WORKPLACE PARTICIPATION

4rd edition
VCE Industry and Enterprise 1
Careers & Pathways Education

I&E Unit 1

Copyright © 2019 Michael Carolan Developed, written, compiled and cover by Michael Carolan

lst ed. published Oct 2009, 2ed Nov 2011, 3ed Oct 2014, 4th ed Jan 2019 by DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia Contact: www.delivereducation.com.au michael@delivereducation.com.au (03) 9939 1229

Carolan, Michael

I&E Unit 1: Workplace Participation 4ed

ISBN: 978-1-925172-38-6

Images: Cover image tai11/ Depositphotos.com Originals by Michael Carolan Others © 2019 Thinkstock (where noted within text) or © 2019 Depositphotos.com (where noted within text). All others: © 2019 Jupiterimages Corporation and Copyright DELIVER Educational Consulting and its licensors. All rights reserved. Some warning signs generated or accessed through Free Printable Signs and other sources (all no longer operational).

This book is copyright and may only be copied in accordance with the Copyright Act. For information contact the Copyright Agency Limited.

VIC 2020

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

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

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

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

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

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

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

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

Look for more information about these new resources, and others, online or through the emails.
Note: If you receive this flyer without receiving an email then you are not on the email list.
Send a brief email to michael@delivereducation.com.au to join the email list and to add relevant staff.

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

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

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

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

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

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

Current resource list: 2020 (* = new)

VCAL and Applied Learning (Master sets also available)

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

Industry and Enterprise

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

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

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

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

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

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

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

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

DELIVER Educational Consulting
PO Box 40, Moonee Vale 3055 (03) 9939 1229 ABN 80 922 381 610
Check for samples at: www.delivereducation.com.au michael@delivereducation.com.au

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

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

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

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

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

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

Add Postage: Masters-only orders = $7.50 Victoria and interstate: 1 printed book = $12.50, 2-3 printed books $15.50, 4-5 printed books 18.50 (Aust Post satchels) Contact me for larger orders.
***I recommend Express Post of $19 for up to 4 VCAL, Industry-Specific or Careers, etc. books; or for 2 CAE books or 3 I&E books.**
***Express Post of $25 for 4+ books, or for 3+ CAE, or for 4+ I&E books (Aust Post satchels). Contact me for larger orders. Ill always try to invoice postage at the lowest possible amount.**

Postage amount $_____ Grand Total $_____

Order Details

Name: _____

Position: _____

e-mail: _____

School: _____

Address: _____

Order No: _____ **Approx. Amount $** _____ **ABN:** _____

DELIVER Educational Consulting
PO Box 40, Moonee Vale 3055 (03) 9939 1229 ABN 80 922 381 610
Check for samples at: www.delivereducation.com.au michael@delivereducation.com.au

Industry and Enterprise: Unit 1 Workplace Participation

Contents: Student Workbook

1. Contributing To The Workforce: Career Pathways 1
2. Contributing To The Workforce: Starting Out 21
3. Contributing To The Workforce: Job Seeking Skills..... 55
4. Developing Work-Related Skills: Work-Related Skills..... 73
5. Developing Work-Related Skills: Work Settings 99
6. Workplace Effectiveness: Workplace Issue - Safety.....115
7. Workplace Effectiveness: Workplace Issues..... 127
8. Additional Information - Pro-formas 157

Advice to students

I&E Unit 1: Workplace Participation includes three areas of study with associated outcomes.

AOS 1: Contributing to the Workforce

AOS 2: Developing Work-Related Skills

AOS 3: Workplace Effectiveness

Depending on your school's learning program you might be required to complete a number of ongoing activities throughout the unit. You might be instructed to complete these directly in this book and/or in your own workbooks and using multimedia devices. Together these tasks might form a portfolio upon which you will be assessed.

You will also complete assessment tasks for each outcome. These tasks might be the ones featured in this book or might come directly from your teacher. This resource is structured with 2 assessment tasks (Parts A & B) that need to be completed for each of these outcomes. However, your teacher might combine assessment tasks or use tasks that are different from those within this resource.

Outcome 1:	AT1A	Careers Pathways Investigation	p.21
	AT1B	Skilled Workforce & My Career	p.54
Outcome 2:	AT2A	Industry Entry and Work-Related Skills	p.96
	AT2B	Developing Work-Related Skills	p.112
Outcome 3:	AT3A	OH&S Investigation and Work-Related Skills	p.124
	AT3B	Workplace Issue	p.153

One of the key requirements of this unit is that you need to complete at least 35 hours of structured workplace learning in an appropriate setting, as well as relevant OH&S induction related to this work placement. Your teacher will give you more information about this.

As part of Outcome 1 you should compile a Pathways Portfolio of job-seeking tools (p.57) such as network contacts, an application letter, a résumé, references, certificates and so on. It's best to keep hard copies of these in a folder with plastic pockets and also to develop appropriate e-resources.

You are also required to undertake self-assessment throughout the unit, as well as prior to, during and after your work placement. Various self-assessment pro-formas are located throughout this workbook.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Contributing To The Workforce: Career Pathways

Contents

1.01 Career Pathways 2
1.05 Values..... 6
1.09 Career Goal-setting..... 10
1.11 Attitudes to Working..... 12
1.15 Sourcing Work 16
1.19 Assessment Task 1A 20

1

Activity	p.	Due date/Done?	Comment
1.02A **Career pathways**	3		
1.04B **My career pathway**	5		
1.06A **Why do people work?**	7		
1.07B **Work values**	8-9		
1.10A **Where will I be?**	11		
1.12A **Survey: My work attitude**	13		
1.13A **Attitudes to work**	14		
1.14C **My attitudes to work**	15		
1.15A **My job-seeking network**	16		
1.17B **Online job sites**	18		
1.18C **Online site investigation**	19		
AT1A **Careers Pathways Investigation**	20		

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

1.01 Career Pathways

Your career

1

Welcome to the beginning of your future career!

Most of you are now entering the stage of your schooling where you will start to investigate your future career pathway.

Now you probably already know that in order to enjoy a fulfilling and satisfying life you need to do more than just find a job; you need to develop a career. A successful career involves ambition, planning, skills development and lifelong learning.

Some of you might even already be employed and have casual and part-time jobs. But do you think that casual employment for teenagers is just a 'job' or will it become a career? How many of you will seek a different career?

"I want to experience new things and [illegible]res."

"I want to help my fellow women & men."

"I want to meet new people."

"I want to be challenged and to grow."

Check out:
www.myfuture.edu.au
Navigate around the site and get a feel for some of the ways it can help you plan your future career.

"I want to be powerful."

"I want to earn me some serious cash."

"I want to forget about work at the end of the day."

"I want to enjoy what I do."

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Career pathways

A career can be described as the types of employment that a person undertakes in order to satisfy their personal values. Your career is part of your pathway to future success. People work for a variety of reasons and it is important that you develop a pathway that best matches your own reasons.

Few people are able to achieve their career goals with just one step. You will be much more likely to achieve your goals using a step-by-step process. Therefore, a career pathway is a series of steps that enable you to get to where you want to be in life.

Sometimes a young employee might say, "No, I am only working in a call-centre to earn money. This is just a job. I want to build a career as a TV presenter." Sometimes we might hear a retiring employee say, "You know, I spent 45 years as an engineer, but I always wanted to be a firefighter!" Each of these people, for various reasons, has not been able to match their chosen jobs with their preferred career. It's sad that in each case these people have not been fulfilled by their career.

You need to make sure that you don't just plan to get a job, but instead that you plan for a career!

"This is only a job, I really want to be a TV presenter."

Preview
Sample:
Do Not
Copy

Career pathways A

1. What do you think is the difference between a job and a career?

2. What do you see as your future career pathway? (i.e. What are your career goals?)

3. What steps will you have to take to achieve your career pathway?

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

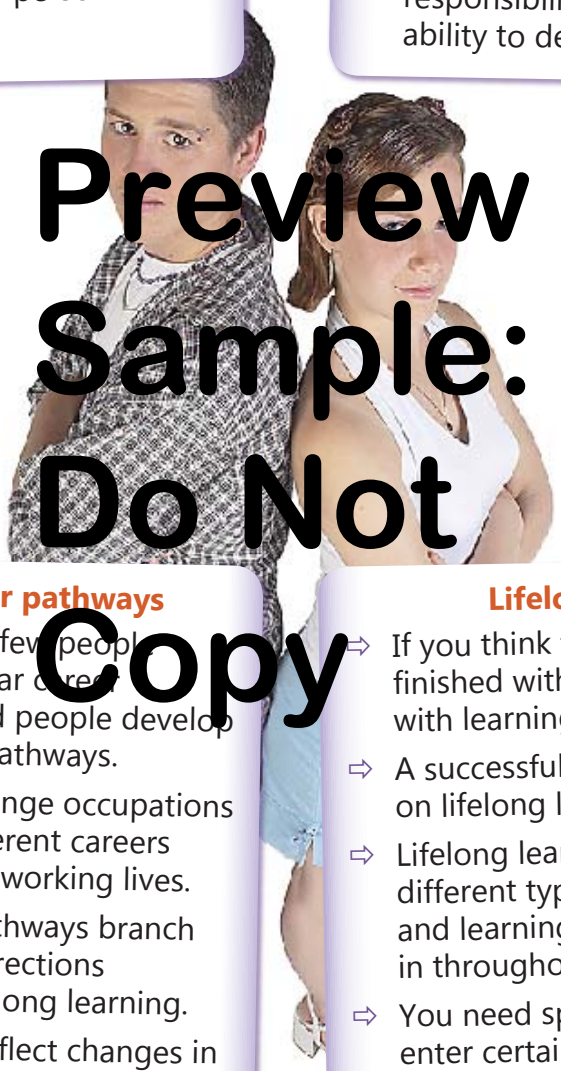
1.03 Career Pathways

Career development

- One of the most important ways to live a happy and healthy life is to match your personal values with your career.
- Many people develop career pathways in areas that don't suit their interests and their values and end up experiencing an unfulfilling work life.
- It is important that you choose work that will best lead to the fulfilment of your personal goals.

Combining career & personal life

- An average person will spend about 40 years of their adult life working.
- The demands of working life will dictate how much family, personal and leisure time is available.
- You must strike a work/life balance between career demands and your personal life.
- At different stages of your life your personal and family responsibilities will influence your ability to develop a career.



Preview Sample: Do Not Copy

Multiple career pathways

- These days, very few people experience a linear career pathway. Instead people develop multiple career pathways.
- Many people change occupations and develop different careers throughout their working lives.
- Most modern pathways branch off in different directions supported by lifelong learning.
- These changes reflect changes in personal values associated with the stage of one's life.
- Sometimes a sideways or even a backwards step can advance a person along their career pathway.

Lifelong learning

- If you think that when you're finished with school you're finished with learning, then think again!
- A successful career pathway relies on lifelong learning.
- Lifelong learning refers to all the different types of study, training and learning you might participate in throughout your career.
- You need specific qualifications to enter certain occupations.
- You also need to maintain and upgrade your qualifications as your career evolves. This might involve TAFE, Uni, professional development, industry courses, etc..

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

My career pathway B

1. Use poster paper, (A3 sized or larger) to construct a timeline that maps out your life.
2. Include graphics or visuals that represent your key milestones that might influence the development of your career. Show at least 8 milestones with associated visuals.
3. Do a rough plan or sketch, in your workbooks, before you start
4. Show major career milestones on the pathways timeline that you hope to achieve, as well as the ages at which you plan to achieve these milestones.
5. Include personal, family and social milestones as well.
6. Show any education/training you think you will need at different stages of your career.

Tip: Your teacher might allow you to use a multimedia software application to complete this task.

(You should start to draft some ideas here.)

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

1.05 Values

Values

1

Values can be referred to as the things that we rate as important in our lives. Values are often the guiding principles upon which we make our decisions.

When you are planning your career you should take into account those things that you value. You also need to remember that those things that you value as important now, might change over time...kids anyone? So you have to be careful not to make a hasty decision that might seem right at this present moment, but which might not suit you later in your life.

"I value success."

Great expectations

There are many different reasons why people work. You may expect to get various benefits from working and these expectations as an employee will influence your choice of work and career.

People are more likely to seek and undertake work that satisfies their values and which reflects their attitude towards work. Choosing a suitable occupation may help your expectations of work be fulfilled. So what do you want or expect to get from working?

Preview
Sample:
Do Not
Copy

Image: PoloVinKin/ iStock/Thinkstock

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Why do people work? A

Match each of the reasons for working with the most appropriate description.

- ⇨ *income*
- ⇨ *job satisfaction*
- ⇨ *security*
- ⇨ *respect*
- ⇨ *contribution (to society)*
- ⇨ *self-esteem*
- ⇨ *socialisation*
- ⇨ *health*
- ⇨ *power/status*

Why Do People Work?

_____

The type of work we do can be a big influence on how we are judged by other people.

We might also judge ourselves based on our occupation.

_____

We obtain wages and salaries from working and profits from owning and operating business enterprises.

Income enables us to enjoy our preferred standard of living.

_____

Working allows us to mix with others, meet new people and it can create a sense of belonging. Work also broadens our experiences and exposes us to different people and cultures.

Preview Sample: Do Not Copy

_____

It is the feeling we get from doing productive work that we enjoy.

_____

Our work can help contribute to a better society and might improve the lives of other people.

_____

Our work might improve our physical health and fitness and also improves our mental wellbeing.

_____

Working allows us to plan for the future and can help us set achievable goals and secure our future.

_____

Working allows us to feel good about ourselves and may help us lead a happier life. It makes us feel valued and that we are contributing to society.

_____

The type of occupation, as well as our levels of expertise and seniority, can influence power and status.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

1.07 Values

Community values

1

Community values and attitudes to work represent the shared values of people in society. As society evolves, different values and attitudes come to the fore. For example, in recent times changes have occurred in respect to the role and status of women in the workforce, the types of occupations that are valued within society, and the way that work is structured, including acceptable working hours.

Some of the more common community values, which might be said to reflect 'social values' include the following.

- People are expected to work for a living.
- People who are unable to work should be supported by the community.
- People are expected to contribute directly or indirectly to the broader community.
- People should have access to education and training opportunities.
- People should be given a fair go, including freedom from discrimination.
- People should be able to achieve a positive work/life balance.

Generational work values

Preview Sample: Do Not Copy

You've all heard it before. Baby Boomers did the hard yards, stayed loyal in the one job, worked long hours and scrimped and saved to build wealth so that they could wear denim and fleece in their retirement. Generation X were the cynical and at-times idle slackers who didn't put in enough. Unashamedly media-savvy and anti-corporate they reacted against the previous generation's old workplace loyalties. And Gen Y are the Peter Pans! The me-generation with an overblown sense of entitlement. Brand-washed, tech-savvy and image-conscious they jump from casual job to casual job. They want the world but aren't prepared to do anything for it - accept that is, sponge off their parents!

And where does your generation (sometimes known as Gen Z or post-millenials) fit in to all of this? Is it too early to generalise an attitude to work for you and your peers? Or should we not be generalising about any generations at all?

So to what extent do you agree with these claims? Do people have a different attitude to work simply because of the generation they were born into?

"I wish my parents would stop spending my inheritance on their self-indulgent 'SKI' trips."

B Work values

Listed below are some common values that people hold in relation to working. People might actively seek these things out when choosing a career.

- *money/income*
- *high status*
- *self-respect*
- *job satisfaction*
- *recognition*
- *non-monetary rewards*
- *interpersonal relationships*
- *sense of achievement*
- *helping people*
- *helping the community*
- *making family proud*
- *lots of power*
- *low stress*
- *flexible hours*
- *lots of leisure time*
- *meeting new people*
- *learning new things*
- *job security*
- *being with friends*
- *being respected*
- *developing abilities*
- *improving health*
- *opportunity to socialise*
- *building career options*
- *travel opportunities*
- *regular hours*

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

1. Use the values opposite, as well as any others that are relevant to you, and compile a list of your top 4 values that might influence your choice of career.
2. Create a list of 4 values that are of little or no importance to you when influencing your choice of career.

The top 4 values that might influence my choice of career are:	The reasons for these are...
1.	
2.	
3.	
4.	
4 values that are of little or no importance to my career choices are:	**The reasons for these are...**
1.	
2.	
3.	
4.	

Preview Sample: Do Not Copy

3. Explain whether you agree or disagree with the generational work values cliches.

4. Research on the internet and interview people from different generations about their work values. Use this information in a class discussion or even a debate about this issue.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

1.09 Career Goal-Setting

You and goal-setting

1

In order to establish and achieve a successful career pathway you should set goals to help guide your decision-making.

Many adults didn't have much of a clue about what they really wanted to do when they were your age. But like you, they did have some idea of where they wanted to be at certain stages of their lives. It is sometimes better to work backwards and find out what you need to do in order to achieve your goals.

The most effective way to achieve any longer-term goal is to break this goal down into a series of smaller, shorter-term, and more achievable, 'bite-sized' objectives.

The standard way to start planning your future goals is to ask:

- ⇨ "Where do I see myself at the end of the year?"
- ⇨ "Where do I see myself in 2-3 years time, when I am 17-18?"
- ⇨ "Where do I see myself in 9-10 years time, when I am in my mid 20s?"

Preview Sample: Do Not Copy

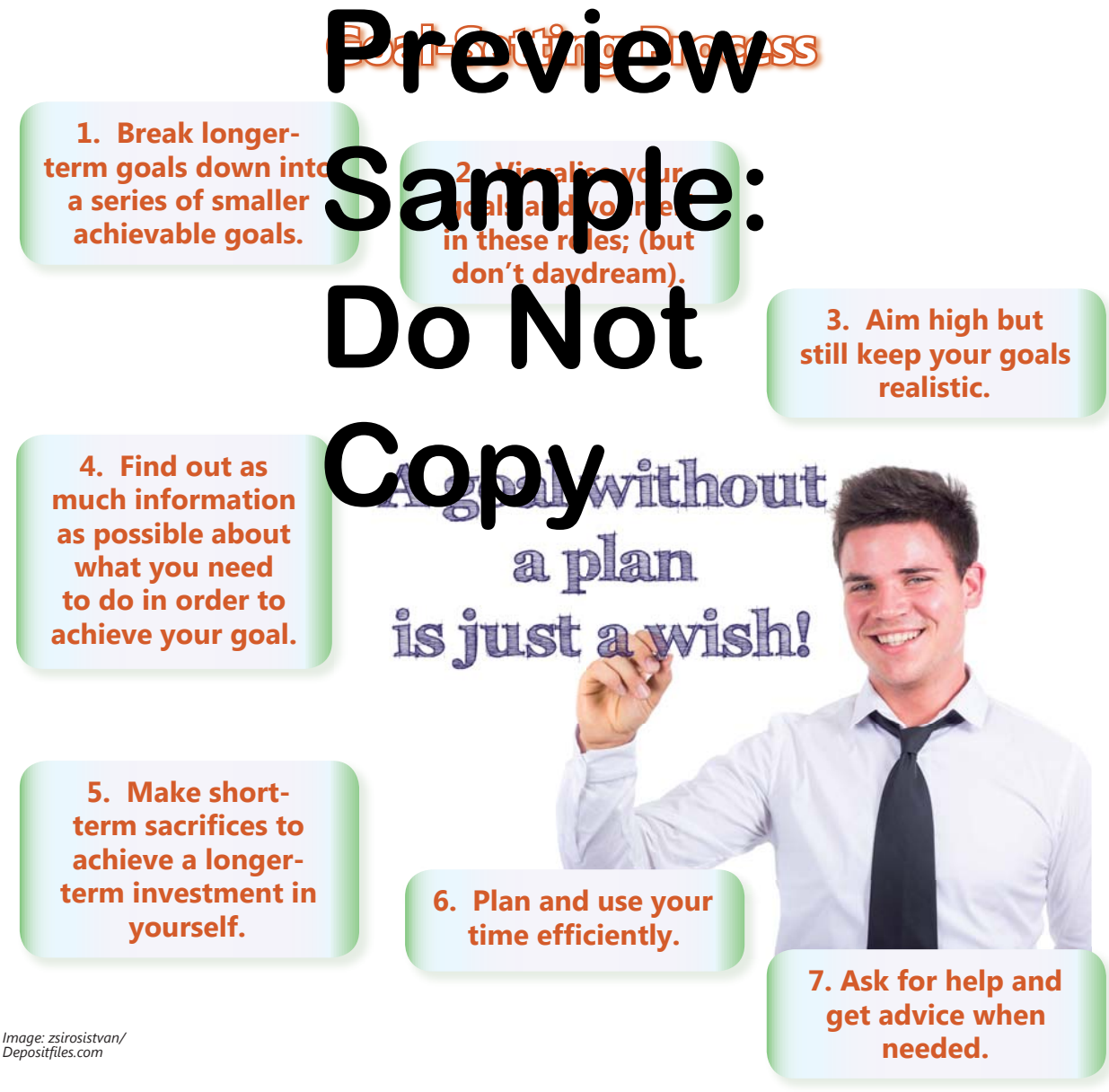


Image: zsirosistvan/ Depositfiles.com

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Where will I be? A

1. Answer the following questions honestly in relation to your preferred pathway.
   i. What will I be doing in 3 months time?

   _____

   ii. What will I be doing in 12 months time?

   _____

   iii. What will I be doing in 2-3 years?

   _____

   iv. What will I be doing in 6 years?

   _____

   v. What will I be doing in 10 years?

   _____

   vi. What will I be doing in 25 years?

   _____

Preview Sample: Do Not Copy

2. Use the words below to complete the passage.

When planning a _____ it is important to take into account one's _____. These are the things that are important and they will _____ a person's choice of career. Some people are _____ by earning a high _____ while others aim to achieve a sense of job _____.

Over the course of their lives people go through different stages of their career _____ _____. A person's values will change and this will influence their _____ from work. This is also likely to influence their personal _____ and might see them aim to achieve a better _____ _____ balance.

Over the course of their career a person will develop many _____ and become _____ at a range of tasks. One thing is for sure, just like all workers you need to undertake lifelong _____ so as to better establish a suitable _____ for yourself.

❑ *career*	❑ *goals*	❑ *learning*	❑ *pathway*	❑ *values*
❑ *competent*	❑ *income*	❑ *life cycle*	❑ *satisfaction*	❑ *work/life*
❑ *expectations*	❑ *influence*	❑ *motivated*	❑ *skills*	

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

1.11 Attitudes to Working

Attitudes

"S'yu dats gt d aTtUd Home's!"

