the appropriate OH&S personnel for a workplace you are familiar with, or one in which you are considering undertaking a work placement. Prepare a summary report including:

1. Key OH&S workplace personnel in this workplace
2. How OH&S information is communicated in this workplace
3. An evaluation of the effectiveness of this OH&S communication process

Activity	I must do...	Due by	Date	Teacher initials
<b>Part A: Successfully complete OH&amp;S induction program</b>				
Details: _____	<input checked="" type="checkbox"/>			
<b>Part B: Complete the following tasks (as indicated).</b>				
1. 3.01A Workplace hazards	<input type="checkbox"/>			
2. 3.02B Hazard alerts	<input type="checkbox"/>			
3. 3.03C WorkSafe - Industry hazards, q.2	<input checked="" type="checkbox"/>			
4. 3.04D Injury hotspots	<input checked="" type="checkbox"/>			
5. 3.06A OH&S induction	<input checked="" type="checkbox"/>			
6. 3.07B Rights & responsibilities	<input checked="" type="checkbox"/>			
7. 3.08C Induction summary	<input checked="" type="checkbox"/>			
8. 3.10A OH&S stakeholders	<input checked="" type="checkbox"/>			
<b>Part C: Prepare a summary report including:</b>				
1. Identify key OH&S workplace personnel in this workplace.	<input checked="" type="checkbox"/>			
2. Outline how relevant OH&S information is communicated in this workplace.	<input checked="" type="checkbox"/>			
3. Evaluate effectiveness of this communication process.	<input checked="" type="checkbox"/>			

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



### 3.13 Self-Assessment

#### Self Assessment Pro-Forma

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

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

Which tasks did I perform best at during this unit?

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

Which tasks did I most enjoy doing and why?

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

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

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

Which areas should I focus on improving?

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

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

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

# Investigating Workplace Safety: 4

## OH&S Hazard Control

### Contents

4.01 Hazard Control.....	58	4.15 OH&S Audit .....	72
4.03 Safety Signs .....	60	4.19 Assessment Task.....	76
4.07 Hazard Management.....	64	4.21 Personal Safety Plan.....	78

Activity	p.	Due date/Done?	Comment
4.02A Hazard control: ITEACM	59	<input type="checkbox"/>	
4.04A Safety signs in a workplace	61	<input type="checkbox"/>	
4.04B Hazard signs	61	<input type="checkbox"/>	
4.05C Investigating signs	62	<input type="checkbox"/>	
4.06D Caution signs	63	<input type="checkbox"/>	
4.08A Hazard Control and Risk Assessment	65	<input type="checkbox"/>	
4.09 Hazard Control and Risk Assessment go-for	66	<input type="checkbox"/>	
4.13B Workplace injuries	70	<input type="checkbox"/>	
4.14C OH&S issue resolution process	71	<input type="checkbox"/>	
4.15A OH&S audit and report	72-73	<input type="checkbox"/>	
4.17B OH&S Issues performance	74-75	<input type="checkbox"/>	
4.13 Hazard Control and Reporting	76-77	<input type="checkbox"/>	
4.21 Personal Safety Plan	78	<input type="checkbox"/>	

Comments:

## 4.01 Hazard Control

### Introduction: Hazard control

In Section 3 you were expected to complete your Senior OH&S introduction and induction process and meet with a workplace Health and Safety Representative or other relevant OH&S stakeholder.

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

- ⇒ Hazard identification
- ⇒ Risk assessment
- ⇒ Control of hazards and risks
- ⇒ OH&S issue resolution processes.

Although each of these four areas has specific activities associated with developing a full understanding, we are going to refer to these four 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 uses a procedure that has consistent steps which can be followed for all workplace tasks, occupation and even industries. Some of you might have already used the 6-stage ITEACM hazard control process last year. It is a very useful step by step process that supports a hazard control process.

An occupational health and safety audit is an effective way to identify hazards and assess risks as part of hazard control. You are likely to have carried out an OH&S audit before, perhaps also 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 listed.

☺ Workplace observation by staff, managers, HSRs and OH&S reps.

☺ Workplace inspection by the HSR or OH&S 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](http://www.worksafe.vic.gov.au).

☺ Employee feedback and reports, regular meetings, such as 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.



Hazard control: ITEACM A

Consider a specific work process or activity for a workplace you are familiar with. Outline the role of 1 workplace stakeholder (such as an employee or 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. ASSES**

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.

⇒

⇒

## 4.03 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 correct ergonomics.

Each time you go into a different workplace you might be faced with different signage. In addition, ongoing legal changes 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 rules and laws that must be followed.



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photos.com




### Safety signs & 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.

Hazard signs **B**

Examine and discuss the 16-image graphic on p. 60. Outline the type of hazard being addressed in each of the images.




## 4.05 Safety Signs

### C Investigating signs

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

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.

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Vincent Colin  
photos.com



## 4.07 Hazard Management

### Hazard management

Hazard management can involve a number of steps such as those outlined in the ITEACM process. Alternatively, WorkSafe suggests a four-step process (identified on p.65). Your teacher will inform you of the preferred steps to use as part of this unit.

