

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

New  
resources now  
available term 2.

## New Literacy and Numeracy resources for 2016

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

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

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

## Released in 2015

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

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

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

### Current resource list: 2015 into 2016

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

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

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

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

#### Industry and Enterprise

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

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

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

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

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

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

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

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

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

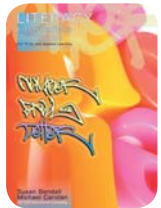
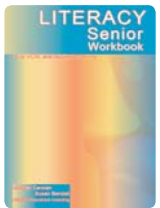

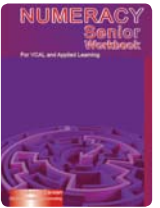



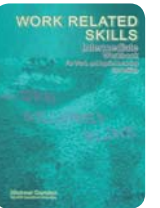

**New for 2016  
Literacy &  
Numeracy Senior.**

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

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

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

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

Literacy Intermediate (Revised 3ed 2016)	Literacy Senior (New for 2016)	Numeracy Intermediate (2015)	Numeracy Senior (New for 2016)	Personal Development Intermediate (Colour 3ed 2016)	Personal Development Senior (Colour 2ed 2016)	Work Related Skills Foundation (2014)	Work Related Skills Intermediate (Colour 3ed 2016)	Work Related Skills: Senior (2ed 2015)
								
⇒ Workbook text 160pp 978-1-925172-22-5	⇒ Workbook text 170pp 978-1-925172-23-2	⇒ Workbook text 160pp 978-1-925172-02-7	⇒ Workbook text 170pp 978-1-925172-20-1	⇒ Workbook text 160pp 978-1-925172-18-8	⇒ Workbook text 160pp 978-1-925172-19-5	⇒ Workbook text 162 pp 978-0-9873519-8-2	⇒ Workbook text 166pp 978-1-925172-17-1	⇒ Workbook text 170pp 978-1-925172-09-6
<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
⇒ Activities booklet 64pp 978-1-925172-07-2	⇒ Activities booklet 60pp 978-1-925172-24-9	⇒ Activities booklet 60pp 978-1-925172-03-4	⇒ Activities booklet 60pp 978-1-925172-21-8	⇒ Activities booklet 60pp 978-0-9871396-9-6	⇒ Activities booklet 60pp 978-0-9873519-1-3	⇒ Activities booklet 60pp 978-0-9873519-9-9	⇒ Activities booklet 62pp 978-1-925172-00-3	⇒ Activities booklet 62pp 978-1-925172-01-0

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

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# Effective Planning and Organising **6**

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Activity	p.	Due date/Done?	Comment
6.02A Transferable skills	97	<input type="checkbox"/>	
6.04B Work-related project	99	<input type="checkbox"/>	
6.04C My unit requirements	99	<input type="checkbox"/>	
6.08A PODR planning	103	<input type="checkbox"/>	
6.09-6.10 PODR Planning Pro-Forma	104-105	<input type="checkbox"/>	
6.11-6.12 Project Planner	106-107	<input type="checkbox"/>	
6.13 PODR Journal Pro-Forma	108	<input type="checkbox"/>	
6.14 To-do list	109	<input type="checkbox"/>	
6.14 Activity Action Roster	109	<input type="checkbox"/>	
6.15 Cash Budget/Financial Planner	110	<input type="checkbox"/>	
6.16 Weekly Timesheet	111	<input type="checkbox"/>	
6.17 Workplace Learning Journal	112	<input type="checkbox"/>	

Comments:



## 6.01 Work-Related Project

### Great expectations

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

The overall aim of this unit is to make you as work ready as possible. This means that once again you will have to show that you have a range of employability skills in order to demonstrate achievement of the learning outcomes for this unit. Therefore, to successfully complete this unit, you must demonstrate all of the eight learning outcomes, as well as each of the elements that go to make up the outcomes.

Most of the learning outcomes for this unit refer to your ability to demonstrate employability skills in relation to a planning, organising and managing a complex work-related project. In order to give you the opportunity to complete this unit your learning institution will require you to undertake one or more of the following:

- ⇒ A complex work-related project (or more than one project)
- ⇒ A workplace learning placement (or more than one placement)
- ⇒ Ongoing activities as part of a work portfolio

Your teacher might be ready to discuss some of these requirements with the class right now.

### Work-related project

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

- ⇒ Plan, organise and manage a complex work-related project
- ⇒ Work as an effective member of a team
- ⇒ Use a range of communication methods
- ⇒ Identify and incorporate appropriate quality assurance procedures
- ⇒ Anticipate workplace problems and develop possible solutions
- ⇒ Safely use ICT and workplace technology and equipment in an responsible manner
- ⇒ Demonstrate enterprise, initiative and investigate innovation
- ⇒ Evaluate the success of activities, processes and outcomes.

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

Image ©:  
Adam Borkowski  
photos.com



### Transferable skills

Transferable skills are a range of varied personal and social competencies that are transferable to a work-related situation. These skills might reflect your natural abilities, your personal experiences and your social skills. Your transferable skills can be developed into one, or more, of the eight employability skills. For example, being able to cook and plan meals can be transferred to a career in hospitality.

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

Your participation in work-related projects and workplace learning helps to build and develop your transferable skills, your employability skills as well as industry-specific competencies. Therefore it is vital that for every task you do this unit you reflect on how you are building and developing the types of skills and competencies that employers might want.

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

### Employability skills

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

### Personal competencies

Personal competencies are those skills that you have a natural ability for and are usually the things that you naturally enjoy doing. Personal competencies usually reflect your personality and stem from your abilities and aptitudes. e.g. Being good at sport and physical activity.

### Social competencies

Social competencies relate to your skills in dealing with people and your ability to do well in social situations. Social competencies can be developed through involvement and participation in work, volunteering, social events, teams, clubs, education and other situations. e.g. Working effectively with people from different cultures.

### Transferable skills A

List your 5 most valuable skills that you can offer an employer, at this point of your life.


## 6.03 Work-Related Project

- ☐ Appropriate VET, TAFE and short courses.
- ☐ relevant industry/workplace simulations
- ☐ Australian Business Week
- ☐ industry design competitions
- ☐ MyFuture occupation videos
- ☐ peer-support leadership
- ☐ first-aid course and training
- ☐ industry-specific training
- ⇒ Responsible Service of Alcohol
- ⇒ various licenses and certification
- ⇒ fitness instruction
- ⇒ 'White Card'
- ⇒ \_\_\_\_\_
- ⇒ \_\_\_\_\_
- ⇒ \_\_\_\_\_
- ☐ cross-age tutoring for:
- ⇒ primary school kids
- ⇒ Year 7&8s
- ⇒ older people
- ⇒ migrants
- ☐ volunteer work
- ☐ team-building activities
- ☐ outdoor education activities
- ☐ mentoring programs
- ☐ community work
- ☐ childcare programs
- ☐ cooking clinics
- ☐ fund-raising activities such as:
- ⇒ child sponsorship
- ⇒ Red Shield
- ⇒ Red Cross
- ⇒ Clean Up Australia
- ⇒ RSPCA
- ⇒ Smith Family
- ⇒ Red Nose Day
- ⇒ Good Friday Appeal
- ⇒ Jeans for Genes Day
- ⇒ Walk Against Want
- ⇒ World's Greatest Shave
- ⇒ World's Biggest Morning Tea
- ⇒ Movember
- ⇒ Live Below the Line
- ⇒ CanTeen
- ⇒ Guide Dogs Australia
- ⇒ Zoo Sponsorship
- ⇒ \_\_\_\_\_
- ⇒ \_\_\_\_\_
- ⇒ \_\_\_\_\_
- ☐ school social organisation
- ☐ radio station
- ☐ fashion show
- ☐ school uniform designs
- ☐ visual arts show
- ☐ enterprise activities
- ☐ function/cater
- ☐ small business day
- ☐ parent-teacher night hosts
- ☐ school guides/ambassadors
- ☐ catering for staff luncheon
- ☐ primary school mentoring
- ☐ OHS audit
- ☐ school signage
- ☐ school furniture renovation
- ☐ car wash
- ☐ street art mural
- ☐ cross-class displays
- ☐ publications/websites such as:
- ⇒ career factsheets
- ⇒ \_\_\_\_\_
- ⇒ \_\_\_\_\_
- ⇒ school magazine/blog
- ⇒ IT guides
- ⇒ birthday cards
- ⇒ safety factsheets
- ☐ school functions/expos
- ☐ open-day activities
- ☐ school marketing design
- ☐ sporting competitions
- ☐ stuffed foods
- ☐ school environment cleanup
- ☐ media/video productions
- ☐ community TV and radio
- ☐ school band
- ☐ music CD
- ☐ dance performances
- ☐ sporting and fitness seminars
- ☐ martial arts displays
- ☐ drama/theatre productions
- ☐ school environmental audits
- ☐ school beautification programs
- ☐ water-saving programs
- ☐ student competitions
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ recycling program
- ☐ school website design
- ☐ aged-care visits
- ☐ community gardening
- ☐ cultural days

Work-related project B

Discuss the potential projects on p.98 both as a class and within relevant groups. Outline the type of work-related project(s) that you will be required to do as part of your educational institution's teaching program. List some possible ideas.

Unit requirements C

After consulting with your teacher, list the tasks that need to be completed this semester in order to satisfy the Learning Outcomes for this unit. Update this throughout the semester.

Work-related project and task I need to complete.	LO(s)	By when?



## 6.05 PODR Planning

### Achieving goals

You already know how important it is to plan effectively and by now you most likely have been introduced to the PODR Planning process.

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

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

The tools in this section will support you to plan, organise and manage your work-related project. And in Unit 2 you will also be expected to use some new and advanced planning tools that you might have accessed in PDS.

- ☐ PODR Planning Pro-forma
- ☐ Project planner
- ☐ PODR journal(s)
- ☐ To-do list
- ☐ Activity Action Roster
- ☐ Cash budget/financial planner
- ☐ Weekly timesheet summary
- ☐ Workplace learning journal



### PODR Planning Stages

#### 1. Plan

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

#### 2. Organise

- ⇒ Break your overall goal into a series of smaller, achievable, bite-sized objectives.
- ⇒ Develop an action plan to achieve each of these smaller objectives on a task-by-task basis.
- ⇒ Organise yourself, other people and any resources you need to successfully complete each task.

#### 3. Do

- ⇒ Undertake the day-to-day activities needed to actually perform each task.
- ⇒ This is where everything comes together and might even be the shortest (but not easiest) part of the entire process.

#### 4. Review

- ⇒ Monitor what you've achieved, evaluate your outcomes for quality and make any changes and adjustments if necessary.
- ⇒ Each of these 4 stages of Plan-Organise-Do-Review are not discrete, so you should be reviewing throughout the whole project process.

WRS  
SUPER  
SKILLS

## Planning timeframes

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

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

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

### 1. Short-term (frontline)

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

### 2. Mid-term (tactical)

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

### 3. Long-term (strategic)

- ⇒ Strategic goals are those that match a long-term vision and represent the overall goal being attained. These might be 3-5 years, 1-2 years, 6 months or even 3 months depending on the overall timeframe.
- ⇒ These are the things that, when finally achieved, represent the attainment of the overall long-term goal.
- ⇒ For your work-related project this might be the overall goal you **plan** based on the length and due date of the project, such as 3-months.

## Effective planning

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

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## 6.07 PODR Planning

### Project management planning

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



#### Time management planning

One of the key elements of successful planning is time management. People only have the same amount of time available to them, 24 hours a day. So consider:

- ⇒ Planning timeframes
- ⇒ Setting deadlines
- ⇒ Urgency vs importance
- ⇒ Pre-requisite tasks
- ⇒ Delegation
- ⇒ Rosters
- ⇒ Back-ups plans.

#### Equipment management planning

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

- ⇒ Cost to hire or buy (fixed cost)
- ⇒ Cost to run (variable cost)
- ⇒ Booking equipment
- ⇒ Safe use
- ⇒ Security
- ⇒ Training
- ⇒ Responsible and ethical use.

#### Financial management planning

The final stage of effective planning involves financial management. Consider:

- ⇒ Budgeting of revenue and expenses
- ⇒ Forecasting market demand
- ⇒ Investment in project
- ⇒ Purchase of inputs and equipment
- ⇒ Security of cash
- ⇒ Allocating financial responsibilities.