You know when you decide to keep away from someone because they have a bad attitude? Well employers feel the same way too. Employers often regard attitude as one of most important determinants when hiring. You need to be clear about your own attitude to work as part of developing your career pathway.

Our society has an attitude that says we should work. However, other cultures in the world might value leisure time, family relationships, spiritual beliefs and other non-work activities more highly than 'productive work activities'. And at different times in history work has been viewed as less important in defining ourselves than it is today.

You should ask yourself the following questions. What is your attitude to work? Does it match the attitudes of your parents? Is it similar or different from your peers? Does your attitude to work vary from people who are older and younger than you? And perhaps most importantly, do you have the attitude that employers are looking for, or do you have an attitude that employers will avoid like the plague!

Preview Sample: Do Not Copy

Attitude Alert

Even if you're thinking...	*...you should instead say...*	*...and if pressed, could add...*
"The world owes me a living!"	I want to join the workforce and enjoy a successful life.	"A career in *(insert job related to industry)* is a great first step!"
"I don't like being told what to do!"	"I work well without direct supervision."	"I would like an opportunity to develop initiative and responsibility."
"I only want this job for the money!"	"I want to start building my financial independence."	"I welcome the opportunity for advancement that (insert organisation) offers."
"I find it hard to deal with stupid people."	"I work best when people are well-trained and highly skilled."	"I think it's great that (insert their organisation) has training programs in...."
"I know more about this job than they ever will!"	"I feel I would be very valuable given my *(outline skills/experience/training.)*"	"Although I'm skilled in this area - extra training and experience would help me even more."

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

My attitude A

Complete this work attitude survey. Remember this is only a guide to your feelings and is not the law! Collate and discuss the results as a class.

Do you work to live or live to work?

Score each statement from 1 to 5 (i.e.: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.)

1. I can't wait to leave school and get into the workforce. .....
2. I have trouble functioning in the morning or on Mondays. .....
3. For me working is a necessary evil to support my standard of living. .....
4. It is my personal relationships that define who I am as a person. .....
5. I would rather build a happy family rather than try to be rich. .....
6. I would rather be in a high paying job I dislike than a low-paying job I like. .....
7. Respect comes from who you are as a person rather than what job you do. .....
8. I am hoping to develop a career where I will be respected. .....
9. At the start of my career, my personal relationships will be more important than my job.
10. I don't mind working 70 hours or seven days a week; as long as I get paid well. .....
11. I need a one-hour lunch [illegible] .....
12. If a co-worker isn't up to speed [illegible] .....
13. My career will introduce me to new and different people, cultures and experiences. .....
14. I want a job which I can [illegible] behind at the end of the day. .....
15. Work stops me from being [illegible] .....
16. I want to know that at the end of the day I've made a small difference in someone's life.
17. If I had a choice I would rather build a family than a career. .....
18. I want to retire as early as possible .....
19. I need new challenges from work every day. .....
20. I find it hard to focus on things I'm not interested in. .....
21. My job will open doors to success. .....
22. I'd rather do or try any job rather than do nothing .....
23. I'm willing to invest another 4 [illegible] training and/or study for my future. .....
24. If something is too hard then it's not worth doing. .....

Preview Sample: Do Not Copy

Key to scoring:

a. Add up the scores you gave for the statements numbered 1,6,8,10,12,13,15,16,19,21,22,23.

This is your 'W' Score: This score gives an indication of your attitude to work and can be described as your 'Live to work' rating. It indicates how much you are committed to working, your balance of values between your work life and personal life and your commitment and willingness to sacrifice towards building a meaningful career - at this stage of your life.

W

b. Add up the scores you gave for the statements numbered 2,3,4,5,7,9,11,14,17,18,20,24.

This is your 'L' Score: This score gives an indication of your attitude to work and can be described as your 'Work to live' rating. It indicates how much more important you see your personal and social life, the balance of values between personal and working life and your willingness to place personal and social life above a career - at this stage of your life.

L

c. Subtract the lower score from the higher score. Label the result with the appropriate 'W' or 'L'.

Your 'Live to work' or 'Work to live' score. The size of this final score indicates what seems more important - at this stage of your life. There is no correct score, however, a huge difference either way suggests an imbalance in your work/life attitude which may need re-considering.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

1.13 Attitudes to Working

"Wot's wit' d'tude, dude?"

When you ask employers what skills they want in new younger employees and trainees you might be surprised by their answers.

Employers know that when they are hiring a first-year apprentice motor mechanic that they are not going to get an employee who is able to perform the same tasks as a fully experienced employee. That's not what they're looking for!

What they do want, however, is someone who has well-developed work-related skills, and also strong personal and social competencies.

One thing, rightly or wrongly, expected of young people is an ease of use of new technologies, including computers, digital communication technologies and software applications (and not just games).

But what they are most often looking for in applicants is those who have 'good attitude' as well as strong general employability skills. "You can change someone's skills with training but it's hard to change an attitude."

When employees ring the referees of young people, and they do, they usually ask questions about punctuality, attendance, reliability, respectfulness, taking instructions, responsibility, initiative and working with others.

A person's aptitude, interest and ability for an occupation will develop throughout their post-compulsory schooling years via their subject choices, work experience, casual and part-time work and enthusiasm for a particular occupation. But when does one's attitude get formed?

Your personality strengths and weaknesses and your ability to interact positively in social situations will strongly influence whether you obtain employment.

As you develop your career pathway it is important that you reflect on your character strengths and weaknesses and assess your suitability for different occupations. An honest self-assessment now might save years of heartache and job dissatisfaction.

Even way back in 2001, the report, *Employer Attitudes about Job Seekers,* found that the 6 attributes rated as most important by employers when hiring new staff were: reliability (66%), willingness to work (62%), relevant work skills (53%), ability to get on with co-workers (44%), relevant experience (41%) and presentation (31%).[1]

Back then employers said that the positives associated with employing young people included; a balance of age, the opportunity to train and good to support youth of Australia.[1] Employers reported their negative attitudes toward younger people as a lack of work ethic or poor attitude, lack of desire for work, lack of responsibility, unrealistic sense of self-worth, impact of social life on work attendance and priorities and low self-esteem.[1] So, about 20 years later, do these sound any different from what you hear now; or perhaps have things changed since then? Ask around or go online and find out!

[1] *Source: 2001 Employer Survey Papers, Employer Attitudes about Job Seekers, DEWR,*

Preview Sample: Do Not Copy

B Attitudes to work

1. Look at the list of commonly asked questions by referees. Classify each as relating more to a skill, or to an attitude.
2. Do you think that the attitudes of employers to potential staff are reasonable? Explain.
3. How do you feel about the attitudes of employers to young potential employees? Do you think that this has changed? Why/why not?
4. Consider the statement... "*You can change someone's skills with training but you can't change an attitude.*" Explain the meaning of this statement. Explain whether you agree with this statement given that you are a potential employee. What about if you were the owner of a business? Would that change your opinion? Why/why not?

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

My attitudes to work C

1. Study the list of ☺ words. For each one give yourself a ranking out of 5 (5 = very high.)
   Calculate your total _____ and average _____.

☺ *considerate* ___	☺ *patient* ___	☹ *disorganised* ___	☹ *selfish* ___
☺ *courteous* ___	☺ *punctual* ___	☹ *impatient* ___	☹ *tardy* ___
☺ *enthusiastic* ___	☺ *reliable* ___	☹ *intolerant* ___	☹ *unhelpful* ___
☺ *helpful* ___	☺ *responsible* ___	☹ *irresponsible* ___	☹ *uninterested* ___
☺ *inquisitive* ___	☺ *tolerant* ___	☹ *lazy* ___	☹ *unreliable* ___
☺ *organised* ___	☺ *trustworthy* ___	☹ *rude* ___	☹ *untrustworthy* ___

2. Choose an occupation and briefly describe how it would require 3 of these ☺ attitudes from its employees.

Occupation:
1.
2.
3.

Preview Sample: Do Not Copy

3. Look at the ☹ list. These sound bad! Match the ☹ word with its ☺ word.
   Are there any ☹ areas that you need to improve on? Why so?

3 ☹ areas (attitudes) tha I n ed to imp e, and the easons why, are...
1.
2.
3.

4. Imagine you have a job interview. Write a statement for each of 3 different positive attitudes that describe you. (You could add to the list. And don't just say it, prove it!)

3 ☺ attitudes that describe me, and <u>an</u> example of each is..
1.
2.
3.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

1.15 Sourcing Work

Finding work

1

Finding work can be really hard work itself! Finding work requires a systematic approach. You'll need to use and combine as many different **job-seeking** methods as possible. If you want to get an edge in the job market then you must use all the job-seeking tools at your disposal. And of course the jobs won't come to you; rather you have to get out there and actively seek work.

Some methods of finding work are much more effective than others. This depends on the type of work you are looking for and also the stage of your career. An effective modern day job-seeker is likely to use many online portals as well as utilising their network and contacts. So do you know where you can find suitable jobs advertised online? And are you aware of all the people in your life, and all of the **specialist agencies** you can register with, that can help you find employment? If not, then it's time to find out!

Job-seeking network

In today's **job** or **labour market**, is it what you know or who you know? It's often reported that almost three quarters of all jobs are not advertised. Although this statistic is not proven, it still is basically true that the large proportion of jobs are filled through recommendations and being 'in the know'. In other words through your job-seeking network.

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

Preview Sample: Do Not Copy

A My job-seeking network

Identify 5 members of your own job-seeking network. They should be different 'categories' of people. Identify their area of speciality or industry, and include their contact details.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Sources of Jobs

Online employment websites

The growth of online employment portals has been staggering with online employment advertising becoming the dominant method for attracting applicants. Try:

www.adzuna.com.au
www.seek.com.au
www.careerone.com.au
https://au.jora.com
and **www.jobsearch.gov.au**

These are the main portals for sourcing employment. These sites also offer the benefit of lodging résumés, career profiling, job matching and message alerts.

Organisation websites

Many organisations, especially large ones, advertise directly on the Human Resources, Careers, Working With Us, etc. pages of their websites.

Youth-oriented agencies

Some are Group Training Organisations who specialise in apprenticeships. They operate to match potential apprentices with available training and employment opportunities. Examples include Apprenticeships Plus and MEGT.

Employment agencies

Many employers use agencies such as Drake and Skilled. You can register with these agencies who can match you to jobs. especially temporary or contract work. Some agencies specialise in finding workers for particular industries.

Newspapers and print media

Employment vacancies are now less widely advertised in print media.

The Saturday Age, the Weekend Australian and the Herald-Sun have some job ads (usually higher level jobs). Local and regional newspapers can be a good source of local jobs.

jobactive

jobactive members are called *jobactive providers* and they are contracted by the government to assist unemployed people to access workforce opportunities.

Some providers specialise in remote jobs and disability support. Start with *Centrelink* or **www.jobsearch.gov.au**

Social and online media

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

Classified sites such as Gumtree contain some job ads as well as ads posted by people seeking jobs - but beware - some may not be legit.

LinkedIn is a major source for professional referrals and positions.

These methods will continue to grow (and new ones will emerge) as society becomes even more digitised.

Cold-canvassing

This is when you show initiative and approach potential employers by visiting or calling them. You must have all your information ready.

Networking

Networking uses your contacts, friends and relatives to help you find employment. Networking is one of the best ways to find jobs and work experience opportunities. You really should focus on this method as a key way to find employment.

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

B Online job sites

1

Pair up and investigate each of the following jobs and careers sites. Briefly evaluate how useful each site is for young people building their career pathway.

Online site	Job-seeking features to help young people
Careerone (News Limited job ads) **www.careerone.com.au**	
Adzuna (Fairfax job ads) **www.adzuna.com.au/**	
Seek (Employment site) **www.seek.com.au**	
Australian Jobsearch (Commonwealth Government) **www.jobsearch.gov.au**	
My Future **www.myfuture.edu.au**	
Australian Apprenticeships **www.australianapprenticeships.gov.au**	
Youth Central (Victorian State Government) **www.youthcentral.vic.gov.au**	
https://au.jora.com	
Vic Tertiary selection or Vic Vocational (TAFE) courses **www.vtac.edu.au** **www.skills.vic.gov.au/VictorianSkillsGateway/Pages/Home.aspx**	
(Your choice)	

Preview Sample: Do Not Copy

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Online site investigation C

Produce a factsheet, brochure, guide, poster, website or multimedia presentation for young people your age summarising the features of an online careers or jobs site.

Include information about each of the categories below.

You might complete this activity in pairs.

Basic details	Who are they?	Features of the site
❑ name ❑ organisation ❑ address ❑ email ❑ phone ❑ social handles ❑ etc.	❑ Agency/organisation? ❑ What do they do? ❑ What is their mission? ❑ Are there any fees or costs involved?	❑ Describe these clearly. ❑ Who are they targeting? ❑ What does the site allow you to achieve? ❑ What can you do/or find out directly from the site? ❑ How does it work? ❑ How effective are the searches and navigation?
Services they provide	**On-line resources**	**Contacts**
❑ What other services do they offer? ❑ Can you contact people in the 'real' world? ❑ Do they work with another agency? ❑ Can they help you face-to-face?	❑ What resources are available? ❑ What apps are available? Is the information about: • jobs data • job vacancies • courses • help and advice • career tips • registration facilities • some other information.	❑ Can you speak with them? ❑ Do they have an office/ branches? ❑ Do they have one-to-one support services? ❑ Which people should I contact and how?
Contacts	**Strengths**	**Weaknesses**
❑ Who should use the site? Age, etc.. ❑ When should they use it? Year level and stage of pathway, etc.. ❑ Which features work best? ❑ Do you have any quick tips or handy hints about the site?	❑ Summarise the good points and usefulness of the site. ❑ How easy is the site to use? ❑ How much can the site assist young people to find work?	❑ Summarise the not so good points and lack of usefulness of the site. ❑ How difficult is it to use the site? ❑ What improvements would you suggest?

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

1.19 Assessment Task

AT1A Careers Pathways Investigation

1

Overview: You are required to investigate your career pathways options by analysing your own current and future work options.

- ⇨ You are required to complete the following tasks as directed by your teacher. You might have already completed some or all of these throughout the unit.
- ⇨ Tick off tasks that you are required to complete (*I must do*) and initial them when checked.
- ⇨ Your teacher may also add other tasks, or combine this with AT1B. If so add these to the list.

Note to fully satisfy Learning Outcome 1 you will also have to undertake Assessment Task 1B (p.54) focusing on the importance to Australia of having a skilled workforce.

Task	Page	I must do	Title	Date due/ Date done	Student & Teacher initials
1.02A	3	✓	Career pathways		
1.04B	3	✓	My career pathway		
1.06A	7		Why do people work?		
1.07B	8-9	✓	Work values		
1.10A	11	✓	Where will I be?		
1.12A	13		Survey: My work attitude		
1.13B	14	✓	Attitudes to work		
1.14C	15	✓	My attitudes to work		
1.15A	16	✓	My job-seeking network		
1.17B	18	✓	Online job sites		
1.18C	19		Online site investigation		
2.27A	48		Australian occupations		
2.27B	49		Interest areas		
2.31C	52		Mini GOALscorer match-up		
2.32D	53		Occupation summary		

Preview Sample: Do Not Copy

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Contributing To The Workforce: Staring Out

Contents

2.01 The Australian Workforce 22
2.07 Labour Market Trends 28
2.13 Changing World of Work 34
2.17 Training Providers 38
2.21 Lifelong Learning 42
2.23 OH&S Induction 44
2.27 Investigating Occupations 48
2.33 Assessment Task 1B 54

2

Activity	p.	Due date/Done?	Comment
2.02A **Employment and unemployment**	23		
2.04B **Production and labour**	25		
2.06C **A skilled workforce**	27		
2.07A **Industry employment**	2		
2.10B **Skills & unemployment**	31		
2.11C **Industry trends I**			
2.12D **Industry trends II**	33		
2.14A **Work-related trends**			
2.16C **New economy jobs**	37		
2.20A **AQF & training**	41		
2.22A **Pathways to success**			
2.23A **My OH&S responsibilities**	45		
2.25B **OH&S induction**	46		
2.26C **Personal safety plan**	47		
2.27A **Australian occupations**	48		
2.28B **Interest areas**	49		
2.31C **Mini GOALscorer match-up**	52		
2.32D **Occupation summary**	53		
AT1B **Skilled Workforce & My Career**	54		

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

2.01 The Australian Workforce

The labour market

The Australian labour market operates on the same principles as any other market. The **demand** for, and **supply** of, labour is governed by the **scarcity** of the **skills** offered (supplied) by job-seekers combined with the demand for those particular skills required by potential employers.

This means, that in theory, employees with well-developed **skills-sets** are more likely to be 'in-demand' by employers. They are also more likely to earn higher incomes and less likely to experience long periods of unemployment. In other words, employers will try to look for and reward higher-skilled, i.e. 'more valuable', employees. A **skilled workforce** is needed to drive **economic growth** and help maintain Australia's **standard of living**.

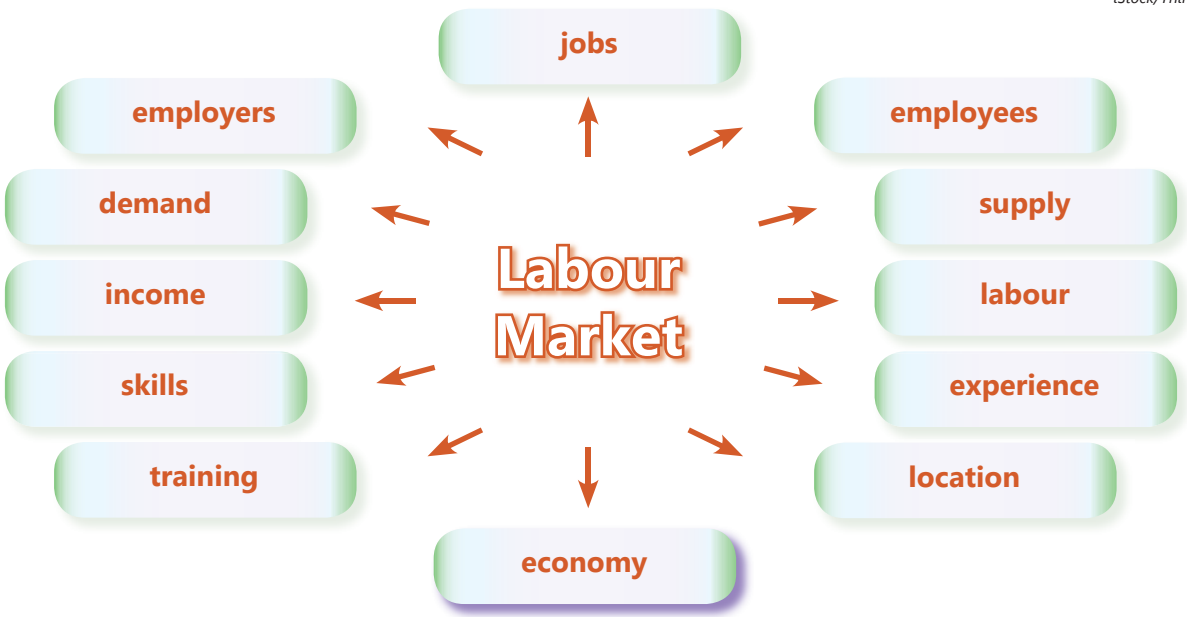
And alternatively - well you know the drill! Lower-skilled workers may experience reduced demand for their labour. And this is an ongoing problem for entry-level employees such as younger job-seekers. They are also likely to be paid less and may have trouble finding and keeping work. Now that's a problem we want you to avoid!

The Australian **labour force** includes all those people working (which is measured by total full-time, part-time and casual **employment** levels); as well as all those people willing and able to work who are actively seeking work (which is measured by total **unemployment**).

The diagram below lists some of the key terms associated with the labour market. As you read each of these reflect on how they relate to you and your potential 'value' in the contemporary labour market.

Preview Sample: Do Not Copy

Image:kaarsten/iStock/Thinkstock



I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Employment

People are considered to be officially employed if they provide at least one hour of their labour in return for:

- a wage or salary, or
- a commission or other form of payment, or
- payment-in-kind such as board, free rent, or goods and services in return for their labour.

Obviously people are also officially employed if they are self-employed and own and/or operate a business (owner-operator).

Of course paid workers who work for charities are also employed. But unpaid volunteers are not officially counted as employed even though they are 'working'.

Both paid and unpaid family members working in a family business are classified as employed.

In Australia, as at August 2018, 12.5 million people were employed (full-time represented 68.1%). *(Source: ABS 6202.0)*

Unemployment

People are only counted as being officially unemployed if they are actively seeking work. According to the *Australian Bureau of Statistics* (ABS), the official definition of unemployment requires someone aged 15+, who was not employed during the reference week to:

- have actively looked for work during the previous four weeks, and
- be available to start work in the reference week if a job is available.

It is important to understand that many people who are 'not employed' are not necessarily unemployed. These might include retirees, aged people, invalid people, non-working spouses, high-school and post-secondary students and other people not part of the labour force for one reason or another, and who choose not to work, and are not actively seeking work.

Also you should note that qualification for payments and assistance from *Centrelink* is unrelated to the statistical measurement of employment and unemployment figures.

In Australia, as at August 2018, 708,800 people were officially unemployed, i.e. actively seeking work. The unemployment rate was 5.3%. *(Source: ABS 6202.0)*

Preview Sample: Do Not Copy

Employment and unemployment A

Use the official definitions to describe the difference between employment and unemployment.

_____

_____

_____

_____

_____

_____

Discussion

There are some people who will not be counted in either of these definitions. Why is that and who might they be? How might this effect the official statistics for each of these definitions? Where do you fit?

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

2.03 The Australian Workforce

The Australian economy

Australia has a mature, developed western capitalist economy. The economy consists of the **private sector** and the **public sector** (government) producing a vast range of goods and services (**outputs**) using varied combinations of **inputs**. **International trade** involving the **export** and **import** of goods and services is also a key part of Australia's economic activity.

Inputs

Inputs are the productive resources that a firm uses to make its goods and services and can be grouped in four categories as the **factors of production**. Firms use these inputs (resources) and combine them together to produce an output.

Image: popaukropa/ depositphotos.com

i. **Land (natural resources)**: Raw materials and physical components.
ii. **Labour**: Human effort, skills and expertise.
iii. **Capital**: Investment in equipment, machinery and technology.
iv. **Enterprise**: The ability to combine and manage the other three factors of production.