Identification of hazards needs to occur at any initial stages of a process such as when starting a business, developing a new product, introducing new equipment or implementing a new work practice. Hazard identification also continues on an ongoing basis through OH&S audits and reviews, as well as consultation with workers and other OH&S stakeholders.

Training is a vital part of 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, sourced and demonstrated prior to workers undertaking any work activity. However, 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. (Do a search for SmartCap.)

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:

- ⇒ 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 OH&S processes, as well as an evaluation of the effectiveness of all hazard control and risk assessment procedures.

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

#### Identify

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

#### 2. Train

Identify training needed as part of the work process; as well as training to enable HSR or OH&S 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 risk associated with the hazard is 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.

### Hazard management plan

A hazard management plan sets out how all risks in a workplace will be identified, assessed and controlled. This plan assists organisations to manage their OH&S responsibilities more effectively.

WorkSafe Victoria recommends a 4-step process for controlling OH&S hazards and risk. This involves activities which:

1. Identify hazards
2. Assess risks
3. Control hazards and risk
4. Check controls.

At all stages the plan should include consultation with key stakeholders

including the HSR or OHS 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 associated with implementing and monitoring of the plan.

The development of a hazard management 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 hazard management plan. However, some other organisations, including many smaller organisations, might not have any formal hazard management plan and could definitely benefit from having such a plan in place.

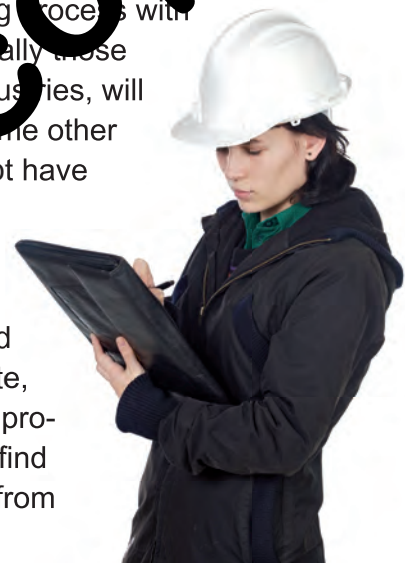
One of the key components of a hazard management plan is a checklist pro-forma that can be used to assess and record risks. A suitable pro-forma is shown on the next page. But note, different workplaces might have developed their own specific pro-forma tailored to their unique circumstances. See if you can find one from a workplace you are familiar with, or download one from WorkSafe.

### Hazard management plan: Guidelines

- ✓ Involve employees in the process.
- ✓ Appoint an OH&S representative.
- ✓ Ensure people have time away from normal working duties to develop the plan.
- ✓ Determine priority areas.
- ✓ Use WorkSafe 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.

WRS  
SUPER  
SKILLS

Image ©:  
Jose Manuel  
Gelpi Diaz  
photos.com



### Hazard Control and Risk Assessment A

1. Use the Hazard Control and Risk Assessment pro-forma on p.66 to investigate hazards and to assess risks associated with a workplace, or specific worksite, or work activity within that workplace.
2. Alternatively you could use a pro-forma that has already been developed by the workplace, or download a suitable pro-forma from WorkSafe.
3. You could practise based on a worksite in your school and have it checked by your teacher before you actually visit your workplace.



*Tip: This investigation might form part of your assessment task for this unit.*

## 4.09 Hazard Management

[illegible]



### OH&S issue resolution

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

Large and medium-sized organisations, as well as industrial manufacturers and service-providers, are likely to have an existing OH&S resolution process in place. This process would have been developed through consultation with workplace stakeholders, as well as by using industry best-practice models and support from unions and WorkSafe. 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 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 isolating 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 issue 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 issues in your workplace.

#### 1. Reporting options

What is the process for raising OH&S issues? Consider:

- ⇒ OH&S 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:

- ✓ Health & Safety Representative
- ✓ OH&S rep
- ✓ Designated Work Groups
- ✓ Employee consultative teams
- ✓ Supervisors, managers and owners.
- ✓ WorkSafe inspectors.

#### 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.

### OH&S Issue Resolution Process



## 4.11 Hazard Management

### 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.

WorkSafe produces an annual statistical report on reported workplace injury claims. It includes data classified according to a range of factors. Four tables are listed on these pages that show statistics related to:

- ⇒ Mechanism of injury/disease
- ⇒ Nature of affliction
- ⇒ Bodily location
- ⇒ Occupation group.

The report also categorises injury statistics based on:

- ⇒ Age group and gender (e.g. males 19,166 injury claims in 2011/12 compared to females 10,095)
- ⇒ Agency of injury/disease (i.e. the object, substance or circumstance such as chainsaws, 28 in 2011/12, compared to 447 injury claims related to animals)
- ⇒ Industry division and subdivision (e.g. manufacturing 5,540 injury claims in 2011/12 compared to mining, 184).

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 25 workplace deaths in Victoria in 2011/12.