#### People management planning

A second key element of successful planning is effectively managing the people (human resources) you work with. Consider:

- ⇒ Task roles
- ⇒ Assigning responsibilities
- ⇒ Team members' skills
- ⇒ Appropriate training
- ⇒ External support
- ⇒ Creating synergy
- ⇒ Leadership roles
- ⇒ Back-up & support roles
- ⇒ Being flexible and multi-skilled.

#### Materials management planning

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

- ⇒ Inputs and consumables
- ⇒ Variable costs
- ⇒ Sourcing inputs and getting quotes
- ⇒ Safe use and storage
- ⇒ Training
- ⇒ Environmental considerations.

## PODR planning A

1. In your work teams discuss and list some of the planning issues that you are likely to have to deal with for each category, as part of your work-related project. Consider each of the stages of PODR to guide you.
2. Also list some planning issues that you are going to need more help and assistance with from your teacher or supervisor.

Planning	Issues to consider for work-related project.	Planning issues we need more help with.
Time management		
People management		
Equipment management		
Materials management		
Financial management		

## 6.09 PODR Planning Pro-Forma

### PODR Planning Pro-forma: Team Project

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

#### **Planning:**

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

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

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

#### **Organising:**

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

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

Who else is involved in or affected by the project?

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

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

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

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

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



**PODR Planning Pro-forma: Team Project**

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

**Doing:**

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

What supervision is needed when carrying out the task?

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

Who will do specific tasks and by when do these have to be done? Outline exactly what tasks need to be done, by whom and by when for your specific project ie: Complete/attach Activity Activity Reports & to-do lists.

**Reviewing:**

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

Who will evaluate its progress and how?

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

What back-up is in place?

## 6.11 Project Planner

Name: \_\_\_\_\_

- ⇒ Number the steps in the most suitable order to support your completion of the project.
- ⇒ Blank spaces have been left in this planner so that you can add stages if needed.
- ⇒ Your teacher might add, subtract or change steps depending on the nature of your project.  
(Note: You should also complete a PODR Journal pro-forma for each day that you spend either planning, organising, doing or reviewing your project.)

Task	Details/Timelines	Done?/Date
<b>Planning - Initial Stage</b>		
<input type="checkbox"/> Participate in a discussion about the work-related project that you can undertake.		<input type="checkbox"/> /
<input type="checkbox"/> Choose appropriate team members. Consider a synergised team.		<input type="checkbox"/> /
<input type="checkbox"/> Choose some potential projects and discuss these with your team.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<b>Planning - Development Stage</b>		
<input type="checkbox"/> Fill-out a 'PODR' planning pro-forma, p.104-105. Submit this to your teacher for advice and approval.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<b>Organising - Initial Stage</b>		
<input type="checkbox"/> Organise meeting with any external parties; discuss case with your teacher.		<input type="checkbox"/> /
<input type="checkbox"/> Identify any permissions, OH&S and legal issues that need to be sorted out.		<input type="checkbox"/> /
<input type="checkbox"/> Complete a revised 'PODR' planner. Submit for checking, advice and approval.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /

Name: \_\_\_\_\_

*(Note: You should also complete a PODR Journal pro-forma for each day that you spend either planning, organising, doing or reviewing your project.)*

Task	Details/Timelines	Done?/Date
<b>Organising - Development Stage</b>		
<input type="checkbox"/> Start organising the project. Confirm group roles and discuss with your teacher. Use 'Activity Action Roster(s)', p.109.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<input type="checkbox"/> After roles have been agreed upon and allocated, team members need to draft 'to-do lists', p.109, for their roles.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<input type="checkbox"/> Ensure that all relevant permissions, OH&S and legal requirements have been sorted out.		<input type="checkbox"/> /
<input type="checkbox"/> Anticipate and discuss potential problems; plan back-ups or contingencies. (e.g. To cover team absences.)		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<b>Doing stage</b> (You should list tasks that are specific to the project you are undertaking.)		
<input type="checkbox"/> If all is approved and ready, then undertake the project. Use 'to-do' lists to manage the doing phase.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<b>Reviewing stage</b>		
<input type="checkbox"/> When finished, complete evaluation questions and pro-formas. Your teacher will discuss your reporting requirements.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /

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## 6.13 PODR Journal Pro-Forma

PODR Journal (Plan-Organise-Do-Review)			
Copy and complete one of these journals for each day that you spend any time working on your work-related project.			
Name: _____		Project: _____	
Who else is involved?	Day:	Date:	Task no.:
	Time from:		Duration:
	Time to:		
<b>Plan...</b> ⇨ List broader goals/objectives you are planning to achieve. ⇨ Include broad timelines and other information.			
<b>Organise...</b> ⇨ List specific tasks that must be done. ⇨ Develop an action plan with dates, times, resources, responsibilities, etc..			
<b>Do...</b> ⇨ Create to-do lists. ⇨ Tick these tasks off as they are done. ⇨ List people, resource & equipment needs.			
<b>Review...</b> ⇨ Reflect/comment on what went well. ⇨ If things didn't go too well, what changes that might need to be made.			
<b>Next task...</b> ⇨ Which is the next task that needs to be completed? ⇨ What arrangements are needed to move forward?			
Any other information that needs to be recorded?			
Student signature: _____		Date: _____	Supervisor's signature: _____
			Date: _____





## 6.15 Cash Budget/Financial Planner

[illegible]

Weekly Timesheet - Planning Summary (enlarge to A3)							
Name: _____				Project: _____			
Week starting: _____				Week ending: _____			
Date:	Mon ____/____	Tue ____/____	Wed ____/____	Thur ____/____	Fri ____/____	Sat ____/____	Sun ____/____
	Task? Who?	Task? Who?	Task? Who?	Task? Who?	Task? Who?	Task? Who?	Task? Who?
am 12.01-1.00							
1.01-2.00							
2.01-3.00							
3.01-4.00							
4.01-5.00							
5.01-6.00							
6.01-7.00							
7.01-8.00							
8.01-9.00							
9.01-10.00							
10.01-11.00							
11.01-12.00							
pm 12.01-1.00							
1.01-2.00							
2.01-3.00							
3.01-4.00							
4.01-5.00							
5.01-6.00							
6.01-7.00							
7.01-8.00							
8.01-9.00							
9.01-10.00							
10.01-11.00							
11.01-12.00							
Duration							

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

Weekly Duration: \_\_\_\_\_

## 6.17 Workplace Learning Journal

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

# Quality, Enterprise and Innovation

7

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### Activity

### p. Due date/Done?

### Comment

7.04A Quality assurance	117	<input type="checkbox"/>	
7.07A Being enterprising	120	<input type="checkbox"/>	
7.08A My enterprising behaviour		<input type="checkbox"/>	
7.10A Innovations	123	<input type="checkbox"/>	
7.12 Innovation and KPI	125	<input type="checkbox"/>	
AT1 Work-Related Innovation	127	<input type="checkbox"/>	
7.15 Self-assessment	128	<input type="checkbox"/>	

Comments:

## 7.01 Quality Management

### Introduction

One of the requirements you need to address this unit is the development a quality assurance process related to your complex work-related project. Quality is an essential outcome in all work-related tasks and is a key driver of commercial success.

You are also required to demonstrate initiative and enterprise in a work-related context. This context might be related to your work-related project, a work placement you have undertaken, or some other task or activity related to your studies this unit. As part of this requirement you will need to investigate the development of a work related innovation.



### Quality

In its most simple terms quality can be described as an evaluation of the condition of a good or service, such as “good quality” or “poor quality”. Although quality can be measured, achieving quality outcomes doesn’t just happen automatically.

Employees who demonstrate initiative, enterprise, project management skills and employability skills are more likely to be proactive, innovative and able to take responsibility for quality achievements. So it is vital that you strive for a quality approach as a part of your work-related project. Also an understanding of the key terms and processes associated with quality will make you more of an asset to a potential employer.

### Total Quality Management (TQM)

Total Quality Management is a broad-based quality concept. TQM relates to an organisation monitoring all processes and systems to ensure that it meets acceptable quality standards. A TQM process aims to eliminate errors, waste and inefficiency in production processes. TQM focuses on the concept of internal stakeholders and external stakeholders.

Internal stakeholders are individuals, groups, departments and units within an organisation that rely on some part of individual, group, department or unit within that same organisation to supply a product. So basically, internal customers are providing intermediate goods or services to other users within the organisation.

External stakeholders are the customers or clients of the organisation; those who receive the finished product.

Three examples of TQM include:

- ⇒ The use of automated retail technology for stock control and reordering
- ⇒ Workplace flexibility whereby manufacturing work-teams take responsibility for their performance and
- ⇒ Competency-based training for young employees such as Australian Apprenticeships in hospitality roles.





### Quality control

Quality control is a process whereby products are checked and evaluated to ensure that they meet acceptable quality standards. Quality audits are used by organisations to ensure that external stakeholders receive products that meet these quality standards.

Total Quality Management emphasises that quality control should be incorporated as a natural and essential part of an organisation's day-to-day operations, rather than an end-result or separate process occurring after the product is finished.

Many businesses do have a separate quality control department, as well as having quality processes built in to the whole production process. For example, motor vehicle manufacturers monitor and test the quality of some components during the production process, as well as testing the finished vehicle.

Some organisations achieve quality assurance certification as part of their quality control processes. This quality assurance acts as a 'guarantee' that the organisation's processes and procedures meet acceptable industry best practice guidelines.

For your work-related project you should monitor quality by checking and re-checking your products and processes. You should also plan for contingencies or 'back-ups' in case something goes wrong.



Quality control testing as part of the production process.

### Quality assurance

Quality assurance is a process whereby an organisation receives certification that its systems and processes meet accepted national and international quality standards and benchmarks. You might have seen the 'Fork Mark' or standard before?

These quality standards may be those set down by the International Standards Organisation (ISO) which apply worldwide. Other quality standards may apply on a national basis set by Standards Australia or Standards New Zealand.

Sometimes organisations seek quality assurance from relevant employer and industry groups, such as with the National Heart Foundation, VACC licensing of automotive repairers and various license tradespeople.

Quality assurance informs consumers that the organisation they are dealing with has quality processes in place and that they can be trusted to provide products and service of a high quality. It can also indicate acceptable training and OH&S practices as well as the owner holding all relevant certification and licensing in order to operate legally and ethically.

Quality assurance also enables producers to be able to rely on the quality levels of components and services supplied by stakeholders in the supply-chain.

For example, components such as car windows and windscreens must meet certified quality standards as part of a quality assurance process. This means that the end-user does not have to check these components and instead can rely on the quality certification earned by the supplier.



## 7.03 Quality Management

### International Organisation for Standardisation (ISO)

The ISO is a network of the national standards bodies of 164 countries. It works in partnership with international organisations, governments, industry, business and consumer representatives. (Sourced through: [www.iso.org](http://www.iso.org)).

The ISO has more than 19,500 international standards for business, government and society.

ISO's main tool is ISO 9000:2000 which is a 'family' of standards that states the requirements an organisation must follow to manage processes influencing quality.

Another important standard is ISO14000. This is a series of international standards on environmental management. ISO14000 provides a framework for the development of an environmental management system as well as an associated audit program.

### Standards Australia

Standards Australia is a quality certification organisation that grants certification to Australian organisations in line with international standards.

Standards Australia develops, designs and implements guidelines that relate to the production of various goods and services. Standards Australia assures products for safety, appropriateness and other technical aspects.

Items such as children's shoe wear, hydraulic equipment, glass, electrical fittings, motor vehicles, gas appliances and many other items have to conform to Australian design standards.

The standards recognise set benchmarks that reflect certain quality levels that the item must meet. Once a product meets the standard, the external stakeholder can be assured that the product will perform as expected; and if not, relevant steps will be taken to rectify this situation.