Preview Sample: Do Not Copy

Outputs

Outputs may be goods or services. Some organisations produce goods that are sold as **final products** to consumers (e.g. a frozen chicken in a supermarket), while others make **producer goods** (e.g. bulk chickens) that are sold as **intermediate products** to other producers (e.g. a fast-food chicken franchise). Note: The same chicken 'farmer' might supply both for the retail and industrial markets.

Some organisations produce services that are sold as a **final service** to consumers (e.g. an accountant doing personal income tax returns) while others produce services that are sold to other producers as an **intermediate service** (e.g. an accountant preparing annual returns for a small business). Note: The same accountant might provide both personal and commercial accounting services.

Essential to successful economic production is the use of human effort, or **labour**. Humans manage and facilitate all aspects of the other three factors of production. Therefore it is vital to have a highly skilled workforce so as to generate successful productive outcomes.

This commercial bakery will manufacture bread that ends up both as an intermediate product and a final product.

Image: jackchen/ depositphotos.com

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

1. Use examples to explain the difference between a good and a service.

2. What is the relationship between inputs and outputs as part of the production process? Use an example to describe this process.

Preview Sample: Do Not Copy

3. What is 'labour', and why is labour such an important productive resource? Describe 2 examples.

Extension

Consider your future career goals. In which type of enterprise are you most likely to build a career. What types of goods and/or services might you be involved in producing? What types of skills will you require? How are you going to get or develop those skills?

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

2.05 The Australian Workforce

A skilled workforce

In order to produce quality goods and services firms need to have a skilled workforce. Firms use employees to produce goods and services. **Employees** contribute their **skills**, **expertise** and **experience** to their **employers** in exchange for **wages**, **salaries** and other **payments**.

As the structure of Australian economy continues to evolve workers need to have well developed and sophisticated **work-related skills**. Work-related skills are developed through:

- ✓ general **vocational, VET** and **TAFE training**
- ✓ **industry-specific vocational, VET** and **TAFE training**
- ✓ **university** qualifications
- ✓ **on-the-job training**, **coaching** and **mentoring**
- ✓ ongoing **lifelong learning**
- ✓ **professional development** and
- ✓ many other skills development methods.

If Australia is to compete in an increasingly **globalised** commercial world then private and public sector firms throughout all industries will require workers who are **multi-skilled** and who retrain to **upskill** as part of lifelong learning. Workers need technical, professional, people and leadership skills in order to produce quality goods and services.

The benefits of a skilled workforce extend beyond the world of work to society more generally. Higher skills usually result in greater **employment opportunities**, increased **pay and remuneration**, greater **job satisfaction** and **motivation**, more access to **quality goods and services**, a sense of community, social and **economic contribution** and **wellbeing**, and a higher **standard of living**.

Preview Sample: Do Not Copy

Towards a Skilled Workforce

VET in schools
Australian Apprenticeships
TAFE & industry vocational training
University & professional training

Image: photography33/ depositphotos.com

Employers provide... Induction & training		**Employees get... Skills & training**
Employers provide... Off-the-job training		**Employees get... Qualifications & certification**
Employers provide... On-the-job training		**Employees get... Knowledge & experience**
Employers provide... Mentors & coaches		**Employees get... Mentored & coached**
Government: Training rules & regulations	**Government: Education and training spending**	**Government: Training support & subsidies**

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

A skilled workforce C

This topic includes many key words that you may or may not be familiar with at this stage of your learning program. However, all of these key terms are relevant to the importance of a skilled workforce.

1. Explain using examples, 8 key terms from the section, *A skilled workforce*.

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

Preview
Sample:
Do Not
Copy

2. Describe 3 concise reasons why Australian and Australian industry needs workers who are skilled. Give examples from a workplace or industry with which you are familiar.

1.
2.
3.

3. Summarise the key roles and responsibilities of the 3 stakeholders groups: *employees*, *employers* and the *government* in relation to developing and supporting a skilled workforce. Use examples where appropriate.

Employees	Employers	Government

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

2.07 Labour Market Trends

Your future work options

If there is one thing that you can be sure about your future **work options**, it's that they will be very different form that of your parents. The structure of society is changing. Society's attitudes towards work are changing. The **labour market** is evolving.

2

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 English class!

Some industries such as hospitality and retail, which both employ significant numbers of young people, operate 24-7! Work availability clashes with your 'life' making it harder to achieve a positive **work/life balance**.

Many industries are experiencing significant change due to new models of digital service provision. **New economy** digital disruptors have impacted on transport (Uber), food services (Deliveroo), retail (Amazon Prime) and accommodation (Airbnb). Traditional industries such as retail, banking and finance and media have also taken on digital service-provision in a big way. This has impacted on the number of jobs available, the types of jobs on offer, the work environment for employees and the **flexibility** expected of workers doing these jobs.

As a result, you are now expected to have greater technological skills and competencies, better communication skills, the ability to learn faster and to have almost around the clock availability. At 16 or 17! The future world of work will require you to become more and more flexible as industry continues to evolve. Are you up to that challenge?

So the structure of Australian industry is changing. This has come about due to a number of factors and changing work trends.

- ⇨ A change in the **structure of industry**, including industry growth and decline.
- ⇨ Changes in the **attitudes and values** of individuals as employees and consumers.
- ⇨ Changes in the way that work is viewed in **society**.
- ⇨ A move towards more **capital-intensive** production and greater use of technology.
- ⇨ Ongoing growth in **digital technology platforms** for service-provision.
- ⇨ Changing employment patterns including more **part-time**, **casual** and **contract** work.

Preview Sample: Do Not Copy

"Where will I fit in?"

A Industry employment

1. Describe 3 ways that your work options will be different from 10 years ago. Consider work trends.
2. Choose an occupation you are interested in. List 5 ways that the type of work or the work environment is changing for that occupation. Consider work trends.
3. Why is the structure of industry changing? Which industries are changing the most? Do these changes impact on occupations you are interested in pursuing? Explain.
4. Use statistics to show whether your are likely to work in a growing or declining industry? What can you do to improve your prospects?
5. Try to imagine new occupations, new work activities, or new work settings that might evolve over the next 5-10 years. Find support material and present this to the class.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Work Trends

Ongoing replacement of physical and manual labour with technology, making manual work 'safer' and manual workers more highly-skilled.

Increased efficiency of transport, communication, trade and commerce.

Changes in working hours leading to greater workplace flexibility expected of workers.

ICT innovations making some jobs redundant; while creating new job opportunities.

ICT replacing semi-skilled occupations in retail, finance and service industries re: use of data.

Faster and more accurate mass manipulation of digital data leading to job-redesign: employees become data managers.

Global online digital disruptors that are altering how services are delivered, creating a new army of self-employed (and often poorly paid) contractors.

Preview
Sample:
Do Not
Copy

Employment In Australian Industries Nov. 2017

Industry	Employment	Emp. %	Part time %	Female %	Age 15-24 %	Uni + %	or C3 + %	Actual emp. change 2013-17 %	Projected emp.change 2018-22 %
Accommodation & Food Services	**896,100**	7.2%	60%	55%	43%	14%	25%	13.8%	11.2%
Administrative & Support Services	**401,200**	3.2%	44%	51%	11%	21%	30%	1.9%	8.4%
Agriculture, Forestry & Fishing	**324,300**	2.6%	27%	30%	10%	12%	28%	7.2%	-0.8%
Arts & Recreation Services	**248,300**	2.0%	50%	47%	25%	29%	27%	17.3%	9.9%
Construction	**1,167,200**	9.4%	15%	12%	15%	10%	54%	19.3%	10.9%
Education & Training	**1,024,300**	8.3%	40%	71%	9%	62%	20%	14.1%	12.0%
Electricity, Gas, Water & Waste Services	**136,700**	1.1%	8%	24%	6%	27%	42%	-3.4%	-7.0%
Financial & Insurance Services	**420,700**	3.4%	17%	49%	7%	46%	24%	1.0%	5.6%
Health Care & Social Assistance	**1,663,900**	13.4%	44%	78%	9%	45%	31%	22.1%	16.1%
Information Media & Telecommunications	**215,000**	1.7%	21%	41%	12%	44%	24%	-5.6%	3.3%
Manufacturing	**885,500**	7.2%	15%	27%	11%	18%	38%	-6.2%	-4.2%
Mining	**216,500**	1.7%	5%	15%	5%	22%	46%	19.6%	2.4%
Other Services	**524,500**	4.2%	32%	44%	16%	15%	53%	17.6%	2.5%
Professional, Scientific & Technical Services	**1,033,000**	8.3%	23%	43%	8%	59%	20%	12.5%	12.5%
Public Administration & Safety	**740,500**	6.0%	20%	49%	6%	39%	33%	6.5%	9.3%
Rental, Hiring & Real Estate Services	**218,700**	1.8%	24%	51%	11%	26%	33%	10.6%	8.5%
Retail Trade	**1,286,900**	10.4%	50%	56%	30%	16%	24%	6.8%	3.7%
Transport, Postal & Warehousing	**646,800**	5.2%	21%	22%	7%	16%	31%	11.0%	6.5%
Wholesale Trade	**376,700**	3.0%	17%	33%	9%	24%	30%	-11.9%	0.5%
All Industries	**12,380,10**	100%	**32%**	**47%**	**14%**	**30%**	**31%**	**8.5%**	**7.8%**

Source: Australian Jobs 2018, Department of Jobs, and Small Business by Industry, p.11

2.09 Labour Market Trends

Employment trends

In the Australian labour market there a number of key issues and **employment trends** that impact on opportunities available for young people entering the workforce.

i. Higher skills and qualifications enhance employment prospects.

ii. Youth unemployment rates are higher than overall unemployment rates.

iii. Some industries are experiencing declining levels of employment whereas others will continue to grow.

i. Higher skills and qualifications enhance employment prospects.

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

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

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

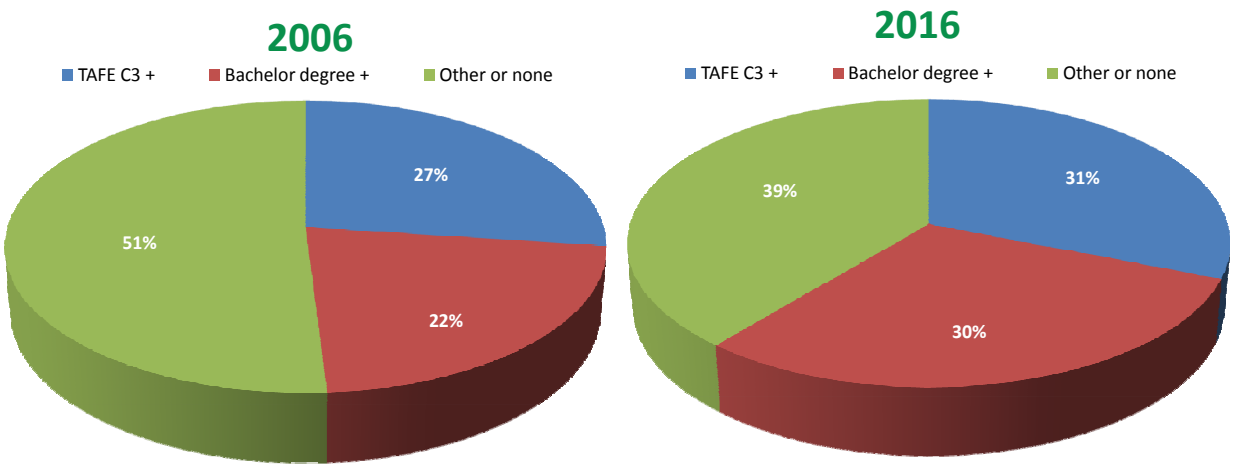
The proportion of workers with no qualifications or very low qualifications (below Certificate 3) fell from about a half of all workers in 2006 to just over a third of all workers by 2016. And this trend will continue. And most of those people who have no qualifications, or very low qualifications are likely to be older workers who entered the workforce many years ago when the entry-level requirements were much lower.

So it is vital that you **skill-up** to ensure that you have adequate skills and qualifications to assist you to gain entry-level employment.

And once people make a start in the workforce it follows that those who have non-school (i.e. post-secondary) qualifications such as VET, TAFE and uni are more likely to be employed than those who don't have these qualifications, and those who only have Year 12 or lower!

Preview Sample: Do Not Copy

Employment by Qualification Level - Australia 2006 & 2016



Source: ABS, 6227.0 Education and Work.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Australia: Unemployment & Youth Unemployment Rate % 2009 - 2018 (as at June)		
Year	Overall %	Youth %
Jun '09	5.9	11.5
Jun '10	5.1	11.7
Jun '11	4.9	10.6
Jun '12	5.2	11.0
Jun '13	5.7	11.2
Jun '14	6.1	12.7
Jun '15	6.0	12.4
Jun '16	5.7	12.4
Jun '17	5.6	12.4
Jun '18	5.5	12.5

Source: ABS, 6202.0 Labour Force, Australia.

ii. Youth unemployment rates are higher than overall unemployment rates

Two key economic terms that you need to understand clearly are **employment** and **unemployment**. Each has a clear and distinct meaning (see p.23) when it comes to measuring official statistics.

An ongoing issue in the labour market is that youth unemployment rates are consistent much higher than the overall unemployment rate. The youth unemployment rate is usually at least twice as high as the overall rate. In some geographical locations the youth unemployment rate may be three or four times the national average.

This represents the ongoing and growing difficulties that young job-seekers have in finding entry-level work. So how do you think this might impact on your career prospects?

Skills & unemployment B

Preview Sample: Do Not Copy

Part A: Skill-up

1. Use statistics to describe the importance of qualifications in gaining employment.

2. Why do you think young people who wish to enter the workforce need higher level qualifications than they did a decade ago? How might this impact on your choices?

Part B: Unemployment

1. Find out the current unemployment and youth unemployment rates for Australia.
2. In your workbooks, or use a device, to draw 2 line graphs (on the same set of axes) that show the Australian and Youth unemployment rates for the last 10 years.
3. Describe the trend shown by each of the graphs.
4. Comment on the differences between each of the graphs.
5. How relevant is this 'macro' Australian figure for your own personal situation? Explain.
6. You can find out regional unemployment statistics which give more insight into particular issues that might face young job-seekers where you live. Try the Commonwealth Government's *Labour Information Portal* through **www.lmip.gov.au** and search for your region on the map or menus.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

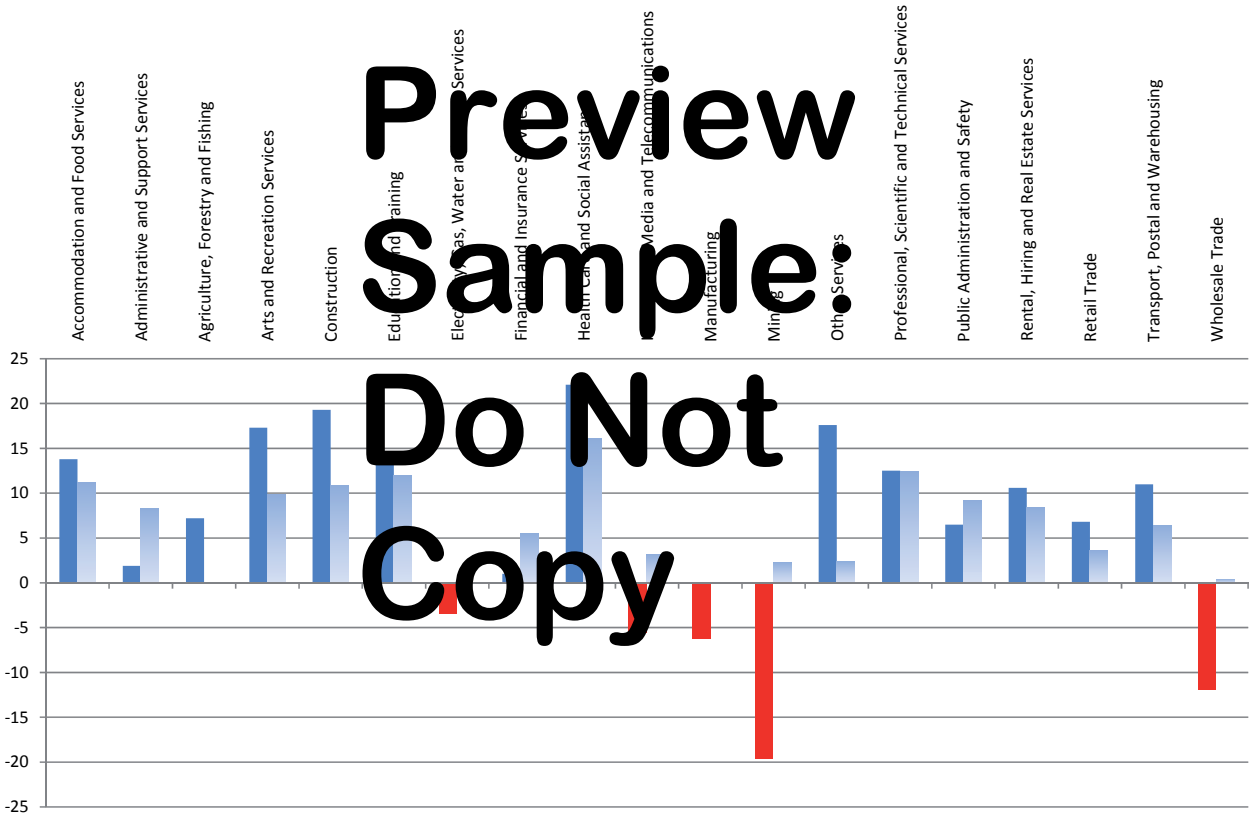
2.11 Labour Market Trends

iii. Industry trends

There are various employment patterns throughout Australian industries. **Structural changes** to work and the economy have seen consistent ongoing employment growth in industries such as health care and social assistance, education and training and professional, scientific and technical services. These structural changes have resulted in ongoing decline in manufacturing industry employment. **Cyclical changes** (economic growth and decline) has resulted in swings in construction and mining.

For the 5 years from 2013-2017, there were approximately 1.2m new jobs created in Australia. 14 industries experienced an overall increase in employment. 5 industries recorded an overall decrease in employment. It is important to note that of all the new jobs created, more than 60% of these were in just 4 industries: health care and social assistance (+302,00), construction (+189,000), education and training (+127,000) and professional, scientific and technical services (+114,000).

Australian Industry Growth & Decline: Nov 2013-17 (& projected to 2022)



Preview Sample: Do Not Copy

Source: ABS, Labour Force (trend and annual averages of original data); ABS, Census of Population and Housing; from Australian Jobs 2018, Department of Jobs and Small Business

C Industry trends I

1. Which industries recorded the strongest job growth between 2013-2017? Why might this be the case?	2. Which industries recorded the largest job falls between 2013-2017? Why might this be the case?

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Part-time and Casual Employees (Nov 2017)

Highest industries
- Accommodation and Food Services 60%
- Retail Trade 50%
- Arts and Recreation Services 50%
- Health Care and Social Assistance 44%

Lowest industries
- Mining 5%
- Electricity, Gas, Water and Waste Services 8%
- Construction 15%
- Manufacturing 15%

Qualification: Bachelor degree+ (Nov 2017)

Highest industries
- Education and Training 62%
- Professional, Scientific & Technical Services 59%
- Financial and Insurance Services 46%
- Health Care and Social Assistance 45%

Lowest industries
- Construction 10%
- Agriculture, Forestry and Fishing 12%
- Accommodation and Food Services 14%
- Other Services 15%

Employees Aged 15-24 (Nov 2017)

Highest industries
- Accommodation and Food Services 45%
- Retail Trade 30%
- Arts and Recreation Services 25%
- Other services 16%

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

Qualification: TAFE Cert 3+ (Nov 2017)

Highest industries
- Construction 54%
- Other Services 53%
- Mining 46%
- Electricity, Gas, Water & Waste Services 42%

Lowest industries
- Education and Training 20%
- Professional, Scientific & Technical Services 20%
- Information Media & Telecommunications 24%
- Financial and Insurance Services 24%
- Retail Trade 24%

Employees Aged 55+ (Nov 2017)

Highest industries
- Agriculture, Forestry and Fishing 37%
- Transport, Postal and Warehousing 25%
- Education and Training 23%
- Health Care and Social Assistance 23%

Lowest industries
- Accommodation and Food Services 10%
- Financial and Insurance Services 14%
- Information Media & Telecommunications 14%
- Mining 15%
- Retail Trade 15%

Apprentices and trainees (2017)

Highest industries
- Construction (81,600)
- Administrative and Support Services (26,600)
- Other Services (26,100)
- Accommodation and Food Services (24,600)
- Manufacturing (23.700)

Lowest industries???
- Rental, Hiring and Real Estate Services
- Information Media and Telecommunications
- Financial and Insurance Services
- Arts and Recreation Services
- Agriculture, Forestry and Fishing

Preview Sample: Do Not Copy

Source: Australian Jobs 2018, Department of Jobs and Small Business

Industry trends II D

The information shown above can help you gain insight into some industry patterns of employment in Australia. Identify 5 pieces of information relevant to you. For each one explain how this might relate to your own career pathway choices, or help inform your career pathways decision-making.

You can also find out much more information in the Department of Jobs and Small Businesses publication, *Australian* Jobs, with an updated release annually.

2.13 Changing World of Work

Changing employment trends

Generally speaking, employment trends are influenced by three main factors.

1. The overall strength of the **economy** driving **employment growth**, including skills shortages.
2. The changing **structure of industry**, including the growth and decline of certain industries.
3. Changing patterns in the way that work is performed, including **numerical flexibility** and **functional flexibility** of employees.

You must realise that you cannot control these trends. But you can control whether you have the **work-related skills** necessary to suit changing employment trends.

Therefore, it is important that you consider how industry is changing and evolving. Opportunities will continue to emerge in occupations and industry sub-sectors that you might not even have thought of yet! Make yourself ready.

"It's a different world now. When I started working I was a telephonist and then a typist. When I got married I was expected to give up my job! And don't get me started on the gender pay gap back then we were only paid 75% of what men were paid for exactly the same job! "

Preview Sample. Do Not Copy

Future trends

There are some clear employment trends occurring. Employment in **goods-producing industries** is under threat, whereas employment in **service industries** will continue to grow as more and more people are employed in **white-collar** and digital customer-service roles.

Australia's mining boom saw huge employment growth in that industry as well as supporting industries, but the industry declined as global demand for commodities stabilised. Manufacturing employment continues to decline due to greater use of capital-intensive manufacturing processes and relocation of local producers offshore. Health-care and social assistance, as well as education and training will continue to grow, as too will industries that provide professional services.