Work-related injury claims 2004/04-2011/12: Victoria			
Mechanism of injury/disease	2004/05	2008/09	2011/12
Falling from height	1544	1406	1438
Falling on the same level	2919	2895	2843
Stepping, kneeling or sitting on objects	1150	1109	1563
Hitting objects	2490	1901	1132
Being hit by moving object	3929	3948	3820
Sound and pressure	70	1765	1682
Muscular stress while lifting objects	5924	4801	4731
Muscular stress while handling objects	4112	4253	4453
Muscular stress with no objects being handled	1447	1482	1066
Repetitive movement, low muscle loading	2546	1732	1797
Heat, radiation and electricity	187	241	228
Chemicals and substances	319	244	232
Biological	78	74	118
Exposure to mental stress factors	2640	2419	2820
Vehicle accident	802	878	921
Other/unknown	856	377	417
<b>Total</b>	<b>30432</b>	<b>28785</b>	<b>29261</b>

Source: WorkSafe Victoria 2011/12, 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 2004/05 there were 5,924 claims by Victorian workers attributed to muscular stress injuries as a result of work practices involving lifting objects. This had dropped to 4,731 by 2011/12.

### Work-related injury claims 2004/04-2011/12: Victoria

Nature of affliction	2004/05	2008/09	2011/12
Fractures	2302	2308	2399
Dislocations	242	235	238
Musculoskeletal	17388	15518	15569
Concussion	170	196	218
Internal injury	22	14	12
Open wound	2107	2037	1943
Superficial	195	155	118
Contusion/crushing	2105	1861	1970
Foreign body	54	65	67
Burns	182	219	232
Poisonings	67	34	53
Exposure	49	60	43
Multiple injuries	139	132	153
Other injuries	161	213	187
Deafness	703	1719	1648
Skin diseases	166	149	140
Digestive system	1098	858	813
Infections or parasites	54	34	28
Respiratory system	127	109	101
Circulatory system	160	128	134
Neoplasm (cancer)	16	17	21
Mental disorders	2770	2590	3034
Other diseases	120	83	73
Unknown	35	48	27
<b>Total</b>	<b>30342</b>	<b>28785</b>	<b>29261</b>

Source: WorkSafe Victoria 2011/12, Statistical Summary

### Nature of affliction

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

For example, in 2004/05 there were 2,770 work-related claims by Victorian workers related to mental disorders. This had grown to 3,034 by 2011/12.

### Bodily location

Work-related injury claims categorised according to the body part upon which most harm was suffered by the worker.

For example, in 2011/12 there were 1,693 claims by Victorian workers related to work place injuries affecting the

### Work-related injury claims 2011/12- Victoria

#### Bodily location 2011/12

Cranium	156
Eye	172
Ear	1693
Face	411
Head n.e.c.	260
Neck	929
Back	5517
Chest	277
Abdominal Region	878
Pelvic Region	24
Shoulder	3277
Upper Arm	239
Elbow	858
Forearm	370
Wrist	1228
Hand and Fingers	3145
Upper Limbs n.e.c	187
Hip	218
Upper Leg	202
Knee	2691
Ankle	987
Foot and Toes	790
Lower Limbs n.e.c	579
Circulation	41
Respiratory	78
Other Locations	26
Psychological System	3035
Multiple Locations	993
<b>Total</b>	<b>29261</b>

Source: WorkSafe Victoria 2011/12, Statistical Summary

### Work-related injury claims 2011/12- Victoria

Occupation group 2011/12	Work-related injury claims 2011/12- Victoria (cont.)
Accountants, auditors, financial advisors	67
Ambulance officers	543
Architects, surveyors, building engineers	148
Arts and media professionals	100
Assembly packers & fillers	2070
Car, truck, taxi, train drivers	2070
Carpenters/wood tradespersons	848
Cleaners, housekeepers, laundry workers	9
Clerks, keyboard operators & receptionists	1209
Concreters	183
Electrical & electronic tradespersons	501
Farmers and farm labourers	456
Fixed machine/plant operators	1373
Food workers	387
Gardeners, nurserypersons	337
Health professionals	292
Hospitality workers	996
Inspectors	123
Managers	2059
Metal worker tradespersons	1174
Mobile plant operators	575
Motor vehicle tradespersons	544
Nursing professionals/ personal care workers	2020
Other labourers	2504
Other occupations	886
Other professionals	492
Other tradespersons	1025
Painters	109
Plasterers & tilers	155
Plumbers	426
Police, security and prison officers	1053
Printers & signwriter workers	137
Professional office workers	356
Roof tilers & bricklayers	116
Salespersons	873
Science professionals	134
Social welfare & psychologists	241
Sports persons & coaches	241
Storepersons	850
Teachers & lecturers	1195
<b>Total</b>	<b>29261</b>

Source: WorkSafe Victoria 2011/12, Statistical Summary

### Occupation

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

For example, in 2011/12 there were 2,220 claims made by Victorian workers employed as nursing professionals/ personal care workers.

Image ©: Stockbyte photos.com



## 4.13 Hazard Management

### B Workplace injuries

Investigate the injury statistics presented from WorkSafe Victoria's 2011/12, *Statistical Summary*.

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, industry or work activity you are interested in pursuing.
2. For each one, briefly outline a hazard management strategy that should be used to avoid this risk. (e.g. *There were 232 reported burns in 2011/12 up from 182 in 2004/05. Chefs often suffer burn injuries and must take care by wearing appropriate protective equipment.*)

1.	2.
3.	4.
5.	6.
7.	

WorkSafe 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.

Form into pairs based on similar occupational or industry 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.
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.