## Quality Management Processes

- ☐ affirmative action
- ☐ apps and programs
- ☐ asset management
- ☐ Australian Apprenticeships
- ☐ Australian Standards
- ☐ benchmarking
- ☐ checklists
- ☐ communication systems
- ☐ community involvement
- ☐ competency-based training
- ☐ complaints handling
- ☐ continuous improvement
- ☐ credit management
- ☐ customer focus groups
- ☐ customer rewards programs
- ☐ customer satisfaction surveys
- ☐ customer service systems
- ☐ data management and security
- ☐ debt management
- ☐ delivery processes
- ☐ diversity programs
- ☐ document control
- ☐ emergency preparation
- ☐ employee benefits
- ☐ employee health programs
- ☐ employee reward programs
- ☐ employee recruitment programs
- ☐ employee satisfaction surveys
- ☐ employee suggestion programs
- ☐ employee training
- ☐ environmental management programs
- ☐ equal opportunity
- ☐ facilities management
- ☐ failure analysis
- ☐ financial systems
- ☐ fleet management
- ☐ flexible rostering
- ☐ flexitime
- ☐ flowcharting
- ☐ freight systems
- ☐ help-desks
- ☐ hot-desking
- ☐ human resource management
- ☐ information flows
- ☐ information systems
- ☐ information technology
- ☐ innovation audits
- ☐ innovation programs
- ☐ inspection systems
- ☐ inventory management
- ☐ ISO standards
- ☐ job rotation
- ☐ job sharing
- ☐ just-in-time
- ☐ key performance indicators (KPIs)
- ☐ leadership programs
- ☐ logistics systems
- ☐ maintenance processes
- ☐ management styles
- ☐ management systems
- ☐ manufacturing and production processes
- ☐ marketing programs
- ☐ materials management
- ☐ mentoring programs
- ☐ multi-skilling
- ☐ OH&S processes
- ☐ operations management
- ☐ order documentation
- ☐ outsourcing
- ☐ Pareto rule/charts
- ☐ performance review
- ☐ planning processes
- ☐ policy development
- ☐ process management
- ☐ product development
- ☐ professional development
- ☐ project management
- ☐ public relations
- ☐ purchasing systems
- ☐ quality audits
- ☐ quality assurance
- ☐ quality circles
- ☐ quality control
- ☐ quality management
- ☐ records management
- ☐ recycling
- ☐ re-engineering
- ☐ regulations
- ☐ repair & faults processes
- ☐ research and development
- ☐ risk management
- ☐ sales processes
- ☐ security management
- ☐ self-directed teams
- ☐ service delivery
- ☐ staffing arrangements
- ☐ stakeholder recognition
- ☐ Standards Australia
- ☐ strategic planning
- ☐ stress reduction programs
- ☐ supplier management
- ☐ supply-chain management
- ☐ teams-based work groups
- ☐ telecommuting
- ☐ testing and quality control
- ☐ training (all types!!!)
- ☐ warranties
- ☐ waste management

## Quality assurance A

1. Identify quality management (assurance) processes that your team could use to make sure that quality outcomes will be achieved in your work-related project.
2. Explain how your team will implement these at the relevant Plan, Organise and Do stages of the project.
3. Every process will relate to the Review stage of PODR, so you must complete this column.

Work-related project:				
Process	Plan	Organise	Do	Review
training	As part of our initial project planning we will identify the types of technology that we will need to use in our work-related project.	We will hire a data projector well before our presentation and each team member will have to learn how to use it.	We will use the data projector in our presentation.	Success will be evaluated by each of us demonstrating that they can use the AV equipment on their own.
teams-based work groups				
quality control				

## 7.05 Being Enterprising

### Being enterprising

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

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

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

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

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

- 😊 Demonstrating initiative
  - 😊 Being flexible
  - 😊 Accepting responsibility
  - 😊 Communicating effectively
  - 😊 Solving problems
  - 😊 Being proactive
  - 😊 Embracing change
  - 😊 Being self-aware
  - 😊 Adapting to different situations
  - 😊 Managing and leading
  - 😊 Planning and organising effectively
  - 😊 Encouraging diversity
  - 😊 Embracing change and innovation
  - 😊 Working with others
- and many more.

Do you stand out from the crowd?



Image ©:  
Alex Slobodkin  
photos.com

## Enterprise capabilities

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

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

So which of these sound like you?



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

## Enterprise Capabilities

### Initiative

Includes but is not limited to:

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

**and working with others.**

### Adaptability

Includes but is not limited to:

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

**and working with others.**

### Problem solving

Includes but is not limited to:

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

**and working with others.**

### Communication

Includes but is not limited to:

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

**and working with others.**

### Managing and leading

Includes but is not limited to:

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

**and working with others.**



# 7.07 Being Enterprising

**Enterprising Individuals**

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

## A Being enterprising

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

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

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

My enterprising behaviour A

1. Choose 6 of the statements related to enterprising individuals that you scored highly. For each one explain how you have successfully demonstrated this (or could do so) in a work-related project or workplace situation.
2. Choose 3 statements that you scored relatively lower. For each explain how you could demonstrate an improvement in this behaviour through your work-related project or a workplace situation.

Success 1:	Success 2:	Success 3:
Success 4:	Success 5:	Success 6:
Improvement area 1:	Improvement area 2:	Improvement area 3:

## 7.09 Innovation

### Innovation

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

“The process of introducing new or significantly improved goods or services and/or implementing new or significantly improved processes.” *ABS, Innovation in Australian Business, (8158.0)*

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

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

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

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

### Innovation

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

- ⇒ Goods and services
- ⇒ Operational processes
- ⇒ Managerial processes.

### Technology-focused innovation

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

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

### People-based innovation

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

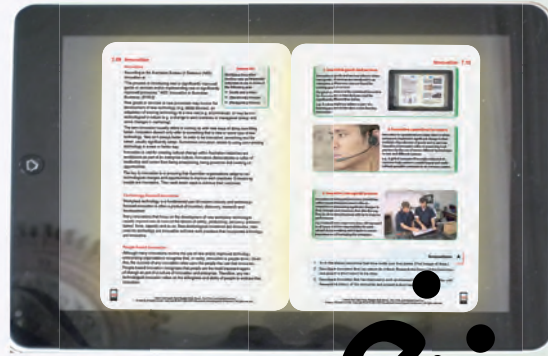
People-based innovation recognises that people are the most important agents of change as part of a culture of innovation and enterprise. Therefore, any new technological innovation relies on the willingness and ability of people to embrace that innovation.

### 1. Innovative goods and services

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

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

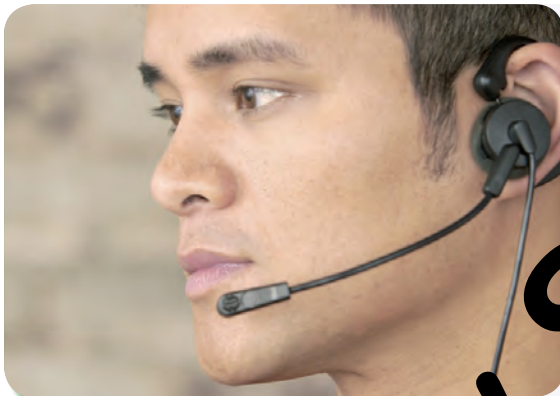
e.g. A school might use tablets as part of a learning program to introduce a new learning innovation.



### 2. Innovative operational processes

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

e.g. A global computer firm might outsource its customer help centre to a multinational and multi-cultural specialist contractor in an overseas country.



### 3. Innovative managerial process

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

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



## Innovations A

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

## 7.11 Innovation

### Innovation process

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

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

When developing your work-related innovation for this topic, you should use some of the problem-solving tools such as IASB, brainstorming and flowcharts as part of your innovation process. You should also engage in active research including monitoring and assessing work practices in action, talking to workplace stakeholders and researching ideas online. You also need to develop criteria to review the effectiveness and feasibility of the innovation. This review might incorporate the use of key performance indicators (KPIs). Quantitative KPIs might include customer satisfaction surveys, counts of faults and rejects and productivity measures. Of course you should consider financial KPIs relating to cost and revenue issues. You could also use qualitative KPIs such as stakeholder interviews and customer feedback based on open questions.



### The Innovation Process - RDCPIM

R

#### 1. Research/Idea generation

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

D

#### 2. Development and design

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

P

#### 3. Testing/Prototyping

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

C

#### 4. Commercialisation

Bring in the financial & marketing experts. Determine whether a market exists or if it is just a good 'idea'.

I

#### 5. Implementation

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

M

#### 6. Monitor/Review

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



### 1. Research/ Idea generation

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

R

### 2. Development and design

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

D

### 3. Prototype/ Testing

- ⇒ Conduct tests and simulations
- ⇒ Investigate tooling/engineering
- ⇒ Commence costing
- ⇒ Refine and debug
- ⇒ Test-market
- ⇒ Review/modify prototype & plan
- ⇒ Develop an action plan
- ⇒ Review/modify and more.

P

### 4. Commercialisation

- ⇒ Finalise testing
- ⇒ Determine market feasibility
- ⇒ Obtain funding/investment
- ⇒ Develop marketing strategy
- ⇒ Test, refine and debug pre-launch
- ⇒ Approve a plan and timeline
- ⇒ Set KPIs
- ⇒ Review/modify and more.

C

### 5. Implementation

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

I

### 6. Monitor & Review

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

M

## Innovation and KPIs A

As a class develop (perhaps brainstorm) some KPIs that can be used to assess the effectiveness of innovations. Refine these to suit your specific work-related innovation.

Innovation: General KPIs	Innovation: Specific KPIs



## 7.13 Assessment Task

### AT1 Work-Related Innovation

1. You are required to identify an innovation opportunity for a work-related context. This might be a specific process in a workplace you have worked in or investigated. (You might complete this activity as a work-related project in teams, at the end of the unit).
2. Complete this innovation audit pro-forma. (Enlarge it if needed.)
3. Prepare a report to the class or a representative from this workplace. (Your teacher will give you more direction about the format and length of the report.)
4. As part of your report make sure that you review the feasibility of this innovation.

#### Innovation Audit

Workplace : \_\_\_\_\_ Industry: \_\_\_\_\_

##### Part A:

What is the innovation?

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

Why should this innovation be introduced?

##### Part B:

Who does this innovation impact on, and how does it impact on these work-related stakeholders?

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

**Innovation Audit**

Workplace : \_\_\_\_\_ Industry: \_\_\_\_\_

**Part C:**

*How is this innovation supported by the development of at least 2 work-related skills?*

*How can this innovation be supported by training?*

**Part D:**

*What methods can be used to evaluate whether the innovation is feasible and might be successful?*

*How might this innovation contribute to improvements in this workplace?*

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

*Other information?*

7.15 Self-Assessment

Self-Assessment Pro-Forma

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

→

→

→

Which tasks did I perform best at during this unit?

→

→

→

Which tasks did I most enjoy doing and why?

→

→

→

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

→

→

→

Which areas should I focus on improving?

→

→

→

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

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

# Effective Problem-Solving

# 8

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## p. Due date/Done?

## Comment

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Comments:

## 8.01 Problem-Solving

### Problem-solving

You have probably used various problem-solving tools throughout your VCAL journey and by now should have developed some problem-solving skills. However, in the workplace you will be called upon to solve problems on a daily basis. And as you progress through to management you will be expected to be able to quickly and confidently deal with problems on behalf of others.

Constantly building and refining your ability to solve problems will make you a more valuable employee. Not only will you have examples of how you solved problems to use for a job interview situation, you might also get noticed, rewarded and promoted in your workplace.

In this unit you are expected to identify and solve work-related problems occurring in a workplace context. You are also likely to call upon these problem-solving skills when undertaking your work-related project. Of course any team-based activity can lead to problems related to goal-setting, decision-making, communication, negotiation and conflict resolution. In addition you are required to use ICT, technology and equipment effectively. This always presents a range of problems. And finally, the process of developing an enterprising innovation is essentially a problem-solving process based on how to perform work-related tasks better.

The simplest way to tackle any problem is to consider whether the problem is a 'what' problem or a 'how' problem.

### A 'what' problem

A 'what' problem occurs when you don't know what to do to solve this problem. This inability could be based on a lack of experience and skills, poor communication or just having to deal with something you have never encountered before.

For example, "This customer wants to return the computer because it is not booting, but I don't know what to do?" So, essentially, this is a problem based on ignorance. "I've got no idea what to do!"

In response you could ask for help, or ask for advice on where to get help, or get trained, supervised or coached in how to solve the problem of 'what to do'. In this example your manager might advise you to, "Document the issues that the customer is having, book the return in with the service centre then notify the customer of the date when it will be ready for pick-up."

### Problem-solving tools

You may have used some of these tools and processes in previous WRS studies or even in PDS.

- ⇒ What/how?
- ⇒ IASM process
- ⇒ Brainstorming
- ⇒ SWOT Analysis
- ⇒ Drilling-down
- ⇒ Checklists
- ⇒ 80-20 rule
- ⇒ Flowcharts
- ⇒ Cause-effect diagram
- ⇒ Delphi's thinking hats and more.

Image ©:  
Darren Hubley  
photos.com



## A 'how' problem

A **'how'** problem occurs when you know what to do, it's just that you don't really know how to go about solving the problem. This inability could once again be due to a lack of experience, skills or knowledge. However, it might also be caused by barriers preventing you from coming up with the best solutions.