Skills shortages

One of the key factors in planning your future pathway is to consider jobs that are experiencing a skills shortage. These are the occupations for which employers are crying out for workers; both now and also likely into the future.

Skills shortages arise because of a mismatch between the occupations in demand within the **labour market** and the skills offered by potential workers. Skills shortages provide opportunities for the future. Young people who are aware of future skills shortages may be best placed to **train** for entry into these occupations.

Australian industry is experiencing skills shortages in many areas, and in some cases has had to 'import' skilled workers to fill vacancies. Skills shortages have been blamed on factors such as poor industry image, lack of appropriate training opportunities and ineffective recruitment. One thing is sure, a lot of money, time and expertise is now being allocated to attracting young people to these occupations and industries; perhaps you could consider these as a pathway?

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Skills shortages - Australia 2017

Australia

- Airconditioning and Refrigeration Mechanic
- Arborist
- Architect
- Audiologist
- Automotive Electrician
- Baker
- Bricklayer
- Butchers and Smallgoods Maker
- Cabinetmaker
- Chef
- Civil Engineering Professionals
- Construction Estimator
- Construction Trades Workers
- Fibrous Plasterer
- Glazier
- Hairdresser
- Hospital and Retail Pharmacist
- Locksmith
- Medical Diagnostic Radiographer
- Metal Fitters and Machinist
- Midwife
- Motor Mechanics
- Optometrist
- Painting Trades Worker
- Panelbeater
- Pastrycook
- Physiotherapist
- Plumber
- Radiocommunication Technician
- Roof Tiler
- Sheetmetal Trades Worker
- Solicitor
- Solid Plasterer
- Sonographer
- Stonemason
- Surveyor
- Telecommunications Trades Workers
- Vehicle Painter
- Veterinarian
- Wall and Floor Tiler

Victoria specific

- Airconditioning and Refrigeration Mechanic
- Architect
- Architectural Draftsperson
- Automotive Electrician
- Bricklayer
- Butchers and Smallgoods Makers
- Cabinetmaker
- Carpenters and Joiners
- Chef
- Child Care Worker
- Civil Engineering Professionals
- Fibrous Plasterer
- Hospital and Retail Pharmacist
- Mechanical Engineer
- Medical Diagnostic Radiographer
- Metal Fabricator
- Metal Machinist (First Class)
- Midwife
- Motor Mechanics
- Optometrist
- Painting Trades Worker
- Panelbeater
- Physiotherapist
- Plumbers
- Registered Nurses
- Sheetmetal Trades Worker
- Sonographer
- Surveyor
- Vehicle Painter
- Welder (First Class)

Source: www.jobs.gov.au/skillshortages

Preview

Work-related trends A

1. What are the 3 main factors influencing employment trends? What could you do to deal with each of these trends?

Sample: Do Not Copy

2. What is a skills-shortage? Why do skills shortages occur?

3. Are there any skills shortages occupations that you are interested in? Why so?

4. Find the updated list of skills shortage occupations. Search through:
   www.jobs.gov.au/skillshortages

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

The digital age

As young people in the digital age you are right in the midst of a revolution that is shaping your world. Given that this has occurred naturally within your timeframe of maturing,you might not even realise how this revolution is impacting on the world of work

So you can't investigate the future world of work without considering the impact of digital technologies on society, industries, workers, customers and clients, and other stakeholders.

Now we could devote a whole book to the digital economy and its impacts on the world of work. In fact millions of words are published daily (digitally of course) on how we should deal with these ongoing changes so as to better prepare ourselves for the shock of the new economy. But in reality we can classify these impacts into four broad areas of change.

"... the impact of digital technologies on society, industries, workers, customers and clients, and other stakeholders."

Preview Sample: Do Not Copy

1. Different ways of processing information

Digital technologies are not new. Businesses enterprises have been making use of these technologies for decades. Business-to-business (B2B) transactions have been facilitated since the earliest days of the internet and e-mail via 'back-end' communication systems and supplier portals servicing domestic and global commercial networks.

Industrial enterprises have been using digital technologies to support and even control manufacturing and production systems. These technologies have also been embraced by many agricultural and primary producers.

Wholesale, retail and transport industries have also been using barcode systems and automated scanning technologies to order and track stock and supplies in real time.

Professional services enterprises have been using digital communication technologies to manipulate and send large volumes of data, to facilitate tele-commuting and to service clients remotely; as too have engineering and design professionals.

And of course firms in media and communications industries have had to innovate to keep up with changing digital technologies.

The ongoing trend is that the use of digital networks and information systems is growing as a natural day-to-day part of doing business.

So it is expected that newly emerging job-seekers will have the required work-related skills to be able to effectively and proactively deal with the ongoing digital technological evolution in any, and perhaps even all, work settings!

2 .Changing patterns in customer and client ordering and service

One of the biggest changes that has occurred as part of the digital age has been in the way customers and clients are using online portals and mobile smart devices to purchase goods and services. This has seen a shift away from those traditional ways of shopping and buying through face-to-face or phone sales transactions.

Automated digital systems, sales portals and apps - especially apps - has meant that customers can now buy through a digital interface without having any human contact with the enterprise (or the workers) supplying those goods and services.

We can see this in retail and online shopping, accommodation and travel, cafes and restaurants, transport services, banking and many other industry areas that have made use of online and mobile digital technologies to replace worker-customer/client face-to-face, or over the phone interaction.

This has meant a shift away from traditional people-centred service roles. The result is that many workers are being engaged in information support and processing roles; as well as in 'back-end' logistics' (i.e. processing, organising and facilitating orders using courier and delivery contractors as service-providers.)

Communication is now usually in a 'written' (often scripted or formulaic) digital format, rather than orally; using automated notifications, texts and emails - if indeed any communication happens at all! Customer service support can seem to be almost non-existent.

Image: daisy-daisy/ depositphotos.com

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

3. Industry disruption

Many of the new digital firms position themselves as digital 'disruptors'. This means that what they do is disrupt traditional ways of offering services. They claim that traditional service models are outdated, inflexible and over-regulated, and that new service models, supported by digital interfaces, need to be implemented to make best use of ongoing digital innovation.

As examples, consider the disruption caused by:

- Amazon Prime to the retail industry
- Uber to the taxi industry
- Deliveroo and Uber Eats to the hospitality industry
- Airtasker to manual and practical service industries
- Airbnb to the accommodation industry
- WhatsApp to the telecommunications industry
- Netflix to the media and entertainment industries
- Facebook, Twitter, YouTube and Instagram to media, broadcast and advertising industries.

Essentially digital disruptors operate as intermediate service-providers by automating the customer service process using apps, online portals and other digital interfaces.

This results in substantial changes to the ways that business and commercial activities are transacted. Ongoing structural change is occurring with many 'traditional' firms, such as closures (i.e. DVD libraries), job losses, job insecurity and a fundamental shift toward information gathering, collation and aggregation - facilitated by a third party provider or app.

And digital disruption will continue to evolve impacting the types of jobs that will be available.

4. Changing work arrangements and modes of employment

Digital innovation has resulted in significant and ongoing change to how people are working. The 'gig' economy is so named because many people now essentially are going from gig to gig chasing contracts communicated through digital media.

There has been an increase in workers engaged as self-employed contractors. A benefit of this is the opportunity to achieve workplace flexibility by choosing when and how often to work.

However, this trend has resulted in job insecurity and claims of worker exploitation. Many workers are paid under 'per job' or piece-rate contract arrangements, and not according to minimum wage conditions. These workers also often have to self-insure and supply their own equipment.

Digital communication technologies and cloud-based data and information sharing has lead to increased telecommuting and remote working which can also improve work/life balance for employees in information industries. This has also helped reduce business costs, i.e. smaller office space required.

However, many workers are now expected to be on call around the clock, which is an intrusion into their personal lives.

What you are likely to experience is greater casualisation, increased use of contracts, and a further blurring of the distinction between a paid employee (with all the associated entitlements and protection) versus being an independent self-employed contractor (who carries much of the risk and a lot of the on-cost just for doing their job).

And of course, you will also be witness to, (and perhaps even be part of) the growing army of micro digital entrepreneurs, endlessly plugged into new ways of sourcing and doing work.

Preview Sample: Do Not Copy

The digital age B

Use the article and other research to outline 10 advantages and 10 disadvantages associated with digital innovation in industry.

Consider the impacts on employees, employers and customers/clients.

Use specific examples related to industries and occupations with which you are familiar.

Prepare a summary that explains the likely impact of digital innovation on your work future, as well as potential digital innovations that might be introduced into work-related situations.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

2.17 Training Providers

Skills-development and training

The TAFE and vocational education sector is often described as the key educational provider that is responsible for 'skilling' Australia. The three key stakeholder groups responsible for delivering vocational education and training in Australia are **TAFEs**, **accredited private provider colleges** and **Registered Training Organisations**.

TAFE

Industry-specific vocational training and education is offered through the TAFE system in each state. **TAFE** is a government-funded and operated system that provides vocational training and skills-development in a wide range of industry and occupation areas.

Some of the most common areas of training include cooking and hospitality, retail, ICT, engineering and electrical, manual and practical trades including construction, automotive, business and management, child-care, aged-care, community services, art and design, and many other areas.

TAFE offers courses from **certificates** I to IV, through to **diplomas** and **advanced diplomas**. TAFE courses are nationally accredited courses (although some occupations might require further **specific licensing** and **certification** to meet different state-based legal guidelines so as to be eligible and qualified to work in that occupation or industry.)

TAFE courses are usually delivered at institutes and campuses across metropolitan and regional Australia. In Victoria training is offered by TAFEs such as Kangan, SuniTAFE and Federation Training (TAFE) as well as many others. Some courses can be completed partly, or even wholly, online.

Vocational training and education offered through TAFE is generally more skills-based and provides great entry opportunities into the workforce. For example, **apprentices** will often be enrolled at a local TAFE (trade school) to complete many of their off-the-job units of training as part of their apprenticeship. Some school-leavers might do a Certificate II in their industry area as a type of '**pre-apprenticeship**'.

The vocational training and education sector also extends to **accredited private providers** (or colleges) such as Australian Institute of Fitness, Elly Lukas Beauty Therapy College and Cambridge International College. These private providers normally charge much higher fees than TAFE institutes because many government TAFE courses are subsidised by the government.

As part of **lifelong learning** employees may go back to TAFE to **upskill** or develop their career pathway or articulate into uni.

The more theoretical off-the-job components of vocational training are usually delivered at TAFE.

Image: photography33/ depositphotos.com

Preview Sample: Do Not Copy

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Registered Training Organisation

A **Registered Training Organisation** (RTO) delivers relevant training for vocational education, including **apprenticeships** and **traineeships** according to the guidelines set down in a **training package**.

TAFEs, private providers, **group training organisations**, industry associations and many industry training specialists register as RTOs in order to deliver the **off-the-job** component of training, in conjunction with the employer who delivers the **on-the-job** training component. A **workplace assessor** monitors progress of trainees and 'ticks-off' achievement of **competency standards**.

Some employers and schools register as RTOs in their own right and supply all of the training as part of a **VET in schools** vocational education certificate, **SBAA**.

Image: Goodluz/ depositphotos.com

Preview Sample: Do Not Copy

Australian Apprenticeships

Australian apprenticeships are structured **competency based training** (CBT) that involve a combination of **on-the-job** and **off-the-job** CBT. An apprentice or a trainee is exposed to both the practical and theoretical aspects of their occupation through their training.

Training is offered by a TAFE or a **Registered Training Organisation**. Some employers are accredited and registered as RTOs themselves, as are some schools.

Some training providers are actually **Group Training Organisations** that employ apprentices and trainees and place them with host employers to gain on-job-training. The Group Training Organisation may then organise or deliver some, or most, of the off-the-job training for the apprentice.

Apprenticeships are the traditional 'trades' and usually take between 36-48 months to complete depending on the occupation. They are usually awarded at certificate III level.

Many tradespersons also undertake further training (after their apprenticeship) for specific skills and areas, such as a plumber undertaking training in gasfitting.

Traineeships usually require completion of a competency-based Australian Apprenticeship (traineeship) lasting approximately 12 to 18 months combining formal on-the-job and off-the-job training.

Image: photography33/ depositphotos.com

2.19 Training Providers

Universities

Universities (higher education) are responsible for the education and training of people for professional occupations. University initially involves completion of a bachelor (or undergraduate) degree. Post-graduate study may involve an honours year, graduate certificate or graduate diploma, masters or doctoral degree achieved through even more intensive study.

Most professions require at least a bachelor degree of between 3-5 years. Some also require completion of post-graduate studies in order to qualify for the occupation, such as in teaching and psychology.

Some people undertake specific university studies that grant them qualifications for a particular occupational or industry field such as nursing, medicine, teaching, law, accounting, social work, engineering and so on. Graduates develop a suite of professional industry and occupation skills that serve as entry-level qualifications into that profession. Many of these courses also require completion of work experience and/or industry placements or internships.

Other students undertake broader study areas such as philosophy, arts, history, communication, media and so on. These types of degrees often don't match a direct occupational outcome but graduates develop a broader enquiry-based set of professional skills.

Many TAFE courses articulate into university. Given this, a person may choose to study at university later in their pathway and broaden their career options through lifelong learning. e.g. An engineering tradesperson such as a fitter and turner might then go on to TAFE to gain an engineering diploma, and later to uni to complete an engineering degree. One course articulates into another through the Australian Qualifications Framework.

Preview Sample: Do Not Copy

Australian Qualifications Framework

The Australian Qualifications Framework is a structure that gives Australia-wide recognition of formal training. The AQF is a unified system of national qualifications for schools, vocational education and training and the higher education (uni) sector.

Senior school certificates, Australian Apprenticeships, TAFE courses and higher education are all examples of formal training.

The AQF allows you to start at a qualification level that suits you. As part of lifelong learning you can build up your skills portfolio over the course of your life. Under the AQF a person can upgrade their qualification level in order to advance their career through lifelong learning.

The AQF allows for credit transfer and recognition of prior learning, meaning you can be assessed for skills and knowledge you have already gained through formal training, and also informally through previous work.

Australian Qualifications Framework

AQF level	School	TAFE	University
10			Doctoral degree
9			Masters degree
		Vocational Graduate diploma	Graduate diploma
8		Vocational Graduate certificate	Graduate certificate
			Bachelor honours degree
7			Bachelor degree
6		Associate degree	
6		Advanced diploma	
5		Diploma	
4		Certificate IV	
3	Senior secondary: VCE, VCAL, HSC, state-based CEs	Certificate III	
2		Certificate II	
1		Certificate I	

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

AQF & training A

1. Identify the level of education/training required under the Australian Qualifications Framework for entry into 3 of the following occupations. Add 2 more occupations of your own.

   secondary teacher, bank officer, greenkeeper, farm manager, motor mechanic, lawyer, windscreen fitter, Division 2 nurse, hairdresser/barber, admin manager, barista, GP

2. Identify 2 examples of further education/training that each of the occupations above might need throughout their career.

Occupation	Education/training	Further education/training

Preview Sample: Do Not Copy

3. Outline 3 types and levels of education/training that you have done, or would need to do, as part of your career pathway.

Application

Who are your local training providers? What courses do they offer that you might be interested in?

What might you have to do if there aren't any local providers offering the courses you are interested in?

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Pathways to success

Lifelong learning is essential to keep abreast of the changes required in one's employment. Occupations as varied as chefs, doctors, plumbers, hairdressers, engineers and retail managers undergo regular training, either through on-the-job or off-the-job training courses offered by a range of different training providers.

Lifelong learning is also essential if you are thinking about advancing your career or changing career direction. A change in career direction might see you return to study. This might be in a formal training course at TAFE or university part-time to advance your career, secure a promotion or move into a management role. Many people also need to return to study to learn accounting and management skills as they get promoted into more senior roles.

Doing training courses or undertaking formal qualifications has become a routine part of being in the workforce. As an employee you are required to quickly learn and adapt to changing technologies and work practices. Formal training is often required as part of legal guidelines, licensing and OH&S.

You might also be surprised to know that many adults who have been in the workforce for many years see participating in further study or training as an adventure and an opportunity to keep themselves fresh and interested in life. So, do you think that you'd need to learn anything new to update your skills between now and 2050?

Frederica N'rkette

Frederica wasn't the most academic student at school but she always did all her work and passed VCAL Senior. She also completed VET Certificate 3 in Business (Office Admin).

Her admin skills helped her land a part-time job in a legal office which meant she could quit her checkout job at Mad Moosh's Discount Bazaar. She was accepted into a TAFE certificate IV in Administration and completed this quickly.

After her course she got a traineeship, helped by her past experience, with a local 'green' carpet manufacturing company and was essentially the back-up office person. Although her trainee wage was lower than many of her friends who were working casual shifts, Frederica really enjoyed the chance to learn all the work tasks required to run the office and also the responsibility she was given.

When her office manager went on maternity leave, Frederica, now 21, was given the office manager role. Soon after this, the company landed a government supply contract and expanded rapidly. The CEO wanted Frederica to run the administration department so he sent her to University part-time to obtain a degree in administration.

Preview Sample: Do Not Copy

"...When her office manager went on maternity leave, Frederica, now 21, was given the office manager role."

This made her long-time boyfriend very proud of her. Her previous training and experience was taken into account and reduced the time she needed to complete her studies. Frederica, combining part-time work and study paid for by her boss, was now successfully supervising a department of 7 people.

By the time she was 30, Frederica was the Head of Administration in a company that employed over 120 people. When shopping one day, she saw one of those same former classmates working at Spiceline. Frederica asked,

"So you must be managing the store?"
Unfortunately the reply was,

"No; I'm still only casual!"

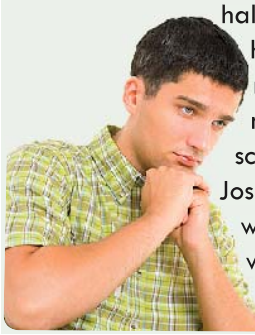
Frederica was really happy to have her career in order and thought that it might be time to combine career and a family.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Joseph Borg

Joseph didn't really mind being at school but he didn't like the theory classes too much because he was told he had too much 'nervous energy' - anyway he would rather have been up and about, fixing things. Joseph did well in his practical classes and really wanted to be a mechanic of some sort. He studied Systems Engineering in VCE and enjoyed Industry & Enterprise, especially when he did one day a week structured workplace learning.

Joseph's boss was impressed by his enthusiasm and half way through Year 11 offered him an apprenticeship as a motor mechanic. But Joseph's mum wanted him to stay at school and finish his VCE, so Joseph's boss hired an apprentice which meant Joseph also lost his work experience placement.



Joseph got a different placement working at SuperCheap Auto and while there, a client of his former boss, recognised him as that 'work experience kid' who was always keen and full of energy.

He offered him a paid trial in his light engine reconditioning business, servicing outboards, motorcycles, other small engines and modifying wheelchairs. His school helped set up the trial. Joseph did really well and after a meeting with teachers, the careers teacher and his coordinator, Joseph's mother agreed to him finishing Year 11 and then taking the apprenticeship.

5 years later Joseph's I&E teacher saw him on television as winner of a community award. Joseph was now running an organisation that was sponsored by companies to 'customise and hot up' modified wheelchairs for disabled kids. Who would've thought it back when he couldn't sit still in English!

Preview Sample: Do Not Copy

Pathways to success A

Part A: Lifelong learning

1. Outline 3 reasons why lifelong learning is an essential part of career pathways development.
2. Choose one of the 'Pathways to success' profiles and then answer the following questions.
   a. Outline the person's key skills and strengths.
   b. List the occupations and roles that the person undertook and identify the types of training they needed to complete for each of these roles.
   c. Describe some of the obstacles that the person had to overcome. How did they deal with these?
   d. Describe the values and/or the actions that helped the person to develop a successful pathway.

Part B: Pathways timeline

1. Draw a pathways timeline that maps out your life.
2. On the pathways timeline show major milestones that you hope to achieve, and the ages at which you plan to achieve these.
3. Include personal and social milestones as well.
4. Show any education/training you think you will need.

Tips:

- ⇨ Make the graphic large. Use a whole page turned to landscape or make a poster.
- ⇨ Include graphics or pictures that represent your key milestones. Show at least 8 milestones.
- ⇨ Do a rough plan or sketch first.

2.23 OH&S Induction

Work ready

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

Working can present many dangers and young workers face an increased risk of being injured. Before you enter the workplace you need to be work ready. A strong awareness of **occupational health and safety** issues is one important aspect of work readiness. Nationally, work health safety (WHS) is the general term used to describe all the rights, responsibilities, training, regulations, guidelines, laws and other issues that relate to a safe work environment. As at 2019, Victoria still uses the term occupational health and safety (OH&S).

All workplaces and work tasks can present physical, mental or emotional dangers. Certain industries (construction), occupations (nurses), certain work environments (factories) and certain work tasks (lifting) are inherently dangerous. In addition, some tasks which do not seem obviously hazardous, become so with repetition, e.g. using a computer. Another major OH&S issue is increased workload which can cause workers to rush, cut corners and to be careless.

Preview Sample: Do Not Copy

Are you ready?

Before you undertake work experience, work placement or structured workplace learning you need to ask yourself if you are safe and ready to be let out into the workplace? The world of work is much different from your school. Different work environments have their own safety issues. You need to have excellent OH&S/WHS awareness to operate safely and effectively in these workplaces.

Everyone has a shared **responsibility** for safe work practices. Nobody wants you to be injured at work, so your school is not going to let you out until you are safe and ready. So if you are not **safe@work** you are staying at school. Your teacher and/or your coordinator will give you lots more information on your OH&S/WHS responsibilities.

A My OH&S responsibilities

After talking with your teacher, clearly outline your OH&S/WHS induction responsibilities.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

OH&S student induction

As a student you are required by law to complete an appropriate **OH&S induction** program before you are allowed to go on work experience or structured workplace learning.

That induction program might be **safe@work** or another similar program for your state. If you are undertaking a VET/TAFE certificate you will need to complete the relevant OH&S/ WHS unit(s) before commencing structured workplace learning.

safe@work

In Victoria, you must complete the safe@work **General Module** and then a related **Industry Module** prior to going out into the workplace.

After you have worked through each module you are required to undertake a multiple choice test. You must answer at least 12 out of 16 questions correctly to receive your Award of Attainment.

If 12 months or more have passed since you completed the General Module and Industry Module then you have to complete the **Review Module** and redo the appropriate Industry Module.

If you want to undertake a placement in a different industry you need to do the Review Module and then do the Industry Module for the new industry. If you are undertaking a VET course then you must complete the relevant OH&S components related to that course.