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



## OH&amp;S issue resolution process C

Consider the scenarios presented in these images.

1. Explain the OH&S hazard and likelihood of risk presented in each scenario.
2. Outline the steps in an OH&S issue 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 as well.

Image ©: AA>AAAAA AAAAAAA  
photos.com



## 4.15 OH&S Audit

### A OH&S audit and report

Use the following pro-forma to complete an OH&S audit of a worksite and/or work activity 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 the particular worksite and/or work activity. (This audit might form part of your assessment task for this unit.)
2. After completing your audit, evaluate the effectiveness of this workplace's hazard control processes. Outline and discuss both effective and ineffective hazard control procedures used by this workplace. (You could complete 4.17B as well to assist you)

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

Workplace: _____		Worksite: _____	
Inspected by: _____		Date(s): _____ Time(s): _____	
→		→	
→		→	
→		→	
Other relevant OH&S 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"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

Preview Sample:  
Do not copy



## 4.17 OH&S Audit

### B OH&S issues pro-forma

Use the following 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: Store room

Inspected by: Mikala Dyer

Date: 1/5/2014

Time: 1.00pm

Safety issue: (Briefly describe the OH&S 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 to talk to in order to 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 review

Who should be informed?: one 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 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 Issues Pro-forma		
Workplace:	Worksite/activity:	
Inspected by:	Date:	Time:
Safety issue: (Briefly describe the OH&S 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 plan: (Complete the following as appropriate.)		
Notification (circle):	<u>emergency</u> <u>immediately</u> <u>by shift's end</u> <u>by week's end</u> <u>next OH&amp;S review</u>	
Who should be informed:		
Format (circle):	<u>verbal</u> <u>written</u> <u>hazard report</u> <u>incident report</u> <u>other:</u> _____	
Rectify (circle):	<u>emergency</u> <u>immediately</u> <u>by shift's end</u> <u>by week's end</u> <u>next OH&amp;S review</u>	
Other:		
Visual record:		

## 4.19 Assessment Task

### AT3 Hazard Control and Reporting

You are required to complete an investigation and report into the hazard control and reporting processes for a specific workplace as negotiated with your teacher.

For this task you must complete both parts 1&2 as instructed by your teacher.

#### Part 1: Hazard management investigation and plan

- Conduct a detailed OH&S audit of a workplace to identify potential workplace hazards.
- Complete appropriate Hazard Control and Risk Assessment pro-forma for a specific work environment, work task or process.
- Evaluate the effectiveness of OH&S control measures used by the workplace.
- Summarise your key findings in a report.

#### Part 2: OH&S issue resolution process

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

Note: Your teacher might also add some other task requirements such as a Personal Safety Plan or others.

#### 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. Make blank copies of these to use.
- ⇒ You should also access some publications and industry-specific information such as *Injury Compensation Guidelines* from [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au).

It is important that you choose a work environment 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 staff about OH&S issues. You will need to gain permission to visit worksites, conduct an OH&S audit and to take photos where appropriate.
- ⇒ Your teacher will assist you to develop criteria to assess the effectiveness of OH&S processes.
- ⇒ You will have to present your final report in writing or verbally or in some other format as directed by your teacher.
- ⇒ You will need to complete a relevant planning pro-forma, such as PODR on pp.104-5 as part of this task.



### AT3 - Hazard Control and Reporting: Investigation and Report

You are required to complete the following tasks relating both to hazard control and reporting, and an OH&S issue resolution process, 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 with your teacher.
- Fill in the due date for those that are required to be completed.
- Tick off the tasks as you complete them. Get your teacher to initial these.

Task	Re- quired	Due date	Done	Teacher initials
<b>Part 1: Hazard Management Investigation and Plan</b>				
a. Conduct a detailed OH&S audit.	or 4.15A/ 4.17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Complete Hazard Control and Risk Assessment pro-forma(s).	4.0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Evaluate the effectiveness of OH&S control measures.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Summarise your key findings in a report.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part 2: OH&amp;S issue resolution process</b>				
a. Research OH&S issues reporting process.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identify the key stakeholders.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Describe an existing OH&S issue-resolution process... or develop a suitable process.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Analyse the strengths and weaknesses of the process.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Summarise your key findings in a report.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information:

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

## 4.21 Personal Safety Plan

**Personal risk assessment safety plan for:** \_\_\_\_\_

Tick required tasks, record dates and add other tasks as directed by your teacher

### ⇒ Training and induction

Done?

- ☐ Completed relevant school-based or VET OH&S induction program. \_\_\_\_\_ ☐
- ☐ Completed a relevant risk-assessment activity. \_\_\_\_\_ ☐
- ☐ Undertaken worksite familiarisation/induction program. \_\_\_\_\_ ☐
- ☐ \_\_\_\_\_ ☐
- ☐ \_\_\_\_\_ ☐

### ⇒ Personal Protection Equipment (PPE)

- ☐ Completed an occupational PPE audit. \_\_\_\_\_ ☐
- ☐ Developed a checklist of PPE needed for workplace learning experience. \_\_\_\_\_ ☐
- ☐ Obtained relevant PPE equipment as directed by school & employer. \_\_\_\_\_ ☐
- ☐ \_\_\_\_\_ ☐
- ☐ \_\_\_\_\_ ☐