For example, "I know I have to document the customer's problem with the computer, but I don't know which pro-forma to fill out?"

So in this case this is a problem based on a lack of knowledge and skills. "I know what to do, it's just that I don't know how to do it?" In response to a 'how' problem you should ask yourself, "Why am I unable to do this?" Is your inability due to lack of skills, time, commitment, budget, resources, support, permission, or a combination of these?

## Work-related problems A

Briefly list work-related problems that you might have to deal with either as an employee, or you have seen occurring in the workplace, or as part of your work-related project.

Work-related problems - employees

e.g. New employees do not get enough time to learn how to use tools they are not familiar with.

Work-related problems - customers

e.g. Customers are complaining that the goods they bought are not living up to their expectations.

Work-related problems - equipment

e.g. The computer network slows down when server traffic gets too high.

Work-related problems - processes

e.g. Staff are expected to work in teams but haven't been trained in conflict resolution - so they argue!

## 8.03 IASM

### Problem-solving process

At this stage of your schooling you are likely to have used this IASM problem-solving process before when dealing with work-related problems.

In this unit you need to consider how you can:

1. Solve problems associated with your work-related project
2. Solve problems related to workplaces you are familiar with and
3. Solve problems by combining IASM with other problem-solving tools.

Image ©:  
Stephen Rees  
photos.com

### A IASM

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

#### Identify the problem

- ⇒ Clearly identify what the problem really is. Consider 'what' or 'how'.
- ⇒ Write this problem in a short and clear sentence.

Identify

☹ I am unable to accumulate 120 hours of driving experience for my logbook.

#### Analyse the causes/facts

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

Analyse

☹ My family only has 1 car.

#### Suggest some solutions

- ⇒ Come up with 5 possible solutions to help solve this problem.
- ⇒ Rank these based on how likely they are to deal with the problem.
- ⇒ Pick solutions that tackle more than one 'side' of the problem.

Suggest

☹ I can investigate a community program that offers driving mentors.

#### Manage the chosen solution

- ⇒ Pick the solution(s) over which you have most control and which will go the furthest to solve the problem.
- ⇒ Plan smaller behavioural changes as part of this solution.
- ⇒ Make sure that you change behaviours to stop the problem from happening again.

Manage

WRS  
SUPER  
SKILLS



## IASM problem-solving B

Use the IASM problem-solving process to solve a work-related problem that employees in a workplace you are familiar with have to deal with, such as running out of stock.

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

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

1. Identify the problem

2. Analyse the causes/facts

Suggest some solutions

4. Manage the chosen solution

## 8.05 SWOT Analysis

### SWOT Analysis

A SWOT Analysis is a tool that you can use to analyse problems. A SWOT Analysis allows you to take a snapshot of both your internal situation and your external situation.

In order to undertake a SWOT Analysis you need to have:

- ⇒ A focus question, (e.g. How can I get an apprenticeship?) or
- ⇒ A goal you are trying to achieve, (e.g. Completing your work-related project) or
- ⇒ A problem you are trying to overcome, (e.g. How can I better deal with customer complaints?).

### Strengths and weaknesses - Internal

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

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

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

#### Strengths

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

#### Weaknesses

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

### Opportunities and threats - External

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

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

#### Opportunities

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

#### Threats

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

SWOT Analysis in action A

Complete a SWOT Analysis for an immediate work-related problem you are facing such as meeting deadlines, having to organise your project or some other related issue.

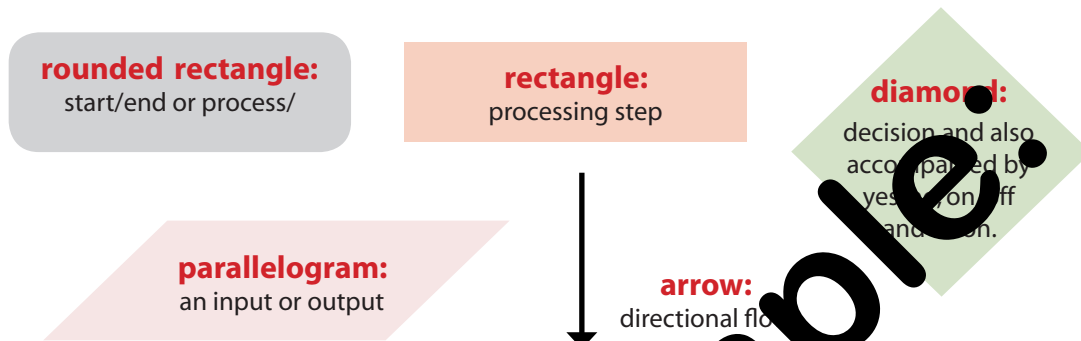
(You should make a copy of this pro-forma before beginning and possibly enlarge it to A3).

SWOT ANALYSIS	
Issue/problem:	Date:
Strengths	Weaknesses
INTERNAL	
Opportunities	Threats
EXTERNAL	

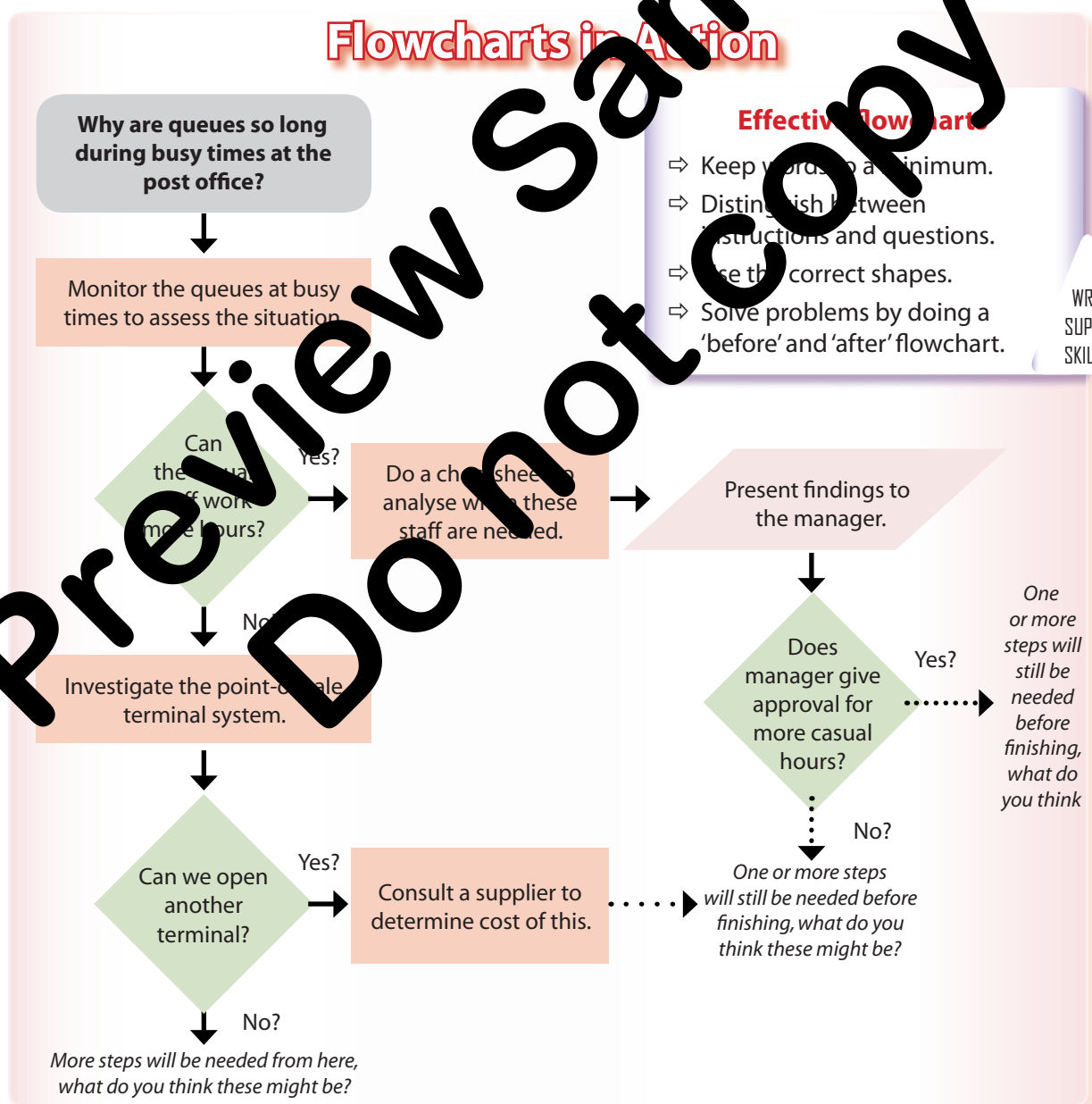
## 8.07 Flowcharts

### Flowcharts

A flowchart is a visual diagram that shows a process or system. A flowchart shows all the steps in a particular process, as well as decisions, flows and changes of direction in flows. A flowchart can also indicate all inputs and outputs that constitute a process. The visual components of a flowchart include the following symbols.



### Flowcharts in Action



## Flowcharts in action A

The flowchart shown on the opposite page is quite simple and leaves out a number of steps needed to try and deal with this customer service issue. And this flowchart is more directed at the process used to solve the problem, rather than outlining the process itself.

Work in teams to construct a detailed flowchart that outlines an actual customer service process used by a workplace you are familiar with. Research flowcharts online.

*Tip: You might need to use a lot more processing steps (show these using rectangles) to construct a process flowchart. Processing steps are written as instructions or directions, rather than posed as questions. Do this flowchart on a large sheet of paper.*

Preview Sample  
Do not copy

## 8.09 Cause and Effect Diagram

### Cause and effect diagram

A cause and effect (or fishbone) diagram visually represents possible or actual causes of an effect, event or problem.

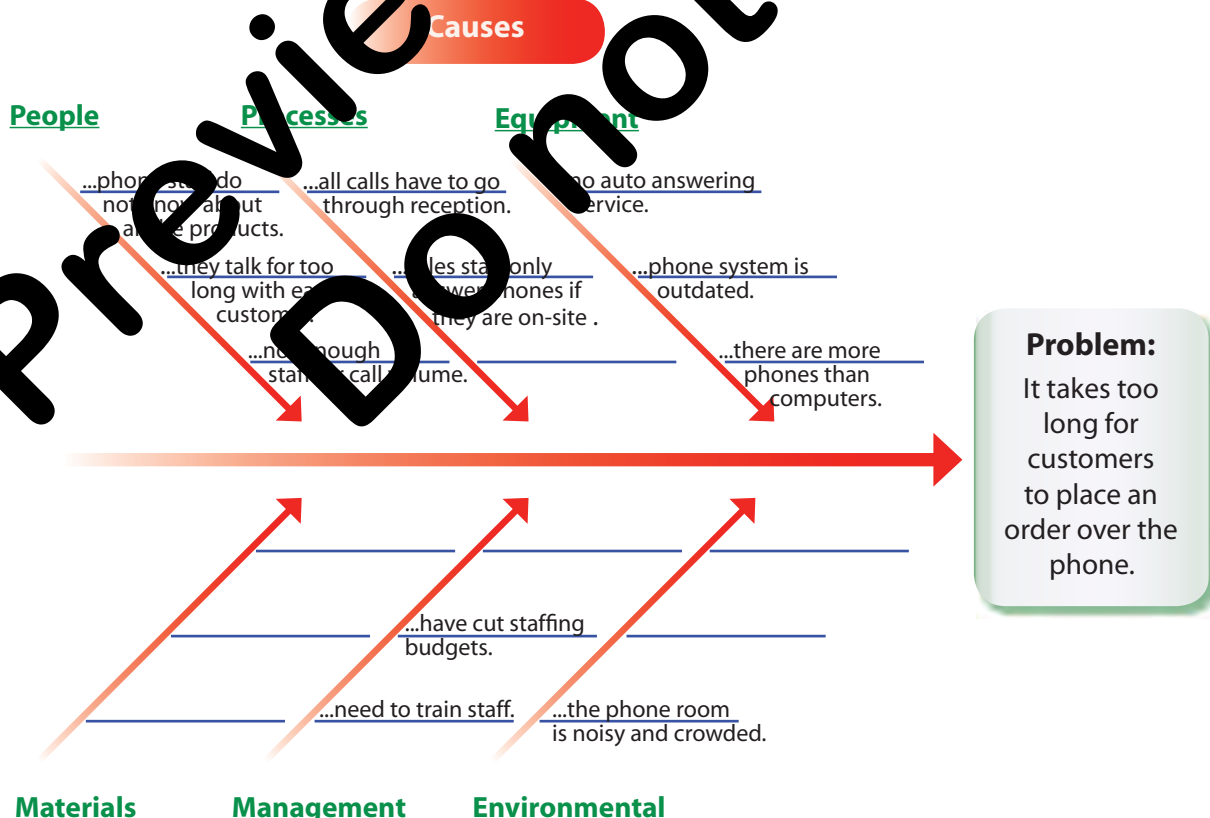
In a fishbone diagram, the effect, event or problem under consideration is written clearly as the 'head' of the fish. The fishbone diagram groups similar causes together as the 'bones' of the fish. Categories used for these bones usually, but not always, include the following:

- ⇒ People
- ⇒ Processes
- ⇒ Equipment
- ⇒ Materials
- ⇒ Management
- ⇒ Environmental.