The safe@work site also has hazard fact sheets for different work settings and industries. These fact sheets assist in the planning of work-related tasks for students and help support induction, training and supervision programs.

Preview
Sample:
Do Not
Copy

General Modules

1. Health & safety responsibilities
2. Hazard identification, risk assessment & risk control
3. Manual handling
4. Hazardous substances & dangerous goods
5. Noise
6. Electricity
7. Mechanical equipment
8. Falls from height
9. Personal safety
10. Personal protective equipment (PPE)
11. Dealing with an emergency
12. Health & safety laws
13. Duties of employers
14. Duties of employees
15. Health & safety representatives & committees
16. The role of Worksafe inspectors
17. Resolving health & safety issues

Industry Modules

- Automotive
- Building and construction
- Electrical work module
- Hairdressing
- Health & community services
- Horticulture
- Hospitality & tourism
- Manufacturing
- Metals and engineering
- Office and business services
- Painting
- Plumbing
- Primary industry
- Retail
- Veterinary

www.education.vic.gov.au/safe@work/index.asp

2.25 OH&S Induction

B OH&S induction

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

2

Workplace safety is a s_____ responsibility. However, when you are undertaking work experience or structured workplace learning it is the responsibility of your employer to ensure that your work e_____ is safe and free from h_____.

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

At the start of your placement you must be given an i_____ tour of your work environment so that you are made aware of any potential d_____. You must also be made familiar with the location of f_____ facilities, be shown the emergency safety e_____ and be introduced to the h_____ representative.

Your employer is also responsible for giving you adequate t_____ and appropriate s_____ in order to safely carry out your day-to-day duties.

During your placement you must follow safe work p_____ and do your work a_____ in a safe manner. This ensures that you do not harm yourself, your c_____, your c_____ nor any other person.

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

Preview Sample: Do Not Copy

❑ activities	❑ dangers	❑ immediately	❑ supervision
❑ before	❑ environment	❑ induction	❑ supervisor
❑ boots	❑ exits	❑ practices	❑ threatened
❑ clothing	❑ first-aid	❑ protective	❑ training
❑ colleagues	❑ hazards	❑ senior	
❑ customers	❑ health & safety	❑ shared	

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Signs and symbols

You probably have already been exposed to safety signs in your everyday environment, school or in workplaces. Workplace safety, warning and danger signs play an important role in helping to promote a safer **work environment**.

Safety signs have to be universal in order to be effective. This means that a viewer must be able to understand the picture or phrase immediately. Signs need to use recognisable pictures and simple text. Signs can also use colour to convey their message. Red for danger, yellow for caution, green for exits and so on.

Image: k-libre/iStock/Thinkstock

Young workers

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

- young workers are 17% more likely to be injured at work than any other age group
- when young workers are injured they are 21% more likely to be hospitalised as a result of their injuries
- males working in rural and regional areas are particularly at risk.

(Source: WorkSafe Victoria, Annual Report 2006-07)

Special care needs to be taken to ensure that young workers are safe in the workplace. So do remember the WorkSafe ad campaign targeting younger workers?

Preview
Sample:
Do Not
Copy

Personal safety plan C

1. You are required to conduct an investigation of a worksite at a work setting related to an occupation you are in your career. e.g. *Factory workshop (worksite) at T&G Constructions (work setting) for a cabinet-maker (occupation).*
2. Make an appointment to meet with the person responsible for OH&S/WHS at the worksite. Find out the most common workplace hazards related to the occupation you are interested in.
3. List the work-related tasks that you will be permitted to undertake and any training you will need.
4. Find, reproduce and explain 8-10 workplace safety signs.
5. Identify the personal protective equipment you might require for the occupation you are interested in.
6. Complete a preliminary safety audit/investigation of this worksite noting potential hazards, and strategies to deal with these hazards.
7. Summarise the procedures for dealing with accidents and emergencies that exist in this workplace.
8. Visit **www.worksafe.vic.gov.au** and search for the Injury Hotspots industry safety poster most relevant for your potential workplace learning work setting.

OH&S induction/ training programs

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

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

2.27 Investigating Occupations

Occupations

An important part of developing your career pathway is to start investigating different occupations in which you might be interested.

You might already be familiar with some of the more obvious occupations that are available in our economy. However, there are hundreds more occupations that you might not be aware of. Many of these are occupational specialisations in which you might build a career as you get older.

Listed on pp.49-50 are hundreds of occupations given by their correct Australian job title. They are grouped in boxes of six under one of 11 interest area headings. Each box also includes another two interest groups that these occupations also relate to. Spend some time identifying those boxes, and also specific occupations within those boxes, that you might be interested in.

Remember you don't need to decide on anything definite yet. You just should get an idea of some of the varied occupations that are available to employees throughout the Australian economy. You should also think about the types of VCE subjects to help you best achieve your career pathway. See your careers teacher.

Australian Occupations
(Nov 2017)

⇨ **Most common**

1. Sales Assistants (General)..... 553,200
2. Registered Nurses..... 279,300
3. Retail Managers..... 237,700
4. General Clerks..... 235,600
5. Truck Drivers..... 208,300
6. Accountants..... 184,800
7. Receptionists..... 180,700
8. Aged and Disabled Carers..... 171,000
9. Child Carers..... 162,000
10. Primary School Teachers..... 158,900

⇨ **Least common**

1. Aquaculture Workers..... 1,000
2. Commissioned Officers (Man'ment).... 1,500
3. Plastics & Rubber Factory Workers... 1,600
4. Textile/Footwear Prod Mach Oper.... 1,800
5. Agricultural Technicians..... 2,000
6. Recycling and Rubbish Collectors..... 2,100
7. Canvas & Leather Goods Makers..... 2,400
8. Auctioneers, & Stock/Station Agents....2,900
9. Forestry and Logging Workers..... 2,900
10. Metal Casting, Forging and Finishing Trades Workers..... 2,900

Source: Australian Jobs 2018, Department of Jobs and Small Business

Preview Sample: Do Not Copy

A Australian occupations

1. Explain whether you are interested in any of the *Most* or *Least common* occupations.

2. What level and type of qualifications are needed for many of the occupations on the *Most common* list. Why so?

3. Explain whether you think it would be better to be in a *Most* or *Least common* occupation.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Interest area	Description
Artistic & Creative	You may be interested in music, drama, writing, painting, crafts, design, media or generally might just be creative. You may be good at using your mind to initiate ideas or solve problems. Strong crossover with Literary, Influencing and Personal Contact, Technical and Engineering and Practical and Manual.
Clerical & Administration	You may be interested in working in business collecting, analysing and organising information. This may include dealing with correspondence, figures, data, clients, sales or finances. Strong crossover with Figures & Computational as well as Influencing and Personal Contact.
Figures & Computational	You may be good at working with numbers, statistics, formulae or finances and have well-developed maths and/or computer skills and the ability to solve problems or analyse data. Strong crossover with Clerical & Administrative in a business sense and Technical & Engineering and Scientific in a practical sense.
Helping & Community Service	You generally like to help, teach or care for people. You are likely to have good communication skills and a desire to improve people's lives. You may be employed by a government agency that deals with helping the community. Strong crossover with Influencing & Personal Contact and with Medical.
Influencing & Personal Contact	You are likely to have good communication skills, the ability to effectively deal with people and skills in influencing people. You may also be suited for business roles such as management and sales. Strong crossover with Helping & Community Services, Literary, Medical or Clerical & Administrative Fields.
Literary	You might be good with writing, speaking, presenting ideas or other forms of communication. You are also likely to be good at developing and expressing opinions and to have research skills. Strong crossover with Influencing & Personal Contact, Artistic & Creative and Helping & Community Service.
Medical	You will like to help people and society improve physical or mental health either by dealing directly with patients and clients or by researching and solving medical problems and issues. Strong crossover with Influencing & Personal Contact, Helping & Community Services and Scientific.
Outdoor	You are likely to w[illegible] work outdoors, or with nature and the environment or to move about from worksite to worksite. Strong crossover with Practical & Manual, Technical & Engineering or environmental [illegible] issues.
Practical & Manual	You may be skilled in the use of your hands to operate tools, make products or repair equipment. You may need to solve problems and be accurate, active and physically fit. Strong crossover with Technical & Engineering, many Outdoor situations, Artistic & Creative or 'hands-on' Medical roles.
Scientific	You are likely to e[illegible] exp[illegible] [illegible] [illegible] processes with patience, persistence, precision and good [illegible] skills. Strong crossover with Figures & Computational, Medical (science), [illegible] & Engineering and Helping and Community Service.
Technical & Engineering	You like to use tools, machinery and equipment to fix things, find out how things work, improve processes and build, design and manufacture items. Strong crossover with Practical & Manual, Figures & Computational, Scientific and even Medical.

Preview Sample: Do Not Copy

Interest areas B

1. Which of these 11 interest areas above sound like you? Why so? (Choose more than 1.)

2. Which of these 11 interest areas don't sound like you? Why not? (Choose more than 1.)

3. List some occupations that you might think match the areas that you are interested in.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

2.29 Investigating Occupations

Mini GOALscorer - Match-up

1. SCIENTIFIC	2. TECH/ENGINEERING	3. LITERARY	4. PRACTICAL/MANUAL	5. INFLUENCE/P.CONTACT
Meteorologist	Programmer (Info Tech)	Librarian	Dressmaker	Psychologist
Meteorological Tech Officer	Systems Designer	Editor	Clothing Patternmaker	Welfare Worker
Geologist	Computer Engineer	Archivist	Visual Merchandiser	Social Worker
Landcare Worker	Multimedia Developer	Writer	Graphic Design/er	Youth Worker
Engineer-Environmental	Computer System Auditor	Historian	Textile Designer	Counsellor
Winemaker	Business Equipment Tech.	Teacher	Tailor	Indigenous Health Worker
Also: T&E Out	Also: F&C C&A	Also: I&P H&C	Also: Art F&C	Also: H&C Med
6. FIGS/COMPUTATIONAL	**7. OUTDOOR**	**8. OUTDOOR**	**9. TECH/ENGINEERING**	**10. ARTISTIC/CREATIVE**
Laboratory Worker	Army/Navy/Airforce	Landscape Gardener	Foundry Worker	Fashion Designer
Engineer - Chemical	Ship's Officer	Pest/Weed Controller	Engineering Trades -Fabric	Dressmaker
Patent Examiner	Police Offi/cer	Florist/	Engineering Trades -Mech.	Wardrobe Supervisor
Optical Mechanic	Customs Officer	Horticultural Trades	Engraver	Visual Merchandiser
Medical Lab Technician	Correctional Officer	Nursery Assistant	Vehicle Body Builder	Graphic Designer
Teacher - Secondary	Park Ranger	Landcare Worker	Tool/Die Setter	Fashion Coordinator
Also: T&E Sci	Also: H&C I&P	Also: P&M T&E	Also: P&M F&C	Also: I&P P&M
11. MEDICAL	**12. FIGS/COMPUTATIONAL**	**13. HELPING&COMMUNITY**	**14. LITERARY**	**15. LITERARY**
Dietician	Pilot	Teacher - Primary	Journalist	Interpreter
Dietary Aide	Army/Navy/Airforce	Childcare Worker	Editor	Translator
Weight Loss Counsellor	Engineer - Aerospace	Teacher - Secondary	Writer	Teacher
Hospital Food Service Mger	Aircraft Mainten. Engineer	Teacher - Early Childhood	Public Relations Officer	TAFE Lecturer
Health Promotions Officer	Air Traffic Controller	Education Aide	Publisher	Community Worker
Food Technologist	Flight Attendant	Nanny	Copywriter	Tour Guide
Also: I&P SCI	Also: P&M T&E	Also: I&P P&M	Also: I&P A&C	Also: I&P H&C
16. ARTISTIC/CREATIVE	**17. INFLUENCE/P.CONTACT**	**18. SCIENTIFIC**	**19. LITERARY**	**20. ARTISTIC/CREATIVE**
Photographer	Sports Coach	Statistician	Desktop Publisher	Graphic Designer
Camera Operator	Fitness Instructor	Actuary	Editor	Visual Merchandiser
Media Equipment Operator	Teacher - P.E.	Astronomer	Multimedia Developer	Illustrator
Desktop Publisher	Recreation Officer	Accountant	Copywriter	Architectural Drafter
Multimedia Developer	Sportsperson	Economist/	Advertising Account Exec'tve	Fashion Designer
Audiovisual Technician	Teacher - Primary	Programmer (Info Tech)	Secretary	Architect
Also: P&M T&E	Also: P&M SCI	Also: F&C C&A	Also: I&P C&A	Also: T&E F&C
21. OUTDOOR	**22. ARTISTIC/CREATIVE**	**23. HELPING/COMMUNITY**	**24. HELPING/COMMUNITY**	**25. SCIENTIFIC**
Construction Worker	Artist	Childcare Worker	Sports Scientist	Computer Engineer
Rigger	Illustrator	Childcare Supervisor	Sports Coach	Programmer (Info Tech
Crane Operator	Teacher - Art	Teacher - Early Childhood	Recreation Officer	Systems Manager
Scaffolder	Graphic Designer	Teacher - Primary	Fitness Instructor	Business Equipment Tech.
Building Technician	Architectural Drafter	Nanny	Teacher - P.E.	Computer Systems Auditor
Dogger	Signwriter	Family Day Carer	Physiotherapist	Information Tech. Manager
Also: P&M T&E	Also: P&M	Also: I&P	Also: SCI P&M	Also: T&E F&C
26. TECH/ENGINEERING	**27. SCIENTIFIC**	**28. CLERICAL/ADMIN**	**29. PRACTICAL/MANUAL**	**30. SCIENTIFIC**
Engineer - Aerospace	Chemist	Secretary	Motor Mechanic	Engineer - Civil
Engineer - Mechanical	Engineer - Chemical	Receptionist	Light Engine Mechanic	Engineer - Aerospace
Aircraft M'tenance Engineer	Pharmacist	Accounts Clerk	Diesel Mechanic	Engineer - Mechanical
Army/Navy/Airforce	Laboratory Worker	Desktop Publisher	Panel Beater	Engineer - Chemical
Pilot	Research Scientist	Office Administrator	Vehicle Painter	Computing Engineer
Computing Engineer	Forensic Scientist	Call-Centre Operator	Engineer-Mechanical	Engineer - Industrial
Also: SCI F&C	Also: T&E	Also: T&E	Also: T&E OUT	Also: T&E F&C
31. SCIENTIFIC	**32. CLERICAL/ADMIN**	**33. FIGS/COMPUTATIONAL**	**34. ARTISTIC/CREATIVE**	**35. HELPING/COMMUNITY**
Forensic Scientist	Bank Officer	Storeperson	Signwriter	Police Officer - State
Research Scientist	Accounts Clerk	Forklift Operator	Screenprinter	Police Officer - Federal
Biochemist	Costing Clerk	Purchasing Officer	Illustrator	Customs Officer
Medical Lab Technician	Public Servant	Automotive Parts Interpreter	Printing Machinist	Security Officer
Laboratory Worker	Secretary	Exporter/Importer	Multimedia Developer	Private Investigator
Funeral Attendant	Cashier	Airline Services Operator	Artist	Correctional Officer
Also: MED T&E	Also: F&C I&P	Also: C&A P&M	Also: OUT P&M	Also: I&P C&A
36. ARTISTIC/CREATIVE	**37. FIGS/COMPUTATIONAL**	**38. INFLUENCE/P.CONTACT**	**39. INFLUENCE/P.CONTACT**	**40. PRACTICAL/MANUAL**
Multimedia Developer	Systems Manager	Lawyer	Beauty Therapist	Carpenter
Programmer (Info Tech	Computer Engineer	Court Officer	Hairdresser	Joiner
Desktop Publisher	Business Systems Analyst	Criminologist	Make-up Artist	Cabinet Maker
Business Systems Analyst	Programmer (InfoTech)	Legal Executive	Weight Loss Counsellor	Building Technician
Graphic Designer	Business Equipment Tech.	Conveyancer	Model	Wood Machinist
Media Producer	Computer Systems Auditor	Secretary	Naturopath	Construction Worker
Also: LIT T&E	Also: T&E	Also: LIT H&C	Also: A&C P&M	Also: OUT T&E
41. PRACTICAL/MANUAL	**42. CLERICAL/ADMIN**	**43. CLERICAL/ADMIN**	**44. HELPING/COMMUNITY**	**45. PRACTICAL/MANUAL**
Electrician	Accountant	Accounts Clerk	Education Aide	Florist
Engineer - Electrical	Accounts Clerk	Secretary	Teacher - Primary	Horticultural Tradesperson
Electrical Linesperson	Economist	Office Administrator	Special Care Worker	Nursery Assistant
Electronics Engineering Tech.	Financial Dealer & Broker	Clerk	Childcare Worker	Landcare Worker
Automotive Electrician	Bank Officer	Public Servant	Teacher - Early Childhood	Pest/Weed Controller
Security Systems Installer	Purchasing Officer	Data Processing Operator	Personal Care Worker	Landscape Gardener
Also: T&E OUT	Also: F&C I&P	Also: F&C I&P	Also: I&P P&M	Also: OUT A&C
46. MEDICAL	**47. FIGS/COMPUTATIONAL**	**48. ARTISTIC/CREATIVE**	**49. INFLUENCE/P.CONTACT**	**50. CLERICAL/ADMIN**
Vet Nurse	Bookmaker	Chef	Real Estate Agent	Financial Dealer & Broker
Animal Technician	Gaming Worker	Cook	Auctioneer	Financial Dealer's Assistant
Animal Attendant	Accounts Clerk	Kitchenhand	Sales Representative	Accountant
Horse Manager	Credit Officer	Catering Manager	Town Planner	Accounts Clerk
Stablehand	Financial Dealer's Assistant	Confectioner	Conveyancer	Management Consultant
Veterinarian	Insurance Officer	Pastrycook	Valuer	Economist
Also: H&C OUT	Also: C&A I&P	Also: P&M I&P	Also: F&C C&A	Also: F&C I&P
51. CLERICAL/ADMIN	**52. FIGS/COMPUTATIONAL**	**53. HELPING/COMMUNITY**	**54. MEDICAL**	**55. ARTISTIC/CREATIVE**
Travel Consultant	Sales Assistant	Welfare Worker	Pharmacist	Hairdresser
Flight Attendant	Cashier	Social Worker	Biochemist	Beauty Therapist
Tourist Information Officer	Retail Buyer	Youth Worker	Engineer - Chemical	Make-up Artist
Tourism Manager	Retail Manager	Psychologist	Naturopath	Florist
Recreation Officer	Accounts Clerk	Teacher - Secondary	Medical Lab Technician	Wardrobe Supervisor
Airline Passenger Officer	Sales Representative	Counsellor	Sales Assistant	Visual Merchandiser
Also: F&C I&P	Also: C&A I&P	Also: I&P LIT	Also: SCI C&A	Also: I&P P&M
56. MEDICAL	**57. SCIENTIFIC**	**58. MEDICAL**	**59. CLERICAL/ADMIN**	**60. HELPING/COMMUNITY**
Medical Practitioner	Research Scientist	Veterinarian	Data Processing Officer	Teacher - Secondary
Physiotherapist	Medical Scientist	Vet Nurse	Secretary	Teacher - Primary
Nurse - Registered	Medical Lab Technician	Animal Technician	Receptionist	Education Aide
Medical Scientist	Physicist	Laboratory Worker	Accounts Clerk	Training Officer
Forensic Scientist	University Lecturer	Animal Attendant	Call-Centre Operator	Teacher - Early Childhood
Medical Lab Technician	Agricultural Scientist	Zoologist	Office Administrator	Youth Worker
Also: H&C I&P	Also: MED F&C	Also: H&C OUT	Also: F&C I&P	Also: I&P LIT

Preview
Sample.
Do Not
Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Mini GOALscorer - Match-up