### ⇒ Supervision and support

- ☐ Met with workplace supervisor to discuss responsibilities. \_\_\_\_\_ ☐
- ☐ Completed worksite tour including emergency procedures & exits. \_\_\_\_\_ ☐
- ☐ Met key workplace personnel and recorded appropriate contact details. \_\_\_\_\_ ☐
- ☐ Arranged with school for teacher/co-ordinator worksite visit. \_\_\_\_\_ ☐
- ☐ \_\_\_\_\_ ☐
- ☐ \_\_\_\_\_ ☐

### ⇒ Reporting of hazards

- ☐ Been provided with school-based, emergency contact details. \_\_\_\_\_ ☐
- ☐ Completed school-based, hazard identification & reporting program. \_\_\_\_\_ ☐
- ☐ Undertaken workplace hazard identification activity. \_\_\_\_\_ ☐
- ☐ Interviewed a senior employee about hazard and incident reporting. \_\_\_\_\_ ☐
- ☐ \_\_\_\_\_ ☐
- ☐ \_\_\_\_\_ ☐

Student signature: \_\_\_\_\_

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

Teacher signature: \_\_\_\_\_

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

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# Team and Workplace Technology Skills 5

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5.09A Technology safety audit	88-89	<input type="checkbox"/>	
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5.15 Unit 1: Assessment Record	94	<input type="checkbox"/>	

Comments:



## 5.01 Working in 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. Strategies for effective teamwork are also explored further in Section 9.

You are also required to use ICT and workplace technology and equipment in relation to a work-related project. You must be able to demonstrate that you can use these technologies safely. You are also required to analyse the social and ethical implications associated with using these technologies.

There is much more information about planning and undertaking your work-related project in section 6.

### 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' skills and abilities and not friendships. In many instances a team of friends has little synergy, is not an effective combination and won't get much work done at all! Sometimes people can either unintentionally, or intentionally, take advantage of their friends in work-related situations. In many businesses 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.



Image ©:  
Alex Max  
photos.com

### A 8 Tips for effective teams

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 following these 8 tips for effective teams where appropriate.
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.155)

## 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 and stay 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. See p. 5.
- ⇒ Establish a set of rules or procedure for group meetings and then stick to these.
- ⇒ Have people with responsibilities give a report on their progress as part of the meeting.

### Take minutes

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

### 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 friendship.

### Make group decisions

- ⇒ Decide on a decision-making process that everyone agrees to.
- ⇒ You might choose a majority vote, and then stick with that or some other method, such as consensus.
- ⇒ Consensus is when the group discusses all the pros and cons and different viewpoints, then chooses and unites behind a decision.

## 5.03 Working in Teams

### Effective negotiation

A key requirement of working in teams for your work-related project involves you having to negotiate with the other members of your team, as well as external stakeholders such as your teacher, or supervisors and managers in external workplaces.

The aim of effective negotiation should be to create a win:win situation. This might mean involving team members in planning, organising, discussing, solving-problems and other decision-making activities. The 8 tips for effective teams can go a long way towards helping you negotiate work-related tasks and issues fairly and safely.

When working as part of a team you will have to negotiate over such things as:

- 👉 The nature of the project
- 👉 Project deadlines related to plans, drafts, reviews and the final due date
- 👉 Permission and safety issues
- 👉 Roles and responsibilities of team members
- 👉 Conflict resolution
- 👉 Team rules
- 👉 The role of the leader
- 👉 Decision-making styles to suit your team
- 👉 Access to equipment
- 👉 Availability of external stakeholders and other work-related issues with your team members



### Effective negotiation

- ⇒ Communicate clearly.
- ⇒ Listen to the other person's point-of-view.
- ⇒ Clearly consider people's roles and responsibilities.
- ⇒ Weigh up pros and cons.
- ⇒ Compromise where appropriate.
- ⇒ Share and rotate team and leader roles.
- ⇒ Make decisions for the benefit of the team.
- ⇒ Develop a set of team and leadership rules or guidelines.

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### B Negotiation

Consider the following scenario. What steps would you use to negotiate a win:win outcome?

For your work-related project you had to develop a webpage. Barney has the best IT skills and had been given that responsibility. However, he was away for 2 days without contacting the team and a draft of the site was due. As a result, Janiee stepped up and built the site on top of her other duties. Barney has returned now but insists that it was his job and that he is going to redo the site. However, your teacher has already approved Janiee's page.

## Class skills C

Conduct an inventory of the varied abilities of your class. This will be done as a whole class activity. Your teacher or a class member will guide the activity, writing the information on the board. Everyone in the class needs to record the information in their work folios. Be honest, but not nasty. Consider skills such as social, transferable, employability and work-related competencies, experience and abilities.

1. For each class member outline 3 major strengths that they bring to a team situation.
2. For each class member identify at least one area of weakness that needs to be overcome in a team situation.
3. Make sure that the person agrees with these assessments.
4. Suggest at least 5 teams to suit different work-related scenarios of your choice (such as developing a new product, filling an urgent order, etc.) using the inventory of your class members. Allocate all members in the class to a scenario. Discuss these as a whole class.