It's not compulsory to use these six categories, but you should ensure that 'like' causes are grouped together. However, a fishbone diagram should always have at least four categories - such as people, processes, equipment and one other that is relevant to the situation being investigated.



"I know my problem, I don't seem to bulk-up!"



### Fishbones in action A

Construct a fishbone diagram for a problem in a workplace you are familiar with. Consider a problem or issue such as a customer service, quality assurance, technology and equipment or an OH&S issue. When finished, the class will view and discuss all of the diagrams.

*Tips: Perhaps you should work in pairs to complete this task. It is better to limit to the standard 4 categories (3 plus one other). Turn to landscape for more space for diagram.*

Preview Sample:  
Do not copy



## 8.11 Problem-Solving Tools

### Brainstorming

One of the keys to effective problem-solving is to be able to come up with ways of moving forward. This can be an enterprising way to drive innovation. Brainstorming is a technique whereby you list whatever thoughts come into your head that you relate to a key concept or idea. Brainstorming allows an individual or group to generate a list of words for that concept. No suggestion is criticised or rejected during the actual brainstorming process. Brainstorming can help unlock creative potential and allows people to both hear and see possible ideas and solutions.

Brainstorming is useful for generating ideas because one word leads to another and then to another and so on. This can help people come up with new ideas and ways of dealing with issues and problems. And when brainstorming in teams, the words of other people can drive you or someone else to come up with new solutions. When finished you or the group then focus in on the 'best' ideas.

### Drilling-down

When you break a problem down into its smaller components it makes it easier for you to tackle the issues and try and solve that problem.

Drilling-down allows you to make a choice between different courses of action. You might have used this method before, for example as part of your P.E.S. studies.

Drilling-down breaks complex problems into progressively smaller parts. This makes big problems a little easier to solve. You can also ask yourself a series of 'what/how' questions as part of the drilling-down process.

As you move to the right-hand side of the drill-down you might be starting to provide some solutions.

Drilling-down can be then used in conjunction with a fishbone diagram or SWOT analysis to help overcome the problem.



### Effective brainstorming

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



### Effective drilling-down

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

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

WRS  
SUPER  
SKILLS

## The 80-20 or Pareto rule

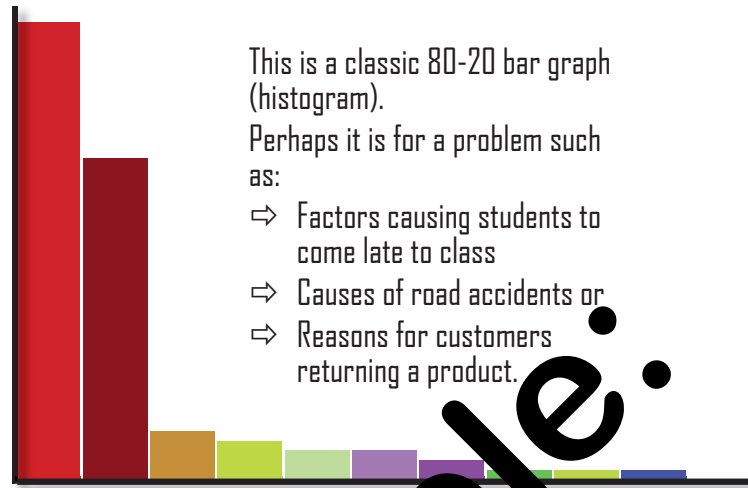
The 80-20 rule (or the Pareto rule or principle) states that 80% of outcomes are likely to be due to 20% of causes. Results can be shown on a bar graph. For example,

- ⇒ 80% of sales revenue is likely to come from 20% of customers/clients.
- ⇒ 80% of complaints are likely to come from 20% of customers.

- ⇒ 80% of delays are likely to be caused by 20% of factors.

As a problem-solving tool the 80-20 rule suggests that you should concentrate on the main few causes, issues or problems causing the 80% of bad outcomes. Just a few main issues, the 20%, will be causing most of the problems, the 80%. You can never fix all 100% of the causes but you should try and fix the main causes.

Also don't worry about exact percentages but remember that you can fix most problems just by addressing a few, or even just one, major cause.



## Checksheets

A checksheet is used to collect and record information. You have probably used variations of checksheet before to record and collect information. Checksheets work in conjunction with other problem-solving tools such as brainstorming, the 80-20 rule and many more. Checksheets are used extensively for customer service feedback surveys.

Checksheets might be used in workplace situations to record:

- ✓ The number of customers at different times of the day
- ✓ The type of phone queries
- ✓ The reason for a customer complaint
- ✓ The cause of a breakdown
- ✓ The type of meal most ordered, as well as many other work-related situations.

Effective checksheets need the following.

1. A situation to be monitored and recorded.
2. A pre-prepared record sheet that is both easy to fill in and easy to extract information from.
3. A trained monitor to observe & record the information.

Checksheet							
Work task/activity: Cars parked illegally at Westlakes Primary School							
Other information: Morning shift							
Completed by: Aaron Tonto Day: Mon - Fri Dates: 17-21 Aug, 2014							
Reason/factor	Mon	Tue	Wed	Thu	Fri	Total	%
double-parked	17	16	13	18	20	84	34
overstaying time	10	20	5	7	15	57	23
parking in no standing zone	6	6	6	6	6	30	12
parking in front of driveways	3	3	2	3	2	13	5
parking too close to corner	4	4	4	3	2	17	7
other (describe)	6	6	6	6	7	31	13
parking in bus zone	4	3	3	3	3	16	6
all others together (all different)	4	3	3	3	3	16	6
<b>Total</b>	<b>50</b>	<b>58</b>	<b>39</b>	<b>46</b>	<b>55</b>	<b>248</b>	<b>100</b>
<b>%</b>	<b>20</b>	<b>23</b>	<b>16</b>	<b>19</b>	<b>22</b>	<b>100</b>	
Information to consider: Someone else is calculating total cars parking.							

## 8.13 Problem-Solving Tools

### DeBono's 'Six Thinking Hats'

Edward DeBono has made a career out of developing strategies for creative and parallel thinking.

One of DeBono's most famous thinking tools is the 'Six Thinking Hats' method.

In this method users wear a metaphorical hat so that they can switch to a state associated with a style of thinking. This role 'allows' participants to set aside their own ego and beliefs so that they consider a different way of thinking to help the group move forward.

The 'Six Thinking Hats' should be used in a group situation, although individuals can use it on their own by switching in and out of different 'roles'.

### Effective 'thinking hats'

- ⇒ The hats are only a metaphor. You shouldn't wear physical hats as part of this exercise.
- ⇒ The idea is to be able to move in and out of different thinking roles and to not be constrained by the 'physical'.
- ⇒ Don't criticise people, they are only acting in a role.
- ⇒ Rotate the roles so people shouldn't play the same roles all the time.
- ⇒ It can be particularly useful to assign people to roles opposing their initial thoughts.

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#### The white hat

'Neutral, and objective'

Consider the information available such as the facts and figures.

#### The red hat

'Emotional and instinctive'

Make suggestions on the top of your head without thinking.



#### The yellow hat

'Positive and supportive'

Assess the positives surrounding a situation or suggestion, and why it might succeed.

#### The black hat

'Negative and critical'

Assess the negatives surrounding a situation or suggestion, and why it might fail.



#### The green hat

'Growth and creativity'

Searches for new ideas and ways to overcome barriers.

#### The blue hat

'The big picture'

Think about the thinking process itself, the goals and objectives and how to stay on track.



### A DeBono's thinking hats

1. Identify those hats that are closest to your personality and discuss why. Given your answer, which hats should you focus on 'wearing' in a team situation? Why so?
2. Use the 'Six Thinking Hats' to consider a problem or issue such as digital piracy, plastic shopping bags or some other issue in the broader community.
3. Research Edward DeBono in more detail. He has developed many more tools that can assist with creative thinking and problem-solving.

Which problem-solving tools? B

For each of the scenarios below choose the most appropriate problem-solving tools that you could use to address the problem. (Of course IASM should be used for each one, so choose 2 others.) Briefly explain each of your choices.

Scenario	Problem-solving tool 1 and why.	Problem-solving tool 2 and why.
A new competitor has just opened a shop across the road from your boss selling the same range of mobile phone accessories, but cheaper. Your boss says that she has no idea what to do in this situation.	<i>She should do a SWOT Analysis to identify the strengths and weaknesses of her own business. Then she can build on the strengths and turn these into opportunities, such as having an established reputation, perhaps by introducing a loyalty discount program. A SWOT would also help her identify just what the biggest threat are from her competitor.</i>	
Your boss runs a construction business and uses a lot of sub-contractors for specialised tasks. Customers are complaining to your boss about delays and poor workmanship. He doesn't know what is causing the problems and wants you to investigate and present your findings.		
Your boss runs a café providing breakfast, light order food, coffee and drinks. Business is picking up and she thinks it might be good to expand the product range of the business. But she wants to find out the customer preferences before doing so.		
Your boss operates a wholesale nut business supplying in bulk to retailers. Business is going well and he is thinking of investing in a new machine to help speed up packaging of orders to cut down staff overtime. He wants to know the best way to go about this.		

## 8.15 Problem-Solving Evaluation

Problem-Solving Process (or Tool) Evaluation Sheet	
The workplace or work-related project was:	
The specific problem to be solved was:	
Those involved in the problem-solving process were:	
The problem-solving tools used were:	
1. The problem was clearly identified and isolated. How so/ why not?	
2. The most significant causes of the problem were identified and analysed. How so/ why not?	
3. A range of suitable solutions were suggested. How so/ why not?	
4. Practical and straightforward solution(s) and protocols were investigated and developed further. How so/ why not?	
5. Benchmarks/measures were <u>used</u> to assess whether the changes were addressing the problem. How so/ why not?	
6. There is some evidence to suggest that the problem is being dealt with effectively. How so/ why not?	
In summary, how well did the tools work in assisting you to solve the problem?	
Other information:	
Signed: _____ Date: _____	



Effective Problem-Solving AT2

Complete the following tasks as directed by your teacher.

1. You are required to solve a problem associated with one of the following activities:
  - ☐ A work-related project you are undertaking this unit
  - ☐ Your work placement you are undertaking this unit
  - ☐ A problem that is occurring in a workplace you are familiar with
  - ☐ Another problem that has been negotiated with your teacher/supervisor.
2. As part of the planning for this task you must:
  - ⇒ Tick those tasks that are required to be completed. Your teacher might add some other tasks including (ethically using and reviewing ICT and other technology, re: LO6& LO7). If so, write these in the table.
  - ⇒ You might have to negotiate some of these tasks with your teacher.
  - ⇒ Fill in the due date for those that are required to be completed. Tick the tasks off as you complete them. Get your teacher to initial these.
  - ⇒ Prepare and present a report based on this problem-solving activity.