61. INFLUENCE/P.CONTACT	62. OUTDOOR	63. PRACTICAL/MANUAL	64. INFLUENCE/P.CONTACT	65. INFLUENCE/P.CONTACT
Physiotherapist	Shotfirer	Driver - Truck	Flight Attendant	Fitness Instructor
Medical Practitioner	Miner	Car Driver	Catering Manager	Lifeguard
Massage Therapist	Engineer-Mining	Car Rental Attendant	Airline Passenger Officer	Therapy Aide
Occupational Therapist	Forestry & Logging Worker	Bus and Tram Driver	Tour Guide	Teacher - P.E.
Chiropractor	Agricultural Tech. Officer	Driving Instructor	Interpreter	Weight Loss Counsellor
Osteopath	Engineer - Chemical	Clerk - Transport	Travel Agent	Recreation Officer
Also: Med P&M	Also: P&M T&E	Also: Out H&C	Also: H&C C&A	Also: H&C P&M
66. MEDICAL	**67. OUTDOOR**	**68. TECH/ENGINEERING**	**69. MEDICAL**	**70. SCIENTIFIC**
Nurse -Registered	Park Ranger	Sound Technician	Dentist	Taxidermist
Ambulance Officer	Forest Technical Officer	Media Equipment Operator	Dental Assistant	Historian
Nurse - Enrolled	Landcare Worker	Audiometrist	Dental Therapist	Zoologist
Personal Care Worker	Natural Resource Manager	Audiologist	Dental Technician	Animal Technician
Ward Assistant	Fisheries Officer	Audiovisual Technician	Dental Hygienist	Funeral Attendant
Health Promotions Officer	Zoologist	Film and TV Producer's Asst.	Model Maker	Museum Technician
Also: H&C I&P	Also: P&M SCI	Also: SCI P&M	Also: H&C I&P	Also: P&M T&E
71. CLERICAL/ADMIN	**72. OUTDOOR**	**73. PRACTICAL/MANUAL**	**74. OUTDOOR**	**75. TECH/ENGINEERING**
Functions Coordinator	Lifeguard	Cook	Bricklayer	OH&S Officer
Catering Manager	Fitness Instructor	Chef	Construction Worker	Quality Assurance Inspector
Marketing Officer	Recreation Officer	Kitchenhand	Plasterer	Building Surveyor
Chef	Diversional Therapist	Pastrycook	Concrete Worker	Nurse - Registered
Hospital Food Service Mger	Sports Coach	Cake Decorator	Stonemason	Rehabilitation Counsellor
Flight Attendant	Paramedic	Waiter	Tiler	Health Promotions Officer
Also: F&C I&P	Also: H&C P&M	Also: A&C F&C	Also: P&M T&E	Also: P&M I&P
76. LITERARY	**77. PRACTICAL/MANUAL**	**78. MEDICAL**	**79. TECH/ENGINEERING**	**80. OUTDOOR**
Archeologist	Plumber	Massage Therapist	Vehicle Bodybuilder	Geologist
Historian	Refrigeration & Aircon Mech	Physiotherapist	Panel Beater	Geophysicist
Anthropologist	Automotive Air Fitter	Occupational Therapist	Vehicle Painter	Engineer - Mining
Sociologist	Environmental Health Officer	Fitness Instructor	Tool & Die Setter	Archaeologist
Archivist	Water & Plant Operato	Chiropractor	Engineering Trades-Fabrication	Miner
Museum Curator	Tiler - Roof	Orientation & Mobility Instructor	Metal Press Operator	Cartographer
Also: OUT C&A	Also: OUT T&E	Also: H&C P&M	Also: P&M F&C	Also: SCI F&C
81. FIGS/COMPUTATIONAL	**82. HELPING/COMMUNITY**	**83. LITERARY**	**84. TECH/ENGINEERING**	**85. LITERARY**
Architect	Firefighter	Actor	Business Equipment Techn.	Film Producer & Editor
Architectural Drafter	Firefighter - Aviat			Film & TV -Producer's Ass.
Landscape Architect	Army, Navy, Airfo	Stage Ma		Media Equipment Operator
Engineer - Industrial	OHS Officer	Ann		Media Producer
Building Technician	Ambulance Officer	Media Producer	Programmer - Info Tech	Stage Manager
Engineer - Civil	Building Surveyor	Film Producer & Editor	Multimedia Developer	Set Designer
Also: A&C T&E	Also: OUT P&M	Also: A&C I&P	Also: SCI F&C	Also: A&C P&M
86. LITERARY	**87. TECH/ENGINEERING**	**88. FIGS/COMPUTATIONAL**	**89. ARTISTIC/CREATIVE**	**90. CLERICAL/ADMIN**
Writer	Camera Operator	Farm Manager	usician or Singer	Marketing Officer
Proofreader	Media Equipmen			Management Consultant
Editor	Photographer			Advertising Account Exec.
Journalist	Media Producer			Market Researcher
Copywriter	Audiovisual Technician			Public Relations Officer
Public Relations Officer	Medical Imaging Tech.	Aquaculture Technician	Diversional Therapist	Human Resources Officer
Also: A&C I&P	Also: P&M C&A	Also: OUT T&E	Also: LIT I&P	Also: F&C I&P
91. FIGS/COMPUTATIONAL	**92. HELPING/COMMUNITY**	**93. INFLUENCE/P.CONTACT**	**94. LITERARY**	**95. MEDICAL**
Management Consultant	Training Officer	Public Relatio	Editor	Secretary - Medical
Accountant	Teacher - Second	Human Reso	W	Ward Assistant
Insurance Agent	TAFE Lecturer	Ma	Pro	Clerk
Public Relations Officer	Human Resource	Adv	Jou	Receptionist
Marketing Officer	Personnel Clerk	Co	Cop	Accounts Clerk
Human Resources Officer	University Lecturer	Journalist	Media Producer	Office Administrator
Also: C&A I&P	Also: C&A P&M	Also: LIT C&A	Also: C&A I&P	Also: C&A H&C
96. OUTDOOR	**97. PRACTICAL/MANUAL**	**98. SCIENTIFIC**	**99. TECH/ENGINEERING**	**100. TECH/ENGINEERING**
Auctioneer	Gemmologist	Biomedical Engineer	Optical Mechanic	Food Technologist
Valuer	Jeweller	Laboratory Worker	Optical Dispenser	Engineer - Chemical
Real Estate Agent	Geologist	Me	Optometrist	Health Information Officer
Building Inspector	Powder Coater	Me	Orthotist	Primary Products Inspector
Sales Representative	Watch & Clock Ma	Re	Medical Imaging Technician	Chemist
Land Economist	Engraver	Prosthetist & Orth	Projectionist	Dietician
Also: I&P F&C	Also: T&E I&P	Also: T&E MED	Also: MED P&M	Also: SCI P&M
101. FIGURES/COMP	**102. ART/CREATIVE**	**103. MEDICAL**	**104. CLERICAL/ADMIN**	**105. OUTDOOR**
Personnel Clerk	Photographer	Audiologist	Court & Hansard Reporter	Landscape Architect
Human Resources Officer	Photographic Processo	Audiometrist	Legal Executive	Architect
Public Servant	Media Equipment Operator	Speech Pathologist	Secretary	Town Planner
Training Officer	Camera Operator	Sound Technician	Word Processing Operator	Quantity Surveyor
Accounts Clerk	Artist	Disability Services Instructor	Data Processing Operator	Horticultural Tradesperson
Clerk	Audiovisual Technician	Broadcasting Technician	Desktop Publisher	Nursery Assistant
Also: C&A I&P	Also: T&E P&M	Also: SCI I&P	Also: LIT I&P	Also: A&C P&M
106. MEDICAL	**107. CLERICAL/ADMIN**	**108. FIGS/COMPUTATIONAL**	**109. INFLUENCE/P.CONTACT**	**110. TECH/ENGINEERING**
Dental Technician	Call-Centre Operator	Valuer	Personal Care Worker	Broadcasting Technician
Prosthetic & Orthotic Tech'n	Receptionist	Conveyancer	Nurse - Enrolled	Audiovisual Technician
Dental Hygienist	Radio Dispatcher	Land Economist	Ward Assistant	Electrician
Dental Nurse	Telephonist	Real Estate Salesperson	Therapy Aide	Business Equipment Tech'n
Model Maker	Telemarketer	Sales Representative	Diversional Therapist	Sound Technician
Dental Assistant	Announcer	Stock And Station Agent	Disability Services Instructor	Media Equipment Operator
Also: T&E H&C	Also: F&C I&P	Also: P&M I&P	Also: MED P&M	Also: P&M A&C
111. PRACTICAL/MANUAL	**112. OUTDOOR**	**113. LITERARY**	**114. PRACTICAL/MANUAL**	**115. ARTISTIC/CREATIVE**
Painter And Decorator	Crane Operator	Copywriter	Cabinetmaker	Make-Up Artist
Plasterer	Forklift Operator	Editor	Joiner	Beauty Therapist
Interior Decorator	Mobile Plan Operator	Proofreader	Wood Turner	Hairdresser
Glazier	Dogger	Writer	Wood Machinist	Naturopath
Industrial Spray Painter	Construction Worker	Publisher	Wood Carver	Weight Loss Counsellor
Vehicle Painter	Building Technician	Advertising Acc. Executive	Timber/Forest Prod't Worker	Film & TV Producer's Assist.
Also: T&E OUT	Also: P&M T&E	Also: A&C I&P	Also: T&E OUT	Also: I&P H&C
116. INFLUENCE/P.CONTACT	**117. SCIENTIFIC**	**118. HELPING/COMMUNITY**	**119. LITERARY**	**120. SCIENTIFIC**
Training Officer	Forensic Scientist	Therapy Aide	Archivist	Zoologist
TAFE Lecturer	Life Scientist	Education Aide	Librarian	Life Scientist
Human Resources Officer	Botanist	Special Care Worker	Cultural Heritage Officer	Marine Biologist
Teacher - Secondary	Chemist	Diversional Therapist	Conservator	Animal Attendant
Teacher - ESL	Biochemist	Disability Services Instructor	Records Manager	Animal Technician
OH&S Officer	Museum Attendant	Indigenous Health Worker	Info Technology Manager	Veterinarian
Also: C&A H&C	Also: T&E OUT	Also: MED I&P	Also: A&C T&E	Also: OUT P&M

Preview
Sample:
Do Not
Copy

C Mini GOALscorer match-up

1. Circle any of the 120 occupation boxes from the *Mini GOALscorer Match-up* on pp.50-51 that you might be interested in pursuing as a career pathway.
2. Complete the table below.
   i. In *Column 2* write all the box numbers you have circled in the row that matches the interest area that was the heading for that box. *(e.g. If you circled box 1, you would write 1 next to Scientific. If the next box you circled was 15, you would write 15 next to Literary.)*
   ii. Look at the Also: tab for each of your circled boxes. In *Column 3* write these box numbers in the rows next to the interest groups they match. *(e.g. If you circled box 1, then you would write 1 next to Technical & Engineering and also next to Outdoor. If the next box you circled was 15, you would write 15 next to Influencing & Personal Contact and also next to Helping & Community Service.)*
   iii. For *Column 4* calculate your total score for that interest area by adding up the number of times you have a box number next to an interest area. Compare these scores to the descriptions on p.49 and activity 2.28B.
   iv. In *Column 5*, list those occupations from your circled boxes you are <u>most interested in.</u> If an occupation appears more than once give it a tick.
   v. Highlight those occupations you are most interested in and then use My Future or Job Outlook to find out more information.

(Use your workbooks if you need more space.)

Preview
Sample:
Do Not
Copy

1. Interest group	2. Box numbers circled	3. Boxes circled 'Also'	4. Interest area score	5. Some occupations from the boxes I might be interested in; I should research some of these.
e.g. *Artistic & Creative*	*10, 20, 34, 89*	*14*	*5*	Visual Merchandiser, Multimedia Developer, Graphic Designer, Illustrator, Journalist, Sound Technician
Artistic & Creative				
Clerical & Administration				
Figures Computational				
Helping & Community Service				
Influencing & Personal Contact				
Literary				
Medical				
Outdoor				
Practical & Manual				
Scientific				
Technical & Engineering				

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Occupation summary D

1. Choose occupations in 2 industries you are interested in pursuing as part of your career.
2. Check out **www.myfuture.edu.au** and complete an occupational summary for each industry job. Use **www.joboutlook.gov.au** for the data information.

Correct Occupation Title (& any alternative names):

⇨

Summary Description:

⇨

5 Main Tasks:

⇨

⇨

⇨

⇨

⇨

Specialisations (if applicable):

⇨

⇨

⇨

Personal Requirements:

⇨

⇨

⇨

⇨

⇨

Related Occupations:

⇨

Education & Training Required:

⇨

Course Entry Requirements:

⇨

Employment Opportunities:

⇨

Additional Information:

⇨

Contacts (for your state):

Preview Sample: Do Not Copy

Use Job Outlook to find out the following data info.
Total Employment When? _____
Employment Growth (5 yrs) To When? ____
Unemployment Rate Year? _____
Weekly Earnings Year? _____
Projected Job Growth To when?____
% Full-time When? _____
Main Industry When? _____
Average Age When? _____
% Male/Female When? _____

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

2.33 Assessment Task

AT1B Skilled Workforce & My Career

Overview: You are required to explain the importance to Australia of having a skilled workforce and analyse your career pathways options by taking into account labour market trends.

- ⇨ You are required to complete the following tasks as directed by your teacher. You might have already completed some or all of these throughout the unit.
- ⇨ You are need to demonstrate OH&S competency for structured workplace learning.
- ⇨ Tick off tasks that you are required to complete (*I must do*) and initial them when checked.
- ⇨ Your teacher may also add other tasks, or combine this with AT1A; if so add these.

Note to fully satisfy Learning Outcome 1 you will also have to undertake Assessment Task 1A: Careers Pathways Investigation (p.20).

Task	Page	I must do	Title	Date due/ Date done	Student & Teacher initials
2.02A	23		Employment and unemployment		
2.04B	25		Production and labour		
2.06C	27	✓	A skilled workforce		
2.07A	29	✓	Industry employment		
2.10B	31	✓	Skills & unemployment		
2.11C 2.11D	32-33	✓	Industry trends I & Industry trends II		
2.14A	35	✓	Work-related trends		
2.16C	37	✓	The digital age		
2.20A	41	✓	AQF & training		
2.22A	43		Pathways to success		
2.23A	45	✓	My OH&S responsibilities		
2.25B	46	✓	OH&S induction		
2.26C	47	✓	Personal safety plan		
2.27A	48	✓	Australian occupations		
2.28B	49		Interest areas		
2.31C	52		Mini GOALscorer match-up		
2.32D	53	✓	2 Occupation summaries		

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Contributing To The Workforce: Job-Seeking Skills

Contents

3.01 Job-Seeking 56
3.03 Writing Résumés..... 58
3.07 Résumé Template 62
3.09 Job Applications 64
3.13 Job Interviews 68
3.17 Self-Assessment & Evaluation. 72

3

Activity	p.	Due date/Done?	Comment
3.01A **Job-seeking steps**	56		
3.02 **Pathways Portfolio**	57		
3.03A **Your résumé**	58		
3.10A **Job application tips**	66		
3.12B **Your job application**	67		
3.16A **Top interview tips**	71		
3.17B **Interview Q&A**	71		
3.19 **Self-assessment**	72		

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

3.01 Job-Seeking

Successful job-seeking

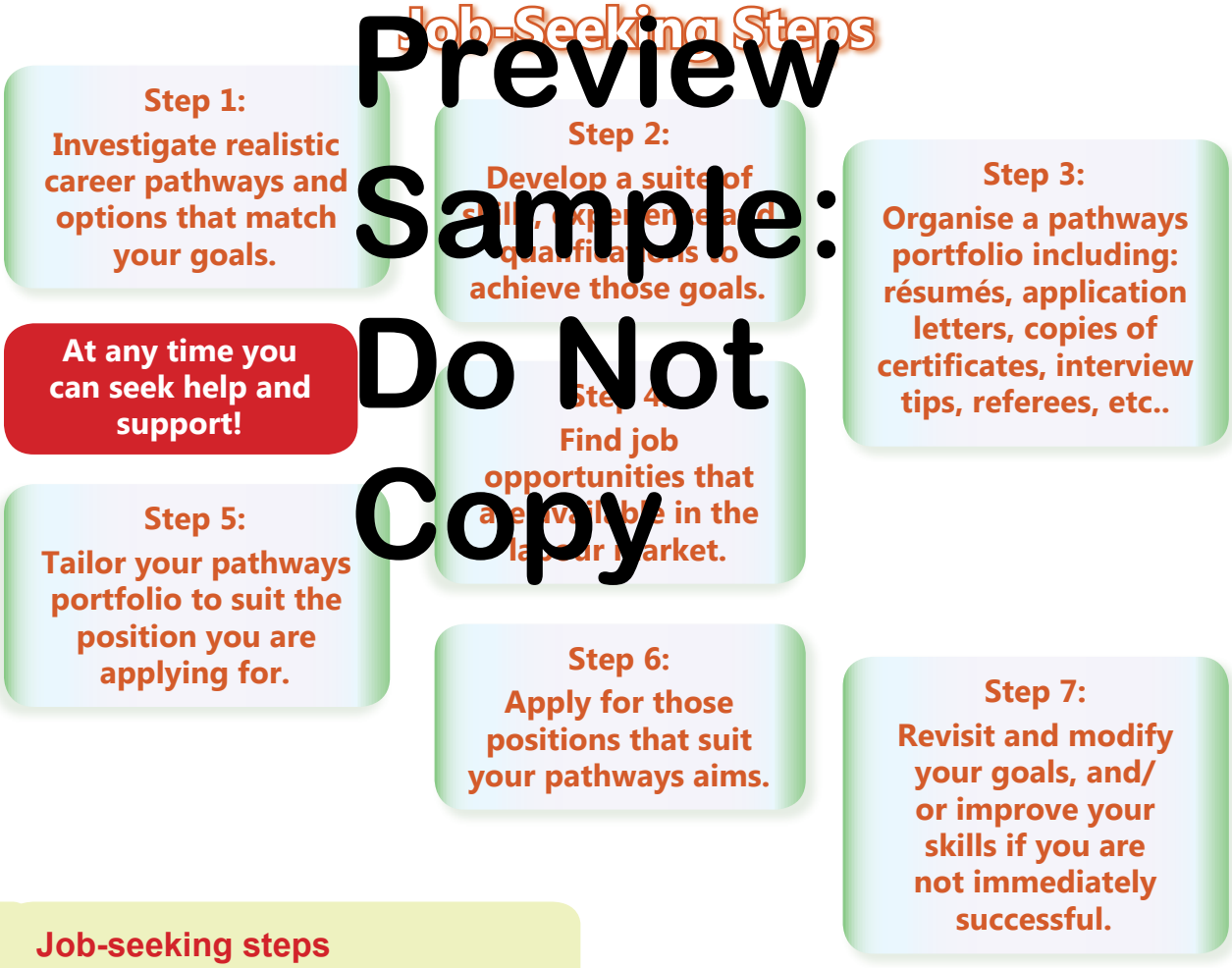
You might have heard before that being successful at job-seeking is like having a full-time job. As with any task, you have to put the time in if you want to achieve a good outcome.

At this stage of your career pathways development you probably have two main outcomes in relation to job-seeking:

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

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

Preview Sample: Do Not Copy



A Job-seeking steps

1. In your workbooks draw up a table that has these 7 job-seeking steps.
2. List tasks and actions you would need to do as part of each step. Include key sources of information, resources and people that could help you.
3. Add more information as you progress through this unit.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Pathways Portfolio

Your teacher will expect you to complete a number of tasks as part of an ongoing Pathways Portfolio. Use this pro-forma to record information about these and any other tasks they set.

Pathways Portfolio

Name: _____ Class: _____

Teacher: _____ Final Due Date: _____

Portfolio Activity/ Requirements /Details	Due date/Done?	Comment/Details
☐ Identification of people in job-seeking network and their contact details.		
☐ Completion of relevant careers investigation/pathways survey.		
☐ Interview with careers teacher.		
☐ Interview/profile/meeting with career/ industry contact or mentor.		
☐ Participation in a work-related training course.		
☐ Completion of draft résumé using a template.		
☐ Completion of final résumé using a WP program.		
☐ Completion of draft application letter.		
☐ Completion of final application letter using a WP program.		
☐ Sourcing and collation of certificates and references.		
☐ Registration with online job-seeking sites and/or youth agencies (if relevant).		
☐ Sourcing of potential of job opportunities (or simulated opportunities).		
☐ Completion of application process for a position (or simulated position).		
☐ Participation in job interview or mock interview program.		
☐ Completion of relevant industry-related OH&S/WHS induction program.		
☐		
☐		
☐		
☐		

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

3.03 Résumés

Résumé

A **résumé** is still the most commonly used initial selection tool for job applicants. A résumé should clearly and concisely describe you, your skills, your training, your attributes and your experience to potential employers. It should sell you and get you an interview! Depending on the format of the application process you might need to supply a full résumé as a **hard copy** or as an **attachment**, or alternatively you might need to input sections of your résumé into various **fields** as part of an **online form**.

3

What to do: Formatting...

- ✓ Use a word processing package, duh!
- ✓ Use an 11-12 point plain font. Times New Roman is ok, Calibri is good, Arial looks good when printed.
- ✓ Use one consistent font only and use no more than 2 font sizes.
- ✓ Use headings and sub-headings as sections (this will also help with breaking it up for online forms).
- ✓ Use size, bold and italics to show different information/headings.
- ✓ Insert page numbers at the bottom of the page.
- ✓ Include plenty of white space.
- ✓ Use tabs to indent and line up sections.

What to do: Content...

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

Preview Sample: Do Not Copy

What not to do: Formatting...

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

What not to do: Content...

- × Don't include a cover page.
- × Don't have any spelling and grammatical errors.
- × Don't make the reader have to work out for themselves the skills and competencies you have.
- × Don't send originals of certificates.
- × Don't have any spelling and grammatical errors.
- × Don't include a photograph unless necessary (e.g. modelling) or for bulk cattle calls.
- × ...and don't have any spelling and grammatical errors!

A My Résumé

1. Use the information and the template on pp.59-63 to prepare your draft résumé. Get your teacher to check over this.
2. Use a word processing package to prepare a final version of your résumé. Once again have this checked, correct any errors and prepare a final copy for your pathways portfolio.
3. Use the information on these 2 pages to develop a poster, factsheet, webpage, PowerPoint or some other learning tool to communicate a 'Top 10' of tips for writing résumés.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

1. Clear personal details

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

2. Current education: Easy to follow

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

3. School & VET subjects & units

- List main subjects that you are studying and also the main units that you are studying as part of VET.
- Pick those that match the job type you are applying for.
- Help@ **www.myfuture.edu.au**

4. Other qualifications & certificates

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

Preview Sample. Do Not Copy

5. Career ambition

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

6. Employment/experience history

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

7. Employment tasks and skills

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

8. Your other transferable skills

- Include all of the other sections under the heading 'Transferable Skills'.

This way you are telling them that you have developed a lot of other skills and experiences that you can use in different occupations.

9. Your professional or technical skills

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

10. Other information & achievements

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

11. Referees: accurate and suitable

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

3.05 Writing Résumés

Résumé: Lindsay Oglethorpe, Mar 2019

1

Mr. Lindsay Oglethorpe
4/72 Know Way, Mayloika, 3525
DOB: 1/5/2003
P: (03) 9333 12534 M: 0411 0411 0411
loglethorpe@gmail.com.au

3

Education 2

2019: Springtown College, currently completing Year 10. Subjects include:

- English 3
- Maths
- SOSE
- Food
- Science
- Multimedia
- Physical Education
- VCE Industry and Enterprise

Preview Sample: Do Not Copy

Qualifications & Training 4

- June 2019: Certificate in Basic Fire Fighting
- March 2018: Certificate I in Food Hygiene

Career Ambition 5

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

Employment History 6

Work Experience

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

Position: Kitchen assistant *Duration:* June 2018 - One week

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

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

7

- ➔ dealing with customers and staff in a professional manner
- ➔ following verbal instructions in a busy kitchen
- ➔ using kitchen equipment and utensils safely
- ➔ making salads and entrées
- ➔ following food hygiene processes
- ➔ cleaning the kitchen and washing equipment
- ➔ carrying meals to tables safely and quickly.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Résumé: Lindsay Oglethorpe, Mar 2019

Transferable Skills 8

⇨ *Leadership*

- 2019, Springtown College Peer Support Program for new Year 7 students which involved supporting young students and guiding them through their new environment.
- 2018, coordinated Year 9 small business activity providing a catered staff lunch for charity.
- Ongoing volunteer with the Springtown Community Group.

⇨ *Professional Skills* 9

- Able to use Word, Excel, PowerPoint, internet and email applications.
- Able to touch-type at 40 words per minute.
- Can use business and office equipment.
- Can safely operate most kitchen equipment, including coffee machines.
- Able to sketch, draw and create visual displays.
- High level skills in using digital media and AV equipment.
- Web-design and basic app development skills.
- Fluent at reading and writing in Italian.

⇨ *Achievements* 10

2018, school achievement award for best Graphic Design student.