## Project team rules D

1. Form into teams to talk about your work-related project. Discuss:
  - ⇒ The skills and abilities that are needed for the project
  - ⇒ Varied multiple intelligences of team members
  - ⇒ The skills and abilities (and weaknesses) you bring to the team
  - ⇒ The skills and abilities (and weaknesses) others bring to the team
  - ⇒ Team dynamics and the roles that people play in teams.
2. Negotiate and develop a list of 10 team, decision making and leadership rules and guidelines that your team will follow when managing the work-related project. Start drafting ideas for these below.

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



## 5.05 Workplace Technology

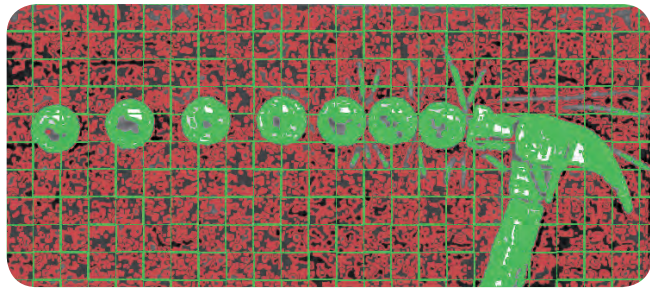
### Workplace technology

The modern workplace is becoming increasingly more capital-intensive. Organisations invest in technology to improve work practices and processes so as to boost productivity. This capital investment is aimed at improving both efficiency and effectiveness of production. However, this investment might lead to ethical, social, environmental and safety issues.

Technology that improves work-related outcomes is an innovation. Many work activities and processes that used to be performed by human labour have been replaced by machines, robotics, hydraulics, ICT devices, automated processes and so on. In essence, businesses introduce capital-intensive production processes because they save time (and therefore money), and are often more accurate, and if used properly, safer.

Although this has led to some jobs becoming less demanding physically, it has meant that workers need to be more skilled and better trained at using and operating machinery and sophisticated technology properly. For example, consider a manual ditch-digger versus a robotic operator, or a kitchen hand peeling and slicing potatoes versus a potato peeling/slicing machine, or a message courier versus texting, email, faxes, apps and so on.

We can generally classify workplace technology into manufacturing technologies and service technologies.



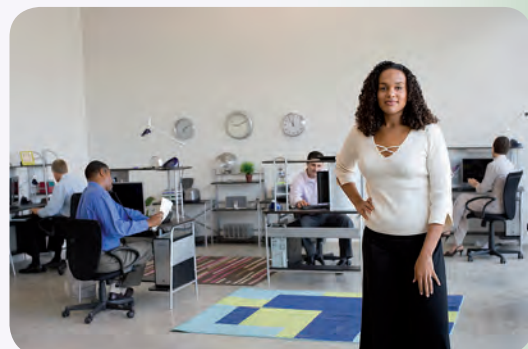
#### Manufacturing technology

- ⇒ Manufacturing technologies are used directly to produce and manufacture goods.
- ⇒ These include tools, equipment and machinery and all other items used by employees to effect a part of the production process.
- ⇒ Manufacturing technology also includes sophisticated infrastructure and ICT systems.



#### Service technology

- ⇒ Service technologies are used to support organisations that produce services; as either their direct service technology (cash registers for retailers), or indirect service technology (telephone systems for retailers).
- ⇒ Service technology is also used by manufacturers to support production of goods; such as their office ICT systems or maintenance services.



## Productivity

Productivity is a measure of the ratio of inputs required to generate a given amount of outputs. If more products are being made with fewer employee-hours and/or fewer dollars, then productivity is likely to be rising.

Probably the most significant questions asked by organisations when considering updating their technology are, "How much will it cost," and "How much will it save?"

As the cost of any technology falls, labour costs become relatively more expensive. This makes businesses more willing to invest in technological advancements. Of course there is a greater up-front fixed cost associated with new technologies, however, over the long-term, overheads should fall, productivity should rise and the business should earn greater returns.

For example, a nailgun might save a carpenter 60 minutes out of a 10-hour day, each day. All else being equal, the carpenter's productivity (time) has increased by 10%; (60 min. / 600 min.)

However, in order to truly measure productivity, the carpenter will need to assess whether the savings in labour time make up for the cost of the nailgun. The carpenter should also take into account other issues associated with the use of the nailgun such as safety, quality, accuracy and so on.



Nailguns increase productivity in the construction industry. But do you think they are safe?

## Information and communications technology

ICT innovation is driving workplace change. As a work-related technology ICT is used directly by service industries to provide their core services such as media, finance, communication and retail. ICT is also used indirectly by all industries as part of their communications, data management, ordering and finance infrastructure as well as a platform to control manufacturing, mining, agricultural and other processes.

Work-related information and communications technologies include computer-aided design, virtual manufacturing, computer-integrated manufacturing, global communication networks, industry-specific software programs, device management apps and many, many more.

However, the use of work-related ICT does raise many issues. These include safety issues associated with overuse, environmental issues such as disposal of 'e-waste' and ethical issues associated with data security, privacy and intrusive marketing.



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## 5.07 Workplace Technology

### Technological issues

There are a range of social, ethical and environmental issues that arise from the increasing use of workplace technology. Of course, with any commercial decision different stakeholders have varied viewpoints.