The problem I will be solving is:

Activities required for satisfactory completion of task.	Required	Due	Done	Teacher initials
1. Complete an IASM problem-solving process.	✓			
2. Complete a SWOT Analysis.				
3. Develop a 'before' and 'after' flowchart.	✓			
4. Prepare a cause and effect diagram.				
5. Document a problem-solving process.	✓			
6. Carry out a drilling-down analysis.				
7. Collate and graph an 80-20 analysis.				
8. Design and complete a checklist.				
9. Participate in a 'think aloud' session				
10. Identify & use technology to help solve the problem.				
11. Establish and use criteria to evaluate effectiveness of the problem-solving process. (Use 8.15)	✓			
12. Prepare and present a report.	✓			
13. Use appropriate planning tools and pro-formas.	✓			



8.17 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: \_\_\_\_\_

# Teams, Communication and Technology

9

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Activity	p.	Due date/Done?	Comment
9.02A My personal skills audit	149	<input type="checkbox"/>	
9.03A Team roles	150	<input type="checkbox"/>	
9.04B Team roles - Match'em	151	<input type="checkbox"/>	
9.08 Meeting agenda	155	<input type="checkbox"/>	
9.11A Avoiding poor communication	158	<input type="checkbox"/>	
9.12B Communicating effectively	159	<input type="checkbox"/>	
9.17A Workplace Technology Evaluation	164-165	<input type="checkbox"/>	
AT3 Work-related Project	166-167	<input type="checkbox"/>	
9.19 Unit 2: Assessment	168	<input type="checkbox"/>	

Comments:

## 9.01 Effective Teams

### Teams

As you approach the end of this part of your education it is important to reflect on what skills and abilities you can bring to a team situation.

As you already know, workplaces are team environments. So what strengths have you developed that could make you an asset to a work team? These are the things that potential employers are going to be interested in. In an interview situation you need to be able to describe real examples from work-related situations that illustrate how you have worked effectively as part of a team.

You should also make an honest assessment of your weaknesses. What are the areas you need to build and develop to make you a more effective team member and therefore more employable? Are you still avoiding things because they're too hard, or just too hard for you? Employers don't expect you to know how to do everything right away, but they do expect you to be willing and able to learn.

An honest assessment of your strengths as well as the areas in which you need to improve, will help you understand your potential to contribute to a team. You could perform a personal SWOT Analysis. This can help indicate how job ready you are, because you really should be starting to apply for jobs now.

### Contributing strengths

When working together, each person brings a set of skills to the team. These skills include personal and social competencies that become transferable skills, employability skills, enterprise capabilities as well as industry-specific competencies.

You would have developed these skills through work-related projects, workplace learning, employment, education and personal interests and hobbies. These skills will also reflect your varied multiple intelligences. It is also important that over the course of your studies that you have refined your existing skills as well as developed new skills. You will need to be able to demonstrate your skill-sets to potential employers and/or when applying for courses.

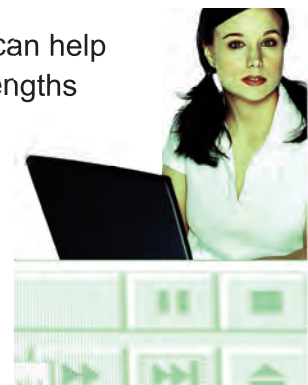
### Overcoming weaknesses

As you already know, a teams-based approach to work activities can help create synergy. This means that workers with complementary strengths and weaknesses work together to create better outcomes overall. However, if you are less-skilled in some task areas it is important that you don't just hide behind other team members. This is not what synergy tries to encourage. Instead you need to be multi-skilled. By identifying your weaknesses, and taking steps to overcome these, you will become a more valuable team member as well as a more productive member of the workforce.

### Effective teams

1. Communicate clearly
2. Set clear objectives
3. Assign roles and responsibilities
4. Follow team rules
5. Take minutes
6. Listen and be fair
7. Build and support synergy
8. Make good decisions

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## My personal skills audit A

1. Listed below are the 8 multiple intelligence. Rank yourself in each from very low to very high. Give an example where you have demonstrated each in a work-related situation.

Interpersonal	Intrapersonal	Bodily-Kinesthetic	Naturalistic
Verbal-linguistic	Logical-Mathematical	Visual-Spatial	Music-Rhythmic

2. Identify your 5 strongest skills that you bring to a team for a work-related project.

1.	2.	3.
4.	5.	

3. There are a number of common reasons why one might not have developed various skills, as well as strategies to address these. Briefly explain how you have overcome (or could overcome) each of these reasons in a work-related situation. Discuss further as a class.

1. I've got no idea how to do it. (Need education and guidance.)	2. I haven't yet learned how to do it. (Need training.)	3. You have real trouble learning how to do that kind of task. (Need practice, modelling and mentoring.)
4. You don't want to do that type of task and avoid it. (Need to re-assess your attitude, fears and reasons.)	5. You not only can't do the task, but you also can't understand the concept that underpins the task. (Need to develop other skills and have someone else do that task.)	

## 9.03 Team Dynamics

### Interpersonal dynamics

Your job will provide some of the most significant relationships that impact on your life. You need to ensure that these relationships are positive. If you want a successful career then it is vital that you have well-developed interpersonal skills.

People have different personality traits and they often play these 'roles' in workplace situations. You need to work out your most suitable role(s). You also need to be able to identify the 'roles' that others are playing.

Remember you don't need to be best friends with everyone; but just because someone isn't your friend it doesn't make them your enemy. In order to minimise interpersonal conflict in teams you need to be tolerant, cooperative and professional rather than personal.

It is also vital that you are aware of the growing influence of emotional intelligence in the workplace. Emotional intelligence is a type of social intelligence that involves the ability to monitor the feelings and emotions of yourself and other people. People with well-developed emotional intelligence are able to interact positively with fellow workmates, customers and clients. This makes them more valuable team members.

### Emotional intelligence

Some generally accepted traits related to emotional intelligence are:

- ⇒ Empathy
- ⇒ Self-awareness
- ⇒ Self-assessment
- ⇒ Self-confidence
- ⇒ Self-control
- ⇒ Teamwork
- ⇒ Communication
- ⇒ Flexibility
- ⇒ Adaptability
- ⇒ Trustworthiness
- ⇒ Conscientiousness
- ⇒ Conflict management
- ⇒ Initiative
- ⇒ Intuition.



### A Team roles

- Listed below are the names that can be used to describe 11 different team roles. You've probably been exposed to these before so it should be easy for you to unjumble them.
- Suggest one more role that might be useful in a team situation.

aacfliiortt	ainnoortv	cciirt
cdeeorrr	ceefilnnru	edirrv
eeeeikmprt	eeeilmmnprt	eopprrstu
imnootr	aaceeeekmpr	

Team roles - Match'em B

1. Match each of the 11 team roles with the description given below.
2. Add the name of 12th team role that you created in 9.03A and a description for it.

\_\_\_\_\_

Their role is to lead the group so as to achieve the team's goals.

\_\_\_\_\_

Their role is to challenge ideas to ensure that things are being done properly.

\_\_\_\_\_

Their role is to suggest new and creative ideas and processes.

\_\_\_\_\_

Their role is to put the plan into action by organising and doing.

\_\_\_\_\_

Their role is to take minutes and keep records of all the important matters.

\_\_\_\_\_

Their role is to check review and make sure that everything is on track.

\_\_\_\_\_

Their role is to provide resources and links that help goals to be achieved.

\_\_\_\_\_

Their role is to go along with good ideas and support what is being suggested.

\_\_\_\_\_

Their role is to make the team aware of deadlines and to establish urgency.

\_\_\_\_\_

Their role is to encourage members to accept established or new ideas.

\_\_\_\_\_

Their role is to ensure that team harmony is achieved and people get along.

3. Choose 2 of these team roles and for each one explain:
  - a. Why this role suits your skills/experience/personality in a workplace
  - b. Why this role is not suited to your skills/experience/personality in a workplace
  - c. Give workplace examples from your own experience to support your answers.

I'm suited to the role of \_\_\_\_\_ because...

I'm suited to the role of \_\_\_\_\_ because...

I'm not suited to the role of a \_\_\_\_\_ because...

I'm not suited to the role of \_\_\_\_\_ because...



## 9.05 Team Dynamics

### Advanced team skills

There are some key skills that are needed to help teams run more effectively. Of course effective planning and problem-solving are essential. We have already dealt with these extensively. In addition, teams can achieve a sense of synergy and success if team members are able to negotiate and make decisions.

### Making decisions

Not every employee in a workplace is good at making decisions. Some people or workers make the easy (translation - 'wrong') decision, or avoid responsibility by making no decision at all. Then finally if someone else steps up and makes the decision for them, they seem to dislike, criticise and even undermine that decision!

With team dynamics you may experience competing values, conflicting personalities and even social cliques. So if you can manage this part of team dynamics effectively then you are well on the way to a successful management career. That's why managers get paid the big bucks; to make decisions.

#### Autonomous decision-making

- ⇒ This when an individual makes a decision for themselves.
- ⇒ Autonomous decision-making might also apply to a particular department or business unit within an organisation.
- ⇒ This style is often used in autonomous structures or where rules, procedures and guidelines are set down and the manager doesn't want, or need, to consult with others. Managers are empowered by their position to make decisions.
- ⇒ Autonomous decision-making is not very suited to team environments but is useful for basic or quick decisions, or to get things moving along.

#### Majority vote

- ⇒ Some groups favour using a majority rules voting system. This system can seem fair, unless you are on the losing side of the vote.
- ⇒ A majority vote can be useful when seeking approval for a general idea, goal or objective. (e.g. Should we have a BBQ or hold a fashion parade?)
- ⇒ Majority votes assist teams to move forward but they can lead to win:lose situations. (i.e. I didn't vote for it, so don't expect me to help!)



#### Consensus decision-making

- ⇒ Consensus decision-making is suited to a team approach. A consensus approach involves the relevant parties to the decision in the decision-making process.
- ⇒ Consensus works by having decision-makers discuss the various costs and benefits of the decision and then decide, as a group, the best course of action.
- ⇒ Consensus does not mean that everyone agrees, but rather that the group as a whole decides. To reach consensus any objections should be brought up during the decision-making processes and parties' viewpoints should be listened to.
- ⇒ Consensus works successfully if all the parties agree to abide by the rules of consensus; that is, argue and discuss during decision-making; but once the decision is reached, they must fully support that decision.



## Negotiation

Negotiation is a process whereby two or more parties have to exchange something of value or benefit with one another. The skill of negotiation is to ensure that the exchange is favourable. A win:win outcome is the ideal result of negotiation.

A win-win situation occurs when all stakeholders who are a party to the outcome, gain some benefit from the process. This normally involves some compromise. Negotiation is vital in team situations in relation to:

- ⇒ Setting goals and objectives
- ⇒ Assigning team roles and responsibilities
- ⇒ Managing deadlines and
- ⇒ Making group decisions.



Win:win	Win:lose	Lose:lose
<ul style="list-style-type: none"> <li>⇒ Each party feels that they have gained from the negotiation.</li> <li>⇒ Win:win situations occur because people have different values and parties to the negotiation are prepared to give up something they rate as less important, for something else they feel is more important. e.g. Bargaining for higher wages in return for working hours (productivity).</li> <li>⇒ A win:win is usually accomplished by listening to each parties' point-of-view and then reaching a compromise outcome which is fair, acceptable and reasonable. This is how teams can operate effectively.</li> <li>⇒ A win:win usually creates opportunities for positive long-term relationships and supports trust and confidence in each other.</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Win:lose situations usually result in an unfavourable result for one party.</li> <li>⇒ Win:lose situations arise because one party has significantly more bargaining power than another. A win:lose is an unfavourable result because it usually results in an unequal power relationship.</li> <li>⇒ Poor negotiators often create a win:lose situation, leading to resentment and even confrontation. Inflexible, arrogant and aggressive people often try to manipulate others into win:lose positions.</li> <li>⇒ In the longer term this imbalance of power is likely to be reinforced and repeated. To use a cliché, 'A leopard doesn't change its spots.'</li> <li>⇒ Reasonable people who are unfairly forced into accepting losing positions, will generally try to avoid the 'winner' in future negotiations. (i.e. They only get burned once.)</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Lose:lose outcomes occur when neither party is willing to compromise and as a result nothing positive happens. This can be illustrated by costly family law battles and disputes over wills.</li> <li>⇒ Lose:lose outcomes also occur when both parties are so desperate for an outcome they agree to terms that are likely to be unfavourable to both.</li> <li>⇒ Sometimes lose:lose situations even occur when both parties agree something needs to be done, but they can't agree on what needs to be done, or how to do it. As a result, no positive results occur. Consider the 'lack' of world peace.</li> <li>⇒ Sometimes parties in lose:lose negotiations think that they have 'won'. But in the longer term it becomes clearer to them that they have actually suffered from their stubbornness (although they will never admit it!)</li> </ul>

## 9.07 Team Meetings

### Meetings

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

There are many different types of work-related meetings and some of these are listed below. You have probably participated in some of these types of meetings before. Which types do you think are most suitable to support your team as part of the planning, organising and management of your work-related project?