⇨ *Hobbies/Interests*

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

Referees 11

Mr. Don Bukdsystem
Careers Coordinator
Springtown College, Ph: 92222 3333 (BH)

Mr. Bill Dzup
Owner
Da's Char Bar and Grill, Mob: 04 1104 1101

Mrs. Esme Lamington-Smythe
President - Springtown Community Group, Ph: 999 9999 (BH)

Preview Sample: Do Not Copy

Page 2 of 2

3.07 Résumé Template

Résumé: 1

Education 2

3

Qualifications & Training 4

Career Ambition 5

Employment History 6

Employment

⇨

Position: *Duration:*

Tasks:

Competencies:

7

You could enlarge this template to A3.

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Résumé:

Transferable Skills 8

⇨ *Leadership*

⇨ *Professional Skills* 9

Preview Sample: Do Not Copy

⇨ *Achievements* 10

⇨ *Hobbies/Interests*

Referees 11

You could enlarge this template to A3.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

3.09 Job Applications

Application letter

An important part of successful job-seeking is writing a job **application letter**. Many job advertisements ask you to submit a letter (sometimes they say 'cover letter') along with a résumé. And even though you might be emailing this letter you still should write it like a formal business letter.

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

When it comes to getting a **job interview**, your application letter can often be more important than a résumé. While a résumé talks coldly about you, the 'who', the application letter is about warmly selling you, or the 'why'.

The ad might sometimes even ask for this letter to be in your own handwriting. You might also have to write an application letter for a work experience or work placement position.

Job Application Letters

Importance

- Employers use application letters to test your interest in the job, your suitability for the position as well as your ability to use correct grammar and spelling.

Getting it right

- Always go for short sentences instead of long sentences.
- Always use a professional tone related to the position.
- And always have someone else check your letter.

Formal letter

- Application letters should be set out as a typed, formal business letter.
- Use plain fonts and plenty of white space.

email note

- When applying for a position online or electronically you might also have to submit a brief email message.
- This too is a test of your grammar and communication so don't let yourself down in this area.

Relate to the job

- The application letter must relate to the specific job you are applying for.
- The letter has to show how your work-related skills and competencies suit that job.

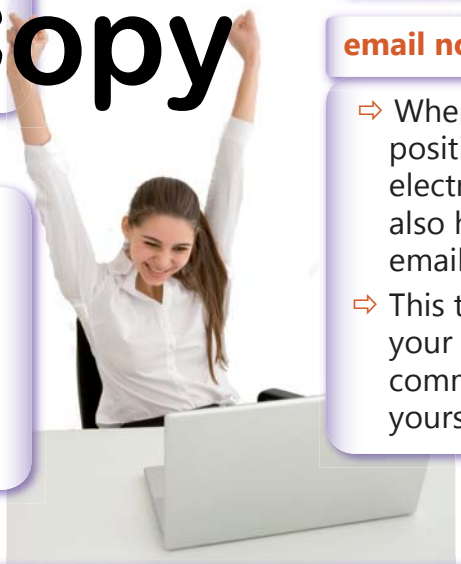


Image: sharpen1234/ iStock/Thinkstock

Sell yourself

- Application letters should make the employer think that you might be a good employee for their organisation and want to interview you.
- So make sure that you sell yourself.

Preview Sample: Do Not Copy

Job application tips A

1. Use the words provided below to complete the following passage about job applications.

An _____ letter should be set out as a _____ business letter. The letter should be _____ unless you are asked to _____ your letter. The letter should use _____ fonts and generous _____ between paragraphs.

The letter should include the correct addressing, spelling and _____ of anyone named in the advertisement. The letter should relate _____ to the position and organisation and must not be just a general, generic or form letter.

The letter should show some of your work-related _____ , _____ or _____ that make you able to do the job, or show how you might _____ to do the job. The letter should clearly explain how you could be a _____ to the organisation. i.e. What can you _____ that will make you a good employee? Always keep a _____ of the letter for your own records.

Preview Sample: Do Not Copy

- ❑ *application*
- ❑ *benefit*
- ❑ *competencies*
- ❑ *copy*
- ❑ *experience*
- ❑ *formal*
- ❑ *handwrite*
- ❑ *learn*
- ❑ *offer*
- ❑ *plain*
- ❑ *skills*
- ❑ *spacing*
- ❑ *titles*
- ❑ *typed*
- ❑ *specifically*

2. Work in a team to prepare a group list of tips for writing good job application letters for young people. However, the tips must be written briefly or short enough to be texted or tweeted.

Draft some ideas here.

3.11 Job Applications

4/56 Lumbuk Place,
SPRINGTOWN, VIC, 3523

1a. Your address, note the format!

March 22nd, 2019

1b. Date of writing the letter.

Mr. Cre Tickle-Eye
Manager
The Deject Shop
Shop 9, Spflats Homemakers Complex
Springtown Flats VIC 3521

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

Note: If you are asked to apply using your own hand-writing, do so!

Dear Mr. Tickle-Eye

2. Intro title of letter.

I am applying for the position of Casual Retail Assistant that was advertised in the Springtown Bugle on March 20th, 2019.

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

I am currently undertaking Year 10 at Springtown College and hope to develop a career working in business. Some of my current subjects include:

4. About you now and where you want to go.

- English
- Mathematics
- VCE Industry and Enterprise
- Small Business and Commerce.

5. Specific subjects related to the position, job and/or industry.

Last year during the summer break I completed voluntary work for the Brotherhood of Smith Families in their charity retail shop in Lower Springtown. I gained workplace skills by working with other staff, dealing with customers, controlling stock, solving customer problems and using equipment safely.

6. Any relevant experience and skills that you have.

During this work I became interested in building a career in customer service because I liked the responsibility of looking after customers and being able to help make them happy.

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

I am enthusiastic and have a range of retail and transferable skills, including very good computer skills, that can contribute positively to The Deject Shop. I also welcome the chance to gain more training from your organisation.

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

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

9. The sign-off.

Yours Sincerely

Regina Rightyo
enc: Résumé and references

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

Preview Sample: Do Not Copy

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Your job application B

1. Draft an application letter for a position you are interested in, or a work experience/ placement opportunity, or an advertisement your teacher has provided.
2. When your teacher has checked over this draft, prepare a proper letter using a computer. *(Tip: Perhaps you should enlarge this page to A3 and make another copy before you start.)*

Position applying for:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Preview Sample: Do Not Copy

3.13 Job Interviews

The interview

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

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

Below are five main strategies that you can use to make your interview experience more successful. But remember, you will only get better at job interviews by having interviews - so practise. If you've never had an interview before, ask an adult, maybe one in the industry you are preparing to enter, or your careers teacher for some ideas. You should do a **mock interview** activity as part of this class so ask if your teacher is planning to do this.

Succeeding at Job Interviews

1. Prepare thyself!

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

2. Look the part

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

3. Be personable

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

4. Sell yourself confidently

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

5. Reflect on your experience

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

Preview
Sample:
Do Not
Copy

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Interview 2.0

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

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

So, how are you going to get a job over these well-qualified, experienced and glamorous competitors? You have got to be prepared for every likely possible question that may be asked.

"Make no mistake, in an interview you are being judged! That's what it's all about!"

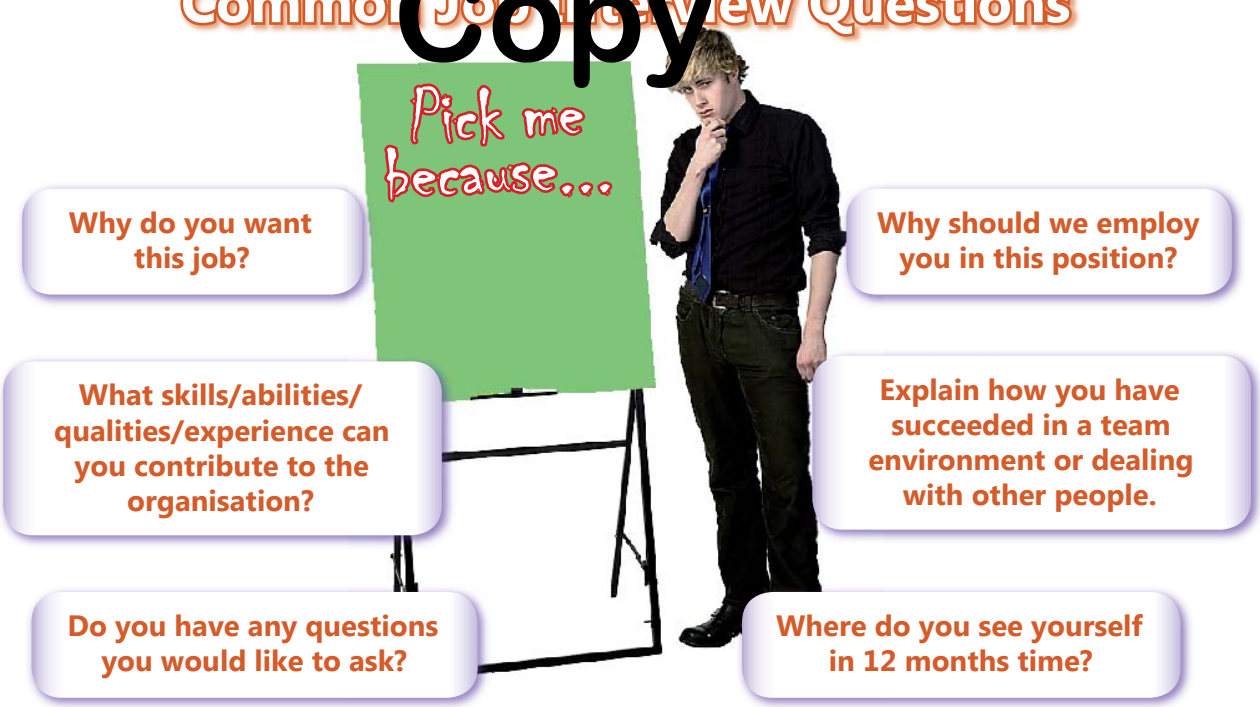
That means anticipating the kinds of questions that are commonly asked in interviews as well as those that are specific to the particular workplace and position that you are applying for.

As part of your preparation you should make a list of potential questions and make some notes about possible answers that you might use.

Preview Sample: Do Not Copy

Common interview questions

There are some questions that are often asked and you will be expected to be able to answer these well. If you can't answer these questions with confidence and certainty, the employer may well consider you. Read aloud! Say aloud to yourself! Practise.



Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

3.15 Job Interviews

Are you pp-pp-pp-prepared?

If you really want that job then it is important that you do a lot or preparation before you go to your job interview. So follow these tips and see how you go!

Personal preparation

You must ensure that you dress to suit both the position and the culture of the organisation.

- You can never be over-dressed for an interview, but you can be under-dressed. No hoodies, sunnies, runners or club clobber.
- If it is a 'trade' job you might be best to show that you have proper work footwear.
- Wash and iron your clothes; try them on a few days before the interview to make sure they still fit. If needed, borrow clothes from friends, family and clothes banks!
- Wear your clothes with pride. Your bearing is important. Make sure you stand, sit and move comfortably in your 'skin'.
- Whatever you do, tone down for the interview Lay off the piercings, hair dyes, butterfly wings, gangsta' sunnies and so on.
- Avoid: too tight, too short, too loose, too shiny; you can slowly start to be yourself again when you've got the job!
- Organise yourself with a folder, a bag or a case. Don't use a plastic or shopping bag. Borrow a bag or briefcase if necessary.
- Lay off the super-strong perfume or after-shave and watch out for the triple-garlic kebab. Don't smoke just prior to the interview because you will stink.

"You can never be over-dressed for an interview..."

Professional preparation

Before your interview find out as much as you can about the organisation - what they do, where they operate, how big they are and where you might fit in.

- Use the internet or contact the organisation to get some written material.
- Pre-plan your travel route, public transport or parking. Have a practise transport run on a work day.
- Arrive at least 15-30 minutes early, freshen up and gather yourself in a suitable place.
- Always bring along copies of your résumé, references, and certificates in a flat folder - offer to leave these.
- If it is a creative job have your folio or digital samples organised and ready to show.
- As soon as you enter the premises or grounds you are under scrutiny. Deal politely and confidently with security staff, receptionists and PAs. They might have a lot of sway!
- Sit upright when waiting. Don't get on your mobile... instead turn it off.
- Look at what's around you while you're waiting; articles, certificates, company magazines, etc..
- Be professional with all people, using appropriate names as they are introduced; i.e. by first name or by surname.
- Don't ever criticise the organisation, its products, its image or other applicants.

Positional preparation

You will usually be interviewed for a specific job. So it is essential to convince your interviewer that you are able to do that job.

- Knowing the position generically involves the general job advertisement or job description. e.g. A sales assistant.
- Look up the occupation and study its key roles and responsibilities. i.e. What is expected of a sales assistant generally? Research at: **www.myfuture.edu.au**
- Have examples that show how you can use the 8 employability skills in this position.
- Knowing the position specifically involves finding out some of the position's responsibilities related to this organisation. e.g. A sales assistant in a fashion store.
- Have examples ready that show how you have or could use your skills, experience and abilities both generically and specifically.

So there you have it. Just remember to look after the 6P's and the rest should look after itself.

Preview Sample: Do Not Copy

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Top interview tips A

1. Develop a list of the 10 interview tips you would give job interviewees. Start drafting below.

i	ii
iii	iv
v	vi
vii	viii
ix	x

Preview Sample. Do Not Copy

2. Turn these into a 3-5 minute multimedia presentation. You could work in pairs.

Interview Q&A B

Find a suitable job advertisement. Anticipate 5 questions that might be asked at a job interview and prepare 5 answers for these. Practise these with a partner. (Tip: Your teacher might bring in an ad. Use your work folios if you need more space.)

Job:	
Q1	A1
Q2	A2
Q3	A3
Q4	A4
Q5	A5

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

3.17 Self-Assessment & Evaluation

Self-Assessment Review

Student: _____ **Unit:** _____ **Dates:** _____

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

→ _____

→ _____

→ _____

How would I honestly rate my job-readiness in relation to...

	Very ready	*Quite ready*	*Partly ready*	*Long way off*	*Not at all*	*Didn't try*
→ *Building a network of contacts.....*						
→ *Finding suitable work.....*						
→ *Preparing my résumé.....*						
→ *Completing job applications.....*						
→ *Undertaking interviews.....*						
→ *other:* _____						

Preview Sample: Do Not Copy

Which areas of this unit did I most enjoy doing?

→ _____

→ _____

→ _____

Which areas do I still need to improve on?

→ _____

→ _____

→ _____

Signed: _____ *Date:* _____

Teacher initials: _____ *Date:* _____

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Developing Work-Related Skills: Work-Related Skills

Contents

4.01 Work-Related Skills 74
4.05 Transferable Skills 78
4.09 Work-Related Skills for Jobs . 82
4.11 Entry Level Requirements..... 84
4.15 Structured Workplace Learning..88
4.19 Self-Assessment Tools..... 92
4.23 Assessment Task 2A 96
4.25 Industry Entry Requirements. 98

4

Activity		p.	Due date/Done?	Comment
4.04A	**Work-related skills**	76		
4.04B	**My work-related skills**	77		
4.05A	**My personal competencie**	7		
4.06B	**My social competencies**	79		
4.06C	**Skills Audit**	8		
4.09A	**Job Tasks**	8		
4.10B	**Work-related skills in jobs**	83		
4.14A	**Entry-level requirements**	8		
4.16A	**My structured workplace learning**	89		
4.17B	**Workplace Learning Planner**	90-91		
4.20A	**Self-assessment: Generic Skills**	93		
4.21B	**Self-assessment: Specific Work-Related Skills**	94		
4.22C	**Self-assessment: Enterprising Behaviours**	94-95		
AT2A	**Industry Entry and Work-Related Skills**	96-97		
4.25	**Industry: Entry-level Requirements**	98		

Preview Sample: Do Not Copy

4.01 Work-Related Skills

Work-related skills

Officially, for the purposes of Industry and Enterprise, the term **work-related skills** refers to a sub-set of:

1. six **enterprise capabilities**, and
2. eight **employability skills**.

As part of this unit you are expected to develop and apply your own work-related skills in both classroom and work-related settings as part of your structured workplace learning.

i. Enterprise capabilities

These six sets of **enterprise capabilities** include a number of interrelated enterprising skills and behaviours. You need to remember that these six lists are not exhaustive. By their very nature, each of these six 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.

Preview Sample: Do Not Copy

Work-Related Skills: Enterprise Capabilities

Adaptability

Includes but is not limited to:
- being flexible
- learning new skills
- developing industry-specific competencies
- embracing change
- accepting challenges

and working with others.

Acting proactively and autonomously

Includes but is not limited to:
- identifying opportunities
- creating ideas
- showing initiative
- using new technologies
- asking questions
- seeking feedback
- accepting responsibility

and working with others.

Connecting and working with others

Includes but is not limited to:
- understanding others
- building rapport
- understanding own personal goals, values, expectations and emotions
- accommodating others' personal goals, values, expectations and emotions
- developing effective communication skills
- recognising and utilising diverse perspectives.

Learning and developing skills and knowledge

Includes but is not limited to:
- learning and acquiring new skills
- developing new skills
- learning, acquiring and developing skills on-the-job
- learning, acquiring and developing skills off-the-job
- building a professional and/or technical vocabulary

and working with others.

Managing and leading

Includes but is not limited to:
- taking charge
- managing oneself
- managing others
- planning and organising
- managing risk
- using resources effectively
- working sustainably
- reviewing performance
- being socially responsible

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.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Work-Related Skills: Employability Skills

ii. Employability skills

Way back in 2002, the *Employability Skills For The Future Project*, identified a set of eight employability skills (in four skills-sets). These are required not only to gain employment, but also to progress within an enterprise so as to achieve one's full potential.

Employees are expected to develop these eight employability skills as part of lifelong learning so as to contribute effectively as part of an enterprise's skilled workforce.

Employability skills

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

iii. Core Skills For Work

The *Core Skills For Work Development Framework* developed a newer set of skills that is being used instead of employability skills in many industry, workplace, training and learning situations.

As you can see these 10 core skills encompass many of those found in the list of enterprising capabilities and employability skills. And as such, these may also be relevant as part of your investigation into work-related skills.

Preview
Sample:
Do Not
Copy

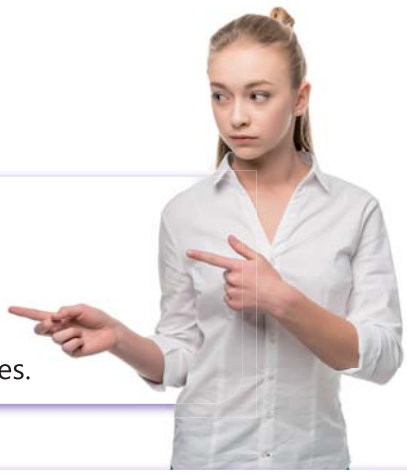
Work-Related Skills: Core Skills For Work

Image: IgorTishenko/ depositphotos.com

Core Skills For Work
Cluster 1 - Navigate the world of work
a. Manage career and work life.
b. Work with roles, rights and protocols.

Image: monkeybusiness/ depositphotos.com

Core Skills For Work
Cluster 2 - Interact with others
a. Communicate for work.
b. Connect and work with others.
c. Recognise and utilise diverse perspectives.



Core Skills For Work
Cluster 3 - Get the work done
a. Plan and organise.
b. Make decisions.
c. Identify and solve problems.
d. Create and innovate.
e. Work in a digital world.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

4.03 Work-Related Skills

Employability skills

Employees need employability skills so that they are more productive workers for their employer, which in turn makes them much more **employable**. For starters you will need to have general employability skills such as working with others, using technology and communicating effectively. And you will also need to develop **industry-specific skills**.

So what are your skills? Do you have all the work-related skills you will need to make you employable, to help you gain entry into your preferred occupation and to assist you to develop your career pathway? It is likely that you are in the process of developing a range of work-related skills and that you will continue to do so over many years to come.

Enterprise capabilities

Way back in 1995, the *Karpin Report* emphasised the need for Australia to develop as an **enterprising nation** so as to grow an enterprise culture within Australian organisations. An employee who is able to become more enterprising will become more employable. Many years on, Australian governments, industries, employers and workers are still taking steps towards becoming more enterprising. Are you building enterprise capabilities as part of your work-related skills?

Lifelong learning

Work-related skills are the end-product of your personality, abilities, attitudes, training, life experiences and your work experiences. Therefore you can build these work-related skills by working, education and training as well as through your personal life experiences.

Lifelong learning means that you will continually develop new work-related skills while improving on your existing skills. Further study at university, at TAFE or in vocational training such as an Australian Apprenticeship may help you with specific skills-based training.

Work-related skills can be developed both off-the-job and on-the-job. But the only way to truly apply work-related skills is in work-related situations.

Image: omgimages/ iStock/Thinkstock

Preview Sample: Do Not Copy

A Work-related skills

For the purposes of Industry and Enterprise what are work-related skills?

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

My work-related skills B

Describe one example of how you have demonstrated each of these work-related skills, in a personal setting, a school setting and in a work/employment setting. (Add 2 more)

Work-Related skills	Personal setting	School setting	Work/employment setting
Connecting and working with others			
Adaptability			
Learning and developing skills and knowledge			
Problem-solving			
Acting proactively and autonomously			
Managing and leading			

Preview Sample: Do Not Copy

4.05 Transferable Skills

Personal competencies

Personal competencies reflect your inner self and are demonstrated through tasks that you have a natural ability for. These are your aptitudes, which are those activities that you naturally are good at and enjoy doing every day. “Gregor has an aptitude for fixing computers.”

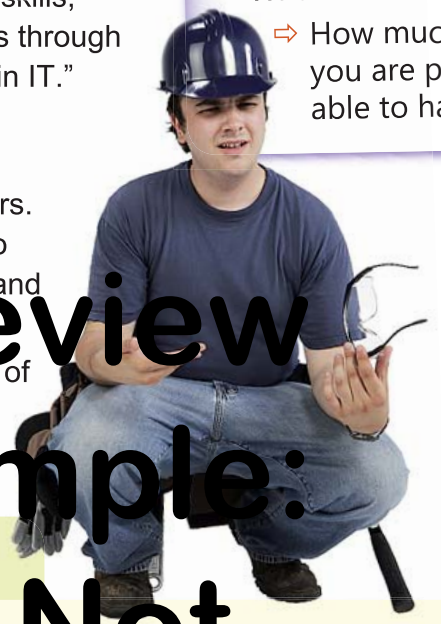
These can be developed into enterprise capabilities. You can turn your aptitudes into useful workplace abilities by developing skills, competencies and enterprise capabilities through training. “Gregor is doing a VET course in IT.”