Three main social and ethical issues associated with the use of work-related technology involve job replacement, safety and customer service. You might have investigated these issues last year as part of Work Related Skills Intermediate. A number of potential issues are listed in the box. Discuss these as a class.

When you undertake your work-related project for this unit you are expected to use ICT and workplace technology and equipment safely.

You are also expected to use ICT responsibly and analyse the social and ethical implications associated with this use. For example, you might be preparing a multimedia presentation for the class based on an OH&S issue in a workplace. Ethical use might involve getting permission from the workplace to use images or internal documents. Also, if you are using images, they cannot be uploaded online. You might also have to preserve the anonymity of key stakeholders and respect their privacy.

When using workplace technology and equipment you need to evaluate any environmental and ethical implications associated with this use.

For example, you might be undertaking structured workplace learning associated with your VET course. As part of your work-related project you might analyse the impact of this technology from an environmentally sustainable point-of-view, or analyse how much waste is generated by the use of this technology. From an ethical point of view you might evaluate the impact of this technology on changing work practices and safety of workers, compared to those labour-intensive processes used previously.

It is possible that your class might investigate social, ethical and environmental issues as a whole. Then you might apply what you've learned to the specific circumstances related to your work-related project. Your teacher will guide you in how they want you to deal with these issues.

### 1. Social issues

- ⇒ Job replacement
- ⇒ Employee training
- ⇒ Loss of employees
- ⇒ Creation of new jobs/industries
- ⇒ Impact on family life
- ⇒ Education & training requirements
- ⇒ e-Crime
- ⇒ Device addiction
- ⇒ Work-related stress and obesity.

### 2. Ethical issues

- ⇒ Profit vs exploitation
- ⇒ Offshore production
- ⇒ Data security
- ⇒ Quality standards
- ⇒ Customer service standards
- ⇒ Employee safety and overuse
- ⇒ Work/life balance
- ⇒ Rehiring employees as contractors
- ⇒ Protection of copyright and intellectual property.



### 3. Environmental issues

Some concerns are:

- ⇒ Use of power/electricity
- ⇒ Energy efficiency
- ⇒ Recycling
- ⇒ Disposal of e-waste
- ⇒ Over-engineering
- ⇒ Built-in obsolescence
- ⇒ Noise pollution
- ⇒ Redesign of visual landscape
- ⇒ Green offices and worksites.

Technology: Social, ethical and environmental issues

A

1. List examples of ICT, workplace technologies and equipment that will be used as part of your work-related project.
2. After class and team-based discussion, list relevant social, ethical and environmental implications and considerations associated with effective use of these technologies as part of your work-related project.

Work-related project:		
Examples of how <b>ICT</b> will be used.	List some social implications associated with this use.	List some ethical considerations associated with this use.
Examples of how <b>equipment</b> will be used?	List some environmental considerations associated with this use.	List some ethical considerations associated with this use.
Examples of use of <b>other work-related technologies</b> .	List some environmental considerations associated with this use.	List some ethical considerations associated with this use.

5.09 Technology Audit

A Technology safety audit

Complete the following safety audit of an item(s) of workplace technology or equipment associated with your work-related project. (Your teacher will inform you how many to do.)  
Demonstrate that you can safely use this item of technology, under appropriate supervision.  
(Tip: These might form part of an assessment task for this unit)

Workplace:	Date:
Item of equipment:	Location:
Job title(s) of employee(s) usually using equipment:	Supervisor responsible for item:
Training/licensing required prior to use:	Personal protective equipment required:
Function/purpose of item of equipment:	
Potential hazards: (If applicable use another page)	
⇒	
⇒	
⇒	
Guidelines for safe use: (If applicable use another page)	
⇒	
⇒	
⇒	
⇒	
⇒	
⇒	

List 4 things I need to have completed/demonstrated before I can use this item of technology.

1.

2.

3.

4.

Completed?    yes / no    Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

My reflections on using this item of technology: (Must include: environmental and ethical considerations. Also consider strengths/weaknesses, ease/difficulty, usefulness, training issues, safety issues, repetition issues, etc..)

⇒ Environmental considerations:

⇒ Ethical considerations:

⇒ Other considerations:

Supervisor's comments on my use of item of technology:  
(i.e. strengths/weaknesses, training issues, following of safe practices, etc..)

Any other comments: (Obtain a graphic of the item and one of user instructions/guidelines/manuals, etc..)

## 5.11 Assessment Task

### AT4 Using Workplace Technology

For this assessment task you are required to demonstrate a range of skills in relation to a work-related project. You will then be required to prepare a summary report that addresses each of the bullet points in parts 1-3.

Your teacher will inform you if this assessment task is to be completed individually or in teams, and if it will be a written or verbal report. Whichever the case, you must have specific examples related to your work-related project that illustrate how you demonstrated each of these skills. Therefore you will need to complete some type of evidence portfolio, as well as appropriate evaluations.

*The work-related project to be used for this assessment task is:*

#### **Part 1: Work safely in a team as part of a work-related project.**

You are required to:

- ⇒ Negotiate work tasks and roles
- ⇒ Implement and follow safe work practices
- ⇒ Evaluate the effectiveness of safe work practices and
- ⇒ Identify areas for improvement

#### **Part 2: Use information and communication technology in relation to a work-related project.**

You are required to:

- ⇒ Identify and use a range of ICT
- ⇒ Analyse social and ethical implications associated with using this ICT responsibly and
- ⇒ Review the use of ICT.