### Running meetings

Meeting agendas enable meetings to run more smoothly. Each meeting should have someone should chair (run) the meeting and someone else should take notes or minutes. Having a pre-planned agenda:

- ✓ Ensures that everyone knows where, when and how long the meeting will be
- ✓ Sets out the order of affairs of the meeting
- ✓ Allows meetings to be run professionally
- ✓ Makes sure that people stay on topic
- ✓ Supports the taking of notes (minutes) which means that all important information is put into writing
- ✓ Allows teams to work more effectively together

### Types of Meetings

#### Briefing

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

#### Staff meetings

These might be regular weekly or monthly meetings. All staff, various managers make reports on the progress of an organisation.

#### Planning (Plenary) sessions

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

#### Committee meetings

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

#### Consultative meetings

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

#### Activity meetings

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

## Meeting Agenda

Group/team/activity title: \_\_\_\_\_

Location: \_\_\_\_\_ Day &amp; Date: \_\_\_\_\_ Time: \_\_\_\_\_

Chaired by: \_\_\_\_\_ Minutes by: \_\_\_\_\_

**1.1 Attendance/apologies** (Record those present/note absentees who have given reasons for being away.)**1.2 Minutes from previous meeting** (Minutes of the last meeting must be approved & noted on as correct.)**1.3 Correspondence** (Report on any mail, email, documentation, etc., that has been received.)**2. Business arising** (Update on the progress of issues that have to be sorted out from the previous meeting.)**3. New Business** (Discussion of new items/issues. Items must be submitted to the Chair before the agenda is circulated.)**4. Reports** (Reports from those with designated responsibilities (e.g. finance, equipment, etc..) but only for issues not already covered in 2. and 3.)**5. Next meeting(s)** (Decide on next meeting location, day and time.)



## 9.09 Communicating Effectively

### Effective communication

Probably the most important work-related skill is effective communication. Communication is what drives us as humans and it marks the success, or otherwise, of all of our personal, social and professional interactions.

Communication methods are evolving, with an increased reliance on electronic forms of communication. However, this hasn't necessarily improved communication. Indeed it may have actually led to over-communication.

Many communication changes and ICT devices were initially developed as innovative ways to improve work-related communication. But now these have filtered out into the consumer world and have become a natural part of our everyday lives.

You already know that the three essential components of any communication process are:

**1: The sender... 2: The message... 3: The receiver.**

Remember to focus on these three whenever you are required to communicate any message or information. If the receiver hasn't read, heard or understood the message then communication is ineffective. They must be listening for the message to be understood!

### 4 key questions

When you are planning to communicate any information you should always consider these four questions.

1. What are you going to 'say'?
2. How are you going to 'say' it?
3. How will you ensure that the way you 'say' it will be suitable and effective?
4. How will you check that what you've 'said' has been received, understood and acted upon?

Regardless of whether a message is verbal, written, electronic or in any other format, you must imagine how the message will be received from the point-of-view of the receiver. Therefore you must put yourself in their shoes and tailor the message to suit your audience.

### Effective communication: 8 Steps

1. Be clear in your objective.
2. Plan your communication.
3. Choose the most appropriate method and style.
4. Choose appropriate timing and a suitable location.
5. Tailor the message to suit the audience.
6. Eliminate 'noise' and distractions, including over-communicating.
7. Follow up to ensure the message has been received and understood!
8. Allow questions and modification if required.

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## Workplace communication

Successful participation in the workforce involves being able to communicate information effectively with managers, staff, customers/clients and many other workplace stakeholders.

Successful business people often say that one of the key reasons for their success is that they have access to the best information. So do you

know how to find out information in a work environment? Where do you look? Who do you ask? Who should you listen to? These are all questions surrounding the collection, analysis and evaluation of information.

Within workplaces there's always someone you can ask who can tell you the things you need to know. Once you know the shortcuts for finding out information you're well on the way to becoming more enterprising. But be careful. How do you know that you have been given the right information and advice? Some people simply make stuff up to make themselves seem knowledgeable, because they are too lazy to find out the real information. Workplace communication can take various forms and some common examples are listed below.

- ⇒ A manager might give you a formal directive in order to complete a task.
- ⇒ A supervisor or mentor might give you informal guidance, coaching and support when training you.
- ⇒ Organisations might have processes and policy documents that must be followed.
- ⇒ Organisations might use standardised invoices, receipts, quotes, purchase orders and other business transactional documents.
- ⇒ The finance department might prepare and circulate documents such as budgets.
- ⇒ Organisations might publish written and online information about themselves.
- ⇒ Organisations might have training manuals, videos and online learning tools.
- ⇒ Products might come with manuals and product specification datasheets.
- ⇒ Workplaces might use OH&S signage, maps and point-of-sale displays.
- ⇒ Customers might communicate face-to-face, by phone, through email or by social networking.
- ⇒ Other departments might send internal memos or emails about their requirements.

## Workplace communication occurs between...

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| ⇒ Other employees               | ⇒ Contractors & sub-contractors   |
| ⇒ Managers & supervisors        | ⇒ OH&S representatives            |
| ⇒ Shareholders & owners         | ⇒ Government agencies             |
| ⇒ Other departments             | ⇒ Inspectors & regulators         |
| ⇒ Admin & support staff         | ⇒ Technicians & experts           |
| ⇒ Existing customers/clients    | ⇒ Industry advisors               |
| ⇒ Potential customers/clients   | ⇒ Professional advisers           |
| ⇒ Suppliers & service providers | ⇒ Market researchers              |
|                                 | ⇒ Union and employer associations |



## Types of workplace information

- |                            |                         |
|----------------------------|-------------------------|
| ⇒ Employee information     | ⇒ Customer details      |
| ⇒ Organisational details   | ⇒ Customer support      |
| ⇒ Worksite information     | ⇒ Financial information |
| ⇒ Task instructions        | ⇒ Sales data            |
| ⇒ Safety information       | ⇒ Market research       |
| ⇒ Rosters & timelines      | ⇒ Legal requirements    |
| ⇒ Roles & responsibilities | ⇒ Professional advice   |
| ⇒ Product information      | ⇒ Industry information  |
| ⇒ Processes & policies     | ⇒ Economic information  |

## 9.11 Communicating Effectively

### A Avoiding poor communication

1. Match the examples of poor communication with the communication 'mistake' from the list.
2. For each example, outline a strategy that your team could use to avoid this mistake when you are communicating in relation to your work-related project.

An example of poor communication	Communication mistake.	How could we do this better for our work-related project?
Too much information, too many visual aids, speaking too quickly, etc..		
Choosing Friday late afternoon, or lunchtime, or cutting into work-time, etc..		
Too much reading from a page, poor body language, weak voice and so on.		
Thinking that because you're knowledgeable and passionate, that the audience also is!		
Making it up as you go along; that's what poor planners and children do!		
Even though you've communicated the message it doesn't mean that it has been received, understood or acted-upon.		
Using language that is too technical, or being too jokey, or too serious, or using too much 'jargon'.		
Being personal, aggressive or manipulative in communication or forcing the message.		
Not considering if they are a 'smart' audience or 'dumb' audience?		
Communicating from a location that is noisy, crowded, a shared-site, too large, uncomfortable and so on.		
Using electronic methods with recipients who are not technologically literate, or who don't have access to devices.		
Too much reliance on talking, or on visuals, or on emails, or on SMS and so on.		

- ☐ Poor planning.
- ☐ Rushing or crowding the message.
- ☐ Not engaging the audience.
- ☐ Overreliance on one communication method.
- ☐ Inappropriate choice of language and register.

- ☐ Inappropriate use of electronic communication devices.
- ☐ Making wrong assumptions about recipient's interest and understanding.
- ☐ Poor choice of location.
- ☐ Bad scheduling/timing.

- ☐ Not considering the audiences' qualifications and prior experience.
- ☐ Being unprofessional.
- ☐ Assuming the message has been 'received' and will therefore be acted upon.



Communicating effectively B

1. Explain how the communication methods in the table might be used by managers in a workplace you are familiar with.
2. Add 2 more from the list, or your own, to the table.
3. Identify one benefit, or one limitation, of each method.

- verbal
- non-verbal
- meetings
- briefings
- seminars
- teleconferences
- instructions
- orders
- manuals
- diagrams
- bulletin boards
- written reports
- presentations
- demonstrations
- landlines
- mobiles
- pagers
- email
- SMS & MMS
- fax
- videos
- broadcast
- podcast
- memo
- sticky notes
- websites
- Twitter
- print media
- advertising
- public relations
- visual signs
- physical gestures
- semaphores
- blogs
- Facebook
- YouTube
- Instagram
- 2-way radio
- ticker

Method	Example	Benefit	Limitation
email			
meeting			
telephone			
informal talk			
memo			
SMS			

4. Justify which communication method might be most suited for these scenarios.

Scenario	Which method of communication and why?
Clearly define a worker's role within the organisation.	
Make a worker feel valued.	
Communicate changes in pay and working conditions.	
Advise employees of promotional, training or other opportunities.	
Gain ideas and input from workers.	
Advise employees of problems with their performance.	
Motivate workers during times of high pressure.	

## 9.13 Presenting Information

### Presenting information

Throughout this unit, and indeed throughout all of your VCAL studies you are required to complete assessment tasks which involve communicating effectively.

For WRS Senior Unit 2 you are required to communicate, analyse and evaluate information required for your complex work-related project.

You are also required to communicate ideas and information in a work environment.

These two outcomes might be combined in the one assessment task. This could involve you communicating appropriately in work-related situations either in your complex project, or through workplace learning, and then preparing a written or verbal report based on this.

### Oral reports

When giving an oral report it is always vital that you consider the audience to whom you'll be presenting. Some of the key things you need to plan for are:

- 😊 Who is in the audience?
- 😊 What tone should I take for the presentation?
- 😊 Is it an individual or team presentation?
- 😊 Is the information well-structured and easy to understand?
- 😊 Does my multimedia presentation support, or overwhelm, the spoken presentation?
- 😊 Will I need to prepare handouts?

Have I prepared diagrams, images, flowcharts and other visual elements?

- 😊 How long does the presentation take?
- 😊 Have I/we had a run-through, timed the presentation and tested the PowerPoint?
- 😊 How will I evaluate how well the presentation went?

You might also have to prepare a written report. You should follow the task guidelines outlined in the assessment task. You should also consider the list of report sections shown opposite as a guide.

### Oral report: Guidelines

1. Set-up your pre-prepared (and pre-tested) PowerPoint presentation.
2. Introduce yourself, your team members and your topic. Identify each of your roles for the presentation.
3. State your aim, why you chose this focus and what you hoped to find out.
4. Give some background about the research methods used to collect information.
5. Describe what you found out according to the task instructions. You could break this down into relevant sections. Summarise what you discovered/ investigated. Present your recommendations.
8. Evaluate the validity of your research and information. Was your methodology appropriate? What could you improve?
9. Thank your audience for their attention and interest.
10. Offer to answer any questions they might have.

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### Written report

Report sections could include

1. Title or Title page
2. Table of contents
3. (Executive) summary
4. Introduction
5. Discussion
6. Conclusions
7. Recommendations
8. Appendices
9. Bibliography

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### PowerPoint presentations - Do!

- ☺ Use a big font.
- ☺ Include only 3-4 main points on each slide.
- ☺ Try for no more than 10 words for each point.
- ☺ Limit the total slides, 10-15 is plenty.
- ☺ Use appropriate visuals with suitable resolution.
- ☺ Use a high contrast, colour template.
- ☺ Time each slide and the overall presentation to suit the audience.
- ☺ Make the audience focus on you, not on the slides.
- ☺ Have a printed back-up, just in case.

### PowerPoint presentations - Don't!

- ☹ Use fancy transitions or distracting animations.
- ☹ Use fancy fonts.
- ☹ Use text that is too small or crowded.
- ☹ Just read out what is on the slide.
- ☹ Jump from slide to slide too quickly or too slowly.
- ☹ Let your PowerPoint slides cause the presentation to drag on for too long.



### PowerPoint presentations - Be prepared!

- 👉 Make sure your version of PP will work on the computer you are using.
- 👉 Always have a timed run-through before your real presentation.
- 👉 Arrive early, there are often problems with the computer & projector.
- 👉 Use a good quality memory stick and have a back-up on CD.
- 👉 Some networks won't allow new memory sticks to be installed.

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## 9.15 Using Technology

### Future work environments

One thing that you can be sure about is that your future work environment will be very different from that of your parents. The structure of society is changing. Our attitudes towards work are changing. Technology is advancing rapidly. The labour market is evolving. As an employee you might now be expected to work any day of the week, for as little as a 3-hour shift and be notified of this by SMS while still sitting at school in your Numeracy class!



Workplaces are evolving. Office environments are moving away from outdated set-ups like this.

You are also now expected to have greater technological skills and competencies, better communication skills, the ability to learn faster as well as almost around the clock availability. The future work environment requires you to be more flexible and more technologically literate. Are you up to that challenge?

### Technology in your work-related project

In Unit 2 you are required to use both ICT and workplace technology and equipment, as part of your complex work-related project. Your school might have structured your learning program to enable you to demonstrate this use in a variety of different ways.

- ⇒ As part of an ongoing, major work-related project for the unit (and which might also involve working in teams, communicating effectively and solving problems).
- ⇒ In relation to a work placement that acts as a work-related project in itself.
- ⇒ In conjunction with a work-related project that identifies, describes and reviews an opportunity for innovation in a work-related context.
- ⇒ As a work-related project that is a stand-alone investigation of the use of ICT and workplace technology and equipment in a workplace context.
- ⇒ Or some combination of these!

The general requirements for satisfactory completion are listed below.

### Technology in your work-related project

As part of the learning outcomes for Unit 2 you are required to use ICT and workplace technology and equipment as part of your work-related project. Your general requirements are:

- ⇒ Identify and use ICT for the project
- ⇒ Analyse social and ethical implications of using ICT
- ⇒ Review the use of ICT in the project
- ⇒ Define the purpose for using technology and equipment in the project
- ⇒ Use technology and equipment safely in the project
- ⇒ Analyse environmental and ethical implications of using technology and equipment
- ⇒ Improve workplace practices by using technology and equipment
- ⇒ Evaluate new technology and equipment introduced into the workplace.



### Workplace technology

Technology is any tool used by humans to make a task 'easier'. Technology includes tools, machinery, communication networks and devices, ICT equipment, infrastructure, transport and any other relevant piece of equipment.

We can clearly see that technology is used directly in workplaces to manufacture items. This can involve simple tools, equipment and machinery all the way through to advanced technological systems such as computer-aided design (CAD), computer aided manufacturing (CAM), virtual manufacturing and robotics.

But service industries dominate the commercial world and technological use and innovation is driving the growth in services. These technologies might include information systems, database management, tools, equipment and testing products, transport equipment and communication technologies and devices.

Workplace technology is becoming more sophisticated. Many industry-specific competencies relate directly to the safe and effective use of workplace technology. The ability to effectively use workplace technology is a key to developing your successful career.

Technology represents a capital investment because an organisation has invested funds into buying this technology. So we can say that using technology is a capital intensive method of production. The aim in using this technology is to increase efficiency, improve accuracy, save time and improve safety. Modern technological innovations and advancements continue to occur at an astounding rate so employees need to undertake lifelong learning to continuously update their technology skills.

### ICT for today, tomorrow and beyond

By now you should have developed a pretty good understanding of the importance of ICT in modern workplaces. So do you know how to use workplace ICT and also how to choose the best workplace ICT for a specific workplace situation?

You have grown up with ICT devices as an essential but normal part of your everyday communications needs. Are you able to help, coach or even mentor someone less technologically capable than yourself?

Are you able to choose and suggest the best pricing plans for workplace-use software? And what about e-commerce, which is growing at a significant rate? Do you use e-commerce? Does your workplace? Do you use smart phone apps to make purchases online?

ICT devices, programs and applications are at the cutting edge of workplace innovation. If you look forward, even just five years, you will experience a huge evolution in the functions, size, features and cost of these devices.

So, are you prepared to keep on developing your skills in the use of ICT as part of ongoing lifelong learning? You can do this partly by developing personal competencies and bringing these to the workplace. So when you are a manager or in a senior position, and for many of you that won't take long (perhaps in just a few years time), are you going to be a proactive and enterprising workplace leader who embraces ICT to make the workplace better?

Image ©: LuminaStock photos.com





## 9.17 Using Technology

### Cost of investment

Investment in new technology is normally very costly and expensive. An organisation might have to borrow huge sums and pay off this investment over 20 or more years.

Small and medium-sized businesses cannot always afford to invest in the state-of-the-art technology and processes used by large organisations and global competitors and might be forced out of business.

If a firm spends money on new investment it's likely that they might have to save money in some other area. This might mean cutbacks to employees or services. Is that ethical?

### Employee training

Technology is only as good as the people who use it. New technology needs to be supported by employee training.

Some employees may be unfamiliar with, or even fear, new technology and need to be trained in how to operate it. Given that a business might spend millions or even billions on new technological processes, they have to ensure that employees of all levels are brought up to speed. Otherwise technology is useless.

This might mean that employees need to undergo regular continuous training.

### Employee retrenchment

A major social problem associated with the introduction of new technology is reduced job levels. New technology replaces jobs, but also creates jobs. Technology tends to replace lower and semi-skilled jobs leaving those employees facing long-term unemployment. Is that ethical?

A challenge is to ensure that employees are attracted so that they can reap the benefits of new technological advancements rather than being replaced by technology. This requires a commitment to lifelong learning. But who pays for that training?

### Quality and customer service

One of the key benefits of new technological processes is thought to be an improvement in quality levels and TOM. Although this can be clearly seen with the accuracy and speed afforded by new manufacturing technology, some people say that in service industries that implement technological processes actually reduce quality of service. e.g. Online ordering platforms that have little customer support.

There needs to be a balance between the efficiency that comes from new technological improvements and any loss of quality that results from reduced human input. In many cases the most expensive and high quality items are still produced using highly labour-intensive processes. e.g. Luxury cars and designer clothing.

### Occupational health & safety

New technology usually improves OHS outcomes for workers. Hi-tech processes have brought with them their own ongoing OHS problems. A lot of physical labour has been replaced by new technology in agriculture, mining, manufacturing, construction and other industries. But, repetitive strain and overuse injuries have occurred in employees undertaking unsafe work practices.

There are also growing problems associated with the use of ICT, including soft tissue injuries such as hand, neck and back sprains and strains as well as vision and fatigue problems. Some people also argue that long hours and workplace technology is making us less fit and causing work-related obesity.

## A Workplace technology evaluation

Use the Workplace Technology Evaluation pro-forma on p.165 to investigate and evaluate a 'new' or innovative item of technology or equipment that has been introduced into a workplace you are familiar with. Collect some images and other information as part of your investigation.

## Workplace Technology Evaluation

(Enlarge this pro-forma to A3 or use more space/make multiple copies if needed.)

Description of the work-related project and/or workplace.

Description of the new technology that has been introduced.

Explanation of why this workplace introduced the new technology.

Description of how this new technology has changed work practices in this work environment.

Discussion of your experience using this new technology (or outline training needed to use this new technology).

Discussion of 3 environmental or ethical issues that need to be considered in relation to this new technology. (e.g. OH&S, waste, customer service, employment cuts, retraining, privacy, and so on.)

Outline the benefits/positives of this new technology for at least 2 different stakeholders.

Outline the costs/negatives of this new technology for at least 2 different stakeholders.

Evaluate the effectiveness of new technology in this work environment.

List any other relevant information:

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



## 9.19 Assessment Task

### AT3 Work-Related Project

Complete the following tasks as directed by your teacher.

You are required to carry out effective planning, organising and managing of one of these:

- ⇒ A work-related project you are undertaking this unit
- ⇒ Your work placement (as a work-related project) you are undertaking this unit
- ⇒ Another project that you have negotiated with your teacher/supervisor
- ⇒ A specific investigation into a workplace you are familiar with.

#### Part 1: Plan, organise and manage and undertake a work-related project.

- ⇒ Negotiate an appropriate work-related project with your teacher and/or supervisor.
- ⇒ Undertake a planning process, using pro-formas, to plan, organise and manage the project.
- ⇒ Collect, analyse and evaluate information in relation to the project.
- ⇒ Communicate ideas and information in a work environment.
- ⇒ Work as an effective member of a team as part of the project.
- ⇒ Review and evaluate the success of the project.

#### Part 2: Use ICT, and technology and equipment as part of the work-related project.

Plan for and complete the following tasks as directed by your teacher. You are required to show evidence that you have **safely and effectively** demonstrated the following.

- ⇒ Operated at least 3 different items of work-related technology for this project.
- ⇒ Mastered at least 1 new item of work-related technology during this project.
- ⇒ Undergone relevant training in relation to work-related technology.
- ⇒ Identified 5 examples of work-related technology that you are competent in; and included these on an updated résumé.
- ⇒ Used appropriate ICT devices in relation to this project.
- ⇒ Investigated the ways in which work-related technology has improved work practices.
- ⇒ Participated in a discussion about social and ethical implications related to the use of ICT.
- ⇒ Identified key environmental and ethical implications related to the use of technology and equipment.
- ⇒ Used workplace technology to improve a work practice and discussed this use with an appropriate supervisor.
- ⇒ Evaluated at least 1 item of work-related technology using a pro-forma.
- ⇒ Any other relevant tasks as directed by your teacher.

#### Part 3: Prepare and present a report that addresses both Parts 1&2 according to the guidelines given by your teacher.

- ⇒ You have to negotiate with your teacher over deadlines, drafts and how the components of this task are to be presented for assessment.
- ⇒ You will need to organise an evidence portfolio to compile many of the pro-formas found in this workbook. Your daily Workplace Learning Journal will be a BIG help.

AT3: Work-Related Project		Final Date: _____			
Task/Requirement	How will this be achieved? and/or What evidence is required?	Due by?	Done	Student Initials	Teacher Initials
<b>Part 1: Plan, organise, manage and undertake a work-related project with appropriate communication.</b>					
a. Negotiate an appropriate work-related project.					
b. Undertake a planning process, using pro-formas, to plan, organise and manage the project.					
c. Collect, analyse and evaluate information in relation to the project.					
d. Communicate ideas and information in a work environment.					
e. Work as an effective member of a team as part of the project.					
f. Review and evaluate the success of the project.					
<b>Part 2: Use ICT, and technology and equipment as part of the work-related project.</b>					
a. Safely operate at least 3 different items of work-related technology.					
b. Learn how to safely use 1 new item of work-related technology.					
c. Complete relevant training in relation to work-related technology.					
d. Update your résumé with 5 examples of work-related technology competencies.					
e. Use appropriate ICT devices as part of the project.					
f. Investigate how work-related technology has improved work practices.					
g. Discuss social and ethical implications related to the use of ICT.					
h. Identify key environmental and ethical implications in the use of technology and equipment.					
i. Use workplace technology to improve a work practice; and discuss with a supervisor.					
j. Evaluate an item of work-related technology.					
<b>Part 3: Prepare and present a report on your work-related project and investigation into workplace technology.</b>					
a. Prepare your report.					
b. Present your report.					

## 9.21 Unit 2 Assessment

WORK RELATED SKILLS SENIOR - UNIT 2 SUMMARY RECORD SHEET					
Name:		Teacher:		Final due date:	
<div>LO1: Collect, analyse and evaluate information. LO2: Communicate ideas and information. LO3: Plan, organise and manage projects. LO5: Work in teams. LO6: Use ICT &amp; LO7: Use workplace technology and equipment safely. ...for a work-related project.</div> <div>LO8: Demonstrate initiative/enterprise in work-related context. (And, if relevant for a complex work-related project... - LO1 &amp; 2 Re: Communication; - LO3 Re: Planning; - LO5 Re: Working in teams; - LO6 &amp; 7 Re: Using ICT &amp; workplace technology.)</div>					
Task/title/description	Done?	Task/title/description	Due/done?	Task/title/description	Due/done?
Plan, organise, manage and undertake a work-related project with appropriate communication.		Complete an Invention Problem-Solving process.		AT1, pp.126-127 Work-Related Innovation	
Use ICT, and workplace technology and equipment as part of the work-related project.		Develop a 'before' and 'after' flowchart.			
Prepare and present report on the project and an investigation into workplace technology.		Develop a brainstorming process.			
		Use a range of other problem-solving process tools.			
		Use criteria to evaluate effectiveness of the problem-solving process. (8.15)			
		Prepare and present a report.			
		Communicate effectively and work in teams for work-related project.		Communicate effectively and work in teams for work-related project.	
		Identify & use relevant ICT & workplace technology for work-related project.		Identify & use relevant ICT & workplace technology for work-related project.	
or AT3, pp.166-167 Work-Related Project		or AT2, pp.144-145 Effective Problem-Solving			
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"/>	