#### **Part 3: Use workplace technology and equipment safely in a work-related project.**

You are required to:

- ⇒ Define the purpose of using workplace technology and equipment
- ⇒ Identify OH&S considerations and use workplace technology and equipment safely
- ⇒ Identify potential hazards associated with this workplace technology and equipment and
- ⇒ Evaluate environmental and ethical implications associated with using this workplace technology and equipment.

*Other important information, due dates, etc..*

AT4: Using Workplace Technology		Name: _____	Final Date: _____		
Task	How will this be achieved? and/or What evidence is required?	Due by?	Done?	Student initials	Teacher initials
<b>Part 1: Work safely in a team</b>					
a. Negotiate team-based work tasks.					
b. Implement and monitor safe work practices.					
c. Evaluate the effectiveness of safe work practices.					
d. Identify areas for improvement.					
<b>Part 2: Use information and communication technology</b>					
a. Identify and use appropriate ICT.					
b. Analyse social and ethical implications of this use.					
c. Review the use of ICT.					
<b>Part 3: Use workplace technology &amp; equipment safely</b>					
a. Define the purpose of workplace technology and equipment.					
b. Identify OH&S considerations and use workplace technology and equipment safely.					
c. Identify potential hazards associated with this use.					
d. Evaluate environmental and ethical implications associated with using this.					
Prepare your report.					
Present your report.					



## 5.13 Team Member/Individual Assessment

### Team Member/Individual Assessment

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

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

Overall project: \_\_\_\_\_

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

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

Ability to effectively:	Excellent	Very Good	Good	Basic	Not shown
i. Plan & organise.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Manage time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Work safely.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Demonstrate task skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Negotiate work tasks and roles.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Communicate information.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Solve problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Use technology appropriately.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Contribute to the team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

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

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

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

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

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

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

## Self Assessment Pro-Forma

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

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

Which tasks did I perform best at during this unit?

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

Which tasks did I most enjoy doing and why?

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

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

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

Which areas should I focus on improving?

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

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

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

## 5.15 Unit 1 Assessment

Name:		Teacher:		Final due date:	
<p><b>WORK RELATED SKILLS SENIOR - UNIT 1 SUMMARY RECORD SHEET</b></p> <p>LO1: Research information about specific industry or workplace.</p> <p>LO2: Communicate a range of OH&amp;S workplace requirements.</p> <p>LO3: Understand hazard identification and control and risk assessment.</p> <p>LO4: Understand OH&amp;S issue resolution process.</p> <p>LO5: Safely work in a team.</p> <p>LO6: Use ICT effectively.</p> <p>LO7: Use workplace technology/equipment safely: ...within a complex work-related project.</p>					
Task/title/description	Due/done?	Task/title/description	Due/done?	Task/title/description	Due/done?
Identify industry & explain its purpose by outlining the products it produces.		Study fully complete OH&S induction program.	4.15A & 4.17B, pp.72-75 Conduct a detailed OH&S audit.	Prepare and present a report that includes the following.	Due?
1.04C, p.5 Employment in industry		3.04D, p.49 Worksafe industry hazards, q.2	Complete Hazard Control and Risk Assessment pro-forma(s).	Part 1 - Negotiate work tasks and roles. - Implement and follow safe work practices.	Due?
1.06A, p.7 Stakeholders		3.04D, p.49 Injury hotspots	Evaluate the effectiveness of OH&S control measures.	- Evaluate the effectiveness of safe work practices. - Identify areas for improvement.	Done?
1.09B, p.10 Stakeholders and the supply-chain		3.06A, p.49 My OH&S induction	Summarise key findings in a report.	Part 2 - Identify and use a range ICT - Analyse social and ethical implications with using this ICT responsibility. - Review the use of ICT.	Due?
1.14A, p.15 New product development		3.07A, p.50 Rights & responsibilities	Research OH&S reporting process.		Done?
1.16B, p.17 Employee Interview		3.08C, p.51 Induction summary	Identify the key stakeholders.	Part 3 - Define the purpose of using workplace technology and equipment. - Identify OH&S considerations and use workplace technology and equipment safely. - Identify potential hazards associated with this technology. - Evaluate environmental and ethical implications of using this workplace technology.	Done?
1.18C, p.19 Industry pathways		3.10A, p.53 OH&S stakeholders	Describe an existing OH&S issue-resolution process... or develop a suitable process.		Done?
1.19D, p.20 My pathway			Identify key OH&S workplace personnel in a workplace.		
			Outline how relevant OH&S information is communicated in this workplace.	Summarise findings in a report.	
			Evaluate effectiveness of this communication process.		
or AT1, p.21 Industry/Workplace Investigation		or AT2, p.55 Communicating OH&S Requirements	or AT3, p.77 Hazard Control and Reporting	or AT4, pp.90-1 Using Workplace Technology	
Are all tasks completed for this outcome?		Are all tasks completed for this outcome?	Are all tasks completed for this outcome?	Are all tasks completed for this outcome?	
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	