Personal competencies also reflect your personality and your values. Different personality strengths suit different careers. You need to plan your career pathway to complement your personality strengths and weaknesses.

So what are you good at, and what type of career might suit your interests?

Key personal competencies

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



“I’m very good at following instructions.”

Preview Sample: Do Not Copy

A My personal competencies

Complete this table by describing examples related to your own personal competencies.

Tasks that I seem to have a natural aptitude for include...	I can turn these aptitudes into workplace abilities by...
1.	
2.	
3.	
4.	

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Social competencies

Social competencies describe your skills in dealing with people and social situations. These can also be developed into enterprise capabilities.

Your personalities, your experiences and your involvement and participation in social events will develop your social competencies. Your understanding of different people and different cultures is also important.

Socialisation skills are extremely important in the workplace. Positive interpersonal relationships are a key factor in whether you will develop a sense of job satisfaction and enjoy working. And happy workers are productive workers who are more likely to succeed in a work environment.

So how are your people skills and how can these also be turned into work-related skills?

Image: baronvsp/ iStock/Thinkstock

"I think I'm very easy to get along with."

Key social competencies

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

Preview Sample: Do Not Copy

My social competencies B

Complete this table by describing examples related to your own social competencies.

Social competencies that I have developed include	I can use these social competencies in workplace situations such as...
1.	
2.	
3.	
4.	

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

4.07 Transferable Skills

Transferable skills

Transferable skills are all those personal and social competencies that you have developed in your everyday personal lives, educational lives and even your social lives. You can transfer all these skills to the workplace. This will make you more employable.

For example, someone who is naturally outgoing might make a good sales rep or front-of-house employee. Someone quiet and analytical might be a good bookkeeper or a technician.

Tina has always been good with children and has built up transferable skills in communicating effectively, being patient and accepting responsibility.

Generic knowledge and skills

At this stage of your career you might not have a lot of information to put on your résumé or to talk about in a job interview. This is why it is important to recognise all those transferable skills you might have developed.

You can build your transferable skills into work-related skills by performing work-related tasks while still in a school setting. You can then explore how these skills can be transferable to a workplace situation through structured workplace learning. These skills can help assist you to gain entry-level employment opportunities in industries.

An effective strategy is to build a career based on something that you are naturally good at, while also developing work-related skills and competencies through lifelong learning and on and off-the-job training.

Preview Sample: Do Not Copy

C Skills Audit

1. Circle high, medium or low for what you think your current skill level is for each of the (generic) skills in the Skills Audit. Later on in your course you should complete the final column to see whether your skills have developed.
2. List 4 other transferable skills you have already developed (or could develop). Explain how you would go about developing these transferable skills.

Other transferable skills I have, or could develop.	How I should best go about developing these transferable skills?
1.	
2.	
3.	
4.	

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

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

Preview Sample: Do Not Copy

4.09 Work-Related Skills for Jobs

Work-related skills for jobs

All occupations require the development and application of work-related skills by employees. However, some jobs will need employees who are more developed in some enterprise capabilities and employability skills than in others.

The general types of work-related skills required for occupations are usually set down in an occupation's **job description**, whereas the **specific work-related skills** needed to perform an occupation's work tasks are usually outlined in **job specifications**.

Job descriptions

Job descriptions are fairly detailed statements that outline the key functions and roles expected of an employee in order to carry out a particular occupation.

Job descriptions clearly communicate the role and tasks expected of an employee.

Job descriptions relate to the position and not to the person i.e. "What is required of me in order to become this occupation?"

Job specifications

Job specifications are the nuts and bolts of a particular occupation.

Job specifications outline the 'specifics' needed by an employee to successfully perform a designated position. These specifications involve:

- skills
- competencies
- experience
- qualifications, and
- technical abilities.

Industry-specific competencies

Industry-specific competencies are developed as part of vocational training packages and form the basis of competency-based training such as VET and TAFE courses. Employees need to show competence in tasks related to their specific industry or industry sub-sector for particular occupations.

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

Preview Sample: Do Not Copy

A Job tasks

Choose an occupation you are interested in and list 8 tasks that an employee would be required to do as part of their day-to-day duties. For each of these note which of the work-related skills would be most needed to successfully complete each task.

Occupation:			
Job Tasks	**Work-Related Skill**	**Job Tasks**	**Work-Related Skill**

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Work-related skills in jobs B

1. For each of these work-related skills 3 different occupational examples are given. Choose one of these occupations for each work-related skill and briefly explain how teamwork will also be used by employees in this occupation.
2. Also briefly explain how another work-related skill complements the original work-related skill that an employee in this occupation would need to demonstrate.

Work-Related Skill	Occupational example	Crossover skills
Connecting and working with others	- A chef is required to explain new items on a menu to the cashier. - A hairdresser needs to suggest styles to suit a client. - A nurse might have to carefully explain a care routine to an outpatient.	*Teamwork: Fast food cashiers will work with other employees as part of a service team to prepare, serve and sell food.* *Fast-food cashiers will need to pour post-mix drinks and use EFTPOS technology so they need to have well-developed technological skills.*
Problem-solving	- A tiler must measure, quote and order the appropriate materials. - A mechanic needs to listen to engine sounds to diagnose possible faults. - A sales assistant may have to deal with an angry customer who wants a refund.	
Managing and leading	- A childcare worker needs to manage and plan activities for pre-schoolers. - A cinema manager needs to organise rosters 28 days in advance. - Storepersons must ensure that trucks are loaded by the end of the day.	
Adaptability	- A gaming worker may have to be flexible and work a rotating shift. - A teacher's aide may have to create easier ways of explaining work to children. - An event manager has to develop new themes, menus and ideas.	
Acting proactively and autonomously	- An actor may need to be aware of their voice control for a character. - A retail manager might need to shift staff around if the store gets unexpectedly busier. - A tailor will have to check that their garments meet desired quality levels.	
Learning and developing skills and knowledge	- An electrician will have to undergo ongoing learning and OH&S training. - A bank officer will have to update their skills with training in new ICT systems. - A graphic designer might have to learn new design techniques at TAFE.	
Technological skills	- A receptionist may need to use a digital telephone and switch system. - A theatrical arts worker might have to operate lighting, sound & other equipment. - A landscape gardener might have to operate earthmoving equipment.	

Preview Sample: Do Not Copy

4.11 Entry Level Requirements

Starting out

Everybody needs to start somewhere. It is important to know about the minimum entry standards needed for a particular occupation. By qualifying for an occupation you can then build a career pathway within an industry or across different industries.

These entry-level requirements can be classified into three different areas.

1. Personal qualities, attributes and abilities.
2. Qualifications, training and experience.
3. Minimum school-related entry requirements.

4

1. Personal qualities, attributes and abilities

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

Preview Sample: Do Not Copy

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

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

You can check out the personal requirements section for each occupation as part of: **www.myfuture.edu.au**

2. Qualifications, training and experience

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

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

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Entry-level skills

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

Some of you might already be doing a VET certificate. For entry into many trade-related occupations, it is recommended that young people undertake a pre-apprenticeship so as to gain entry-level knowledge and skills. Part-time and casual work can help people get a foothold into an occupation, especially if the work is in a related-industry or if it involves some responsibility.

Some occupations such as law enforcement want you to accumulate life skills and maturity.

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

As part of the Australian Qualifications Framework (AQF) a person can upgrade their qualification level in order to advance their career as part of lifelong learning.

Preview Sample: Do Not Copy

Australian Apprenticeships

Involve a combination of on-the-job and off-the-job competency-based training (CBT). Australian Apprenticeships are an ideal way to combine work and study, and complement TAFE studies as a pathways option. A trainee is exposed to both the practical and theoretical aspects of their occupation.

More and more students are undertaking VET programs and part-time, school-based Australian Apprenticeships while still at school to get a head-start on their careers.

Australian Apprenticeships are available in more than 500 occupations. For information contact Australian Apprenticeship Support Network providers.

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

3. Minimum school-related entry requirements

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

Other courses require you to undertake an interview, audition or to present a folio. You might also be expected to demonstrate a working knowledge of the industry and/or relevant work experience.

The best place to find out more about these entry-level requirements is through your careers teacher and your relevant state tertiary selection organisation; such as: **www.vtac.edu.au**

4.13 Entry Level Requirements

Entry to Occupational Levels

Professionals/ & Managers

- Usually require completion of a university degree or even higher, post-graduate studies.
- Includes occupations such as accountants, lawyers, architects, doctors, engineers, scientists, teachers, computer programmers, registered nurses and many more.
- Might include management-level occupations across all industries which might require extensive experience and/or university or higher level TAFE qualifications.

Community and Personal Service Workers

- Normally require TAFE level qualifications such as certificate IV or preferably diploma or advanced diploma studies.
- These include community workers, aged, child and disability carers, teacher aides, division 2 nurses, emergency and protective services workers and so on.
- Personal service workers in hospitality such as wait staff, baristas and bar staff and in tourism, arts and recreation such as tour guides, fitness instructors and gallery workers might require specific vocational or TAFE qualifications, or completion of a traineeship.

Clerical and Administrative Workers/ & Sales Workers

- Sales workers and clerical and administrative workers are likely to need TAFE certificate IV qualifications or higher and/or completion of an Australian Apprenticeship (traineeship).
- Sales jobs include customer service officers, cashiers, sales assistants, checkout operators and similar roles; as well as sales reps and real estate agents (who might require specialised training and qualifications).
- Clerical, admin and similar service-based occupations, as well as sales roles, might also offer informal on-the-job training.

Technicians and Trades Workers

- Technicians such as engineering and construction associates, medical technicians, computer technicians, scientific technical officers and so on normally require TAFE level qualifications such as certificate IV, or preferably diploma or advanced diploma studies.
- Tradespersons require completion of a competency-based Australian Apprenticeship normally lasting 3 or more years combining extensive on-the-job and off-the-job training. Trades exist in many diverse areas; carpentry through to cooking, electrical through to jockeys, mechanical through to millinery.
- Trades assistants usually require an Australian Apprenticeship (traineeship) lasting approximately 12 to 18 months combining on-the-job and off-the-job training.
- Trades assistants are often specialised technical occupations that support trades. e.g. A windscreen fitter is a specialised trades assistant role but requires a lower level of training compared to a mechanic.
- Many tradespersons also undertake further training for specific skills and areas, such as a plumber undertaking training in gasfitting.

Machinery Operators and Drivers/ & Labourers

- These usually require completion of a specific industry or skills-related training course or licensing course.
- These include truck drivers, forklift drivers, couriers, machinery operators, process workers, storepersons, cleaners and other manual and practical support workers.
- However, the chances of entering many of these occupations can be enhanced by completion of related TAFE or VET studies or pre-employment programs.

Preview Sample: Do Not Copy

Entry-level requirements A

1. Consider the occupations in the table below and for each one find out the minimum entry level qualifications and/or skills required. Also describe the requirements needed to undertake or be accepted into any required tertiary study or training for that occupation.
2. For each one suggest another occupation that a person might progress to as part of their career development, and find out the qualifications/skills needed to progress to that occupation.
3. Add and research 2 more occupations of your own that you are interested in pursuing.

You should use the My Future, and the VTAC or (equivalent) guide and Mini GOALscorer.

Entry occupation	Entry requirements	Tertiary/training requirements	Advanced occupation	Tertiary/training requirements
primary teacher	*4 Year university degree, Bachelor of Education.*	*Usually maths, English, ATAR score about 75+ and possibly some work experience.*	*Primary school principal*	*Probably 15+ years experience, further studies in education and/or management.*
real-estate salesperson				
financial advisor				
motor mechanic				
fire-fighter				

Preview Sample: Do Not Copy

Application

Consider 2 industries in which you might be likely to develop your pathway. For each of these research the entry-level requirements and complete the following table in your workbooks.

Industry:	**Occupation(s):**
Post-school entry-level requirements:	**Entry-level requirements to achieve full qualification:**
Entry-level generic skills:	**Entry-level specific skills:**
Formal training required:	**Informal training required:**

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

4.15 Structured Workplace Learning

Workplace learning

As part of Outcome 2 you are required to undertake 35 hours of **structured workplace learning**. This might involve a work placement or enterprise projects or activities. This means that you will be able to investigate the world of work for real and develop and apply your **work-related skills**.

Workplace learning provides an ideal opportunity to relate the theory you learn in a classroom setting to educational, community or industry work settings.

During your **work placement** you might also gather information that could be used for your other learning outcomes throughout the year.

Structured workplace learning settings

For the purposes of Industry and Enterprise, appropriate structured workplace learning settings include these options.

- ✓ A workplace during normal school hours either on an ongoing basis or as a block release.
- ✓ Part-time or casual work out of school hours (paid or unpaid).
- ✓ Voluntary or community work (either paid or unpaid).
- ✓ Community enterprise projects and activities.
- ✓ Short-term or ongoing student-initiated or school-based enterprise projects.
- ✓ Complementary VCAL work placements.
- ✓ VET work placements including school-based apprenticeships or traineeships.

Preview Sample: Do Not Copy

Different schools will have different rules on what is an acceptable placement depending on their learning program.

- ❑ Appropriate settings and timing of your placement will need to be negotiated with your teacher and any relevant co-ordinators.
- ❑ Bear in mind that you will also have to complete the relevant OH&S induction program (**safe@work**) or relevant VET OH&S units.
- ❑ As part of your workplace learning component you are required to complete an ongoing daily work placement or work experience dairy or journal.
- ❑ You will also be required to obtain evaluations from your supervisor and/or employer.
- ❑ You are also required to self-assess to report on your own performance.

"I'm doing my placement at Not Diggity Dogs Vege cafe."

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Work placement

As part of structured workplace learning you must complete the type of work placement that gives you the opportunity to demonstrate a negotiated set of work-related skills and competencies

This work placement might also be based on your VET program or be related to a VCAL unit. You might even undertake a School-based Australian Apprenticeship.

"Work experience"

Your school might have developed a work experience program for your class or for your entire year level.

Your school would have organised this program so that it satisfies the Industry and Enterprise requirements for structured workplace learning.

Enterprise activity/project

You might be able to undertake an enterprise activity or project, (usually as part of a team). These might be a one-off mini 'business', a school sponsored program or perhaps a voluntary, community or other not-for-profit activity.

Casual/part-time work

In some cases you might be able to use your own part-time or casual work as the setting for work placement. However, this will be up to your own school's guidelines.

You should note that you will still need to negotiate with your employer about suitable tasks to do, so that you can satisfy the stricter requirements of structured workplace learning.

Preview Sample: Do Not Copy

My structured workplace learning A

After discussing structured workplace learning with your teacher outline the requirements of your structured workplace learning for this unit. (You may prefer to manage this in your workbooks.)

What: Appropriate workplace learning settings, compulsory OH&S/WHS programs?
When: Scheduling, times and dates?
What: Tasks I have to do, permissions I need to obtain?
Other:

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

B Workplace Learning Planner

Use this pro-forma to help you plan and organise your structured workplace learning. Fill in each box with relevant contact details, dates, requirements and other information.

Structured Workplace Learning: Planning Process

1. Source placement

- ⇨ Determine appropriate settings. Consider Mini GOALscorer pp. 50-51.
- ⇨ Find a suitable and safe placement. (Have back-up options available.)
- ⇨ Use your network of contacts to help find suitable places.

Details

2. Negotiate timing

- ⇨ Negotiate an appropriate time for the placement.
- ⇨ Consider your school's scheduling of the workplace learning program.
- ⇨ Consider travel issues, your school and study commitments and your usual work, sporting and family commitments.

Details

3. Negotiate tasks

- ⇨ Discuss appropriate tasks with your teacher.
- ⇨ Negotiate suitable workplace tasks and roles with potential employer.
- ⇨ Confirm suitability of these tasks with your teacher.

Details

Preview Sample: Do Not Copy

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

4. OH&S induction

- Complete the required safe@work modules or VET OH&S training courses prior to the work placement.

Details

5. Workplace induction

- Visit worksite at least 2 weeks prior to commencing to meet with your supervisor/employer.
- Find out any safety, equipment, dress and clothing requirements.
- Get appropriate forms signed (and bring them back).

Details

Preview Sample: Do Not Copy

6. Work placement

- Successfully complete 35 hours of work placement.
- Develop and apply appropriate work-related skills.
- Maintain a daily journal of tasks.

Details

7. Review performance

- Undertake self-assessment before, during and after placement.
- Maintain a daily journal of tasks.
- Report on your experience using work-related skills.
- Obtain an evaluation form from your employer.

Details

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

4.19 Self-Assessment Tools

Workplace performance assessment

Workers are expected to develop and demonstrate work-related skills in order to effectively perform work tasks and fulfil work-related responsibilities. This means that their workplace performance needs to be **monitored** and **assessed**.

When measuring performance the only true way to evaluate whether something has been successful is to compare the **outcome** to the **objectives**. If the outcome equals or exceeds the objectives then it is successful. But if the outcome fails to meet the objectives, then the endeavour is unsuccessful.

The same is true for measuring worker performance. Workers are expected to meet or even exceed the standards of performance expected of them.

4

Key performance indicators

Key performance indicators (KPIs) can be used as an assessment tool to measure whether performance objectives are being met. KPIs include **quantitative** measures such as **financial** and **non-financial** indicators, as well as **qualitative** measures.

As a personal KPI example, your teacher could use a set of criteria to measure performance on the internal assessment tasks. In the workplace your supervisor or manager might use KPIs to measure your work performance, such as the number of customers you serve (i.e. in a retail work setting), how long it takes you to perform certain work tasks (i.e. building a computer) how satisfied clients are with your service (i.e. in hairdressing) or even how little waste you produce (i.e. a prep cook).

For your structured work placement, your boss might assess your performance using various evaluation pro-formas. (see pp.???)

Preview Sample: Do Not Copy

Self-assessment

An important part of workplace performance is workplace self-assessment. It's one thing to have your performance reviewed by managers, colleagues and even customers. But it's an altogether different thing to undertake regular and honest self-assessment.

Self-assessment as part of reflection and review is an enterprising approach to improving work performance. Self-assessing demonstrates initiative, problem-solving and adaptability. Workers show that they can accept responsibility for their own performance and that they can make decisions so as to better achieve their goals and objectives.

As part of your 35 hours of structured work placement you will be encouraged and expected to self-assess. You should self-assess based on your performance in developing and demonstrating work-related skills in these three categories.

- ✓ **Generic** or **general work-related skills** such as punctuality and communication with colleagues and customers/clients.
- ✓ **Industry-specific skills** (for a particular occupation and/or industry setting) as well as work-related skills required for job tasks and responsibilities for your specific work setting.
- ✓ **Enterprising capabilities** such as adaptability, initiative, problem-solving and developing new skills.

Image: tonodiaz/ focuspocusltd

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Generic skills

These can include basic personal and social competencies that are transferable to work-related situations such as:

- ⇨ punctuality
- ⇨ following instructions
- ⇨ working with others
- ⇨ asking questions
- ⇨ completing tasks on time
- ⇨ demonstrating appropriate numeracy skills
- ⇨ using appropriate literacy and communication skills
- ⇨ demonstrating suitable technological skills
- ⇨ working safely

and many more.

No boss will put with a worker who is regularly late.

Image: tonodiaz/ focuspocusltd

Preview Sample: Do Not Copy

Self-assessment: Generic Skills A

1. Develop a list of the most important generic work-related skills required by workers as entry-level requirements in all jobs. Include skills areas in which you need to improve and develop.

   (Tip: You can use the list of Employability Skills (p.75) and the Skills Audit (p.81) to guide you. Also consider generic OH&S/WHS skills.)

2. Develop a pro-forma to use for self-assessment (use a computer). Add other generic work-related skills that you would be expected to demonstrate during your placement.

   (Note: Acquiring these generic skills will give you general examples to use on your resume.)

A sample is shown below. How well do you think you'd do on the generic skill of punctuality?

Self-Assessment: Generic Work-Related Skills

Name: **Dates:**

Work Setting: **My role:**

Generic Work-Related Skill	How I will demonstrate this skill?	Example(s) of what I did to demonstrate this skill.	My performance. High / Medium / Low
Punctuality	*By being on time for work.*	*I had to start at 8:30am each day, so I set my alarm for 6:20. I caught the 7:23 bus that got me there at 8:15.*	✓ / ☐ / ☐ *I did very well on this all week.*
	By returning from breaks promptly.	*I set a phone alarm for 1 hour after my lunch started. However, on the first day I was 10 minutes late as I was far way from work when the alarm sounded. After that I set the alarm for 45 minutes after my break started to give me enough time to get back to work.*	☐ / ✓ / ☐ *I was punctual every day except the first. But I learned how to allow some time to get back to work on time.*

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

4.21 Self-Assessment Tools

Industry-specific skills

These involve skills needed for a particular industry, or occupation, and/or a work setting and job tasks.

These are often set down in training packages (i.e. for VET and apprenticeships); and/or used for other work-related training, including competency-based training.

These might also be developed by specific enterprises whereby employees are expected to follow operational practices to meet work standards.

The major categories of industry-specific skills can include:

- applying specific communication skills and techniques
- applying specific numeracy skills and techniques
- dealing with typical industry customers and clients
- solving relevant work-related problems
- using specialised work-related tools, equipment, machinery and technologies
- using specialised work-related ICT, software and apps
- performing work according to specified work practices
- following established safety protocols including hazard control
- following internal systems, rules and guidelines
- meeting expected codes of conduct and standards of behaviour
- and many more.

Image: iqoncept/ focuspocusltd

Preview Sample: Do Not Copy

B Self-assessment: Specific Work-Related Skills

1. Develop a list of industry-specific skills and work tasks related to your work setting that you are likely to be required to do as part of your structured work placement. These will form the basis of self-assessment for your work placement. Many of these might also be entry-level requirements for particular industry and/or occupation.

   (Tip: You can use VET training package competencies as well as MyFuture to assist you).

2. Develop a pro-forma to use for self-assessment. Add other work-related skills that you would be expected to demonstrate during your placement.

   (Ask yourself: What are some categories, skills and other key information that should be included on a self-assessment pro-forma?)

C Self-assessment: Enterprising Behaviours

Have a look at the types of information that are used for this *Self-Assessment: Enterprising Behaviours* pro-forma on p.95.

Complete possible examples that might suit the structured workplace situation for Brodie.

Use this as a guide to develop your own self-assessment pro-forma for your structured workplace learning. Many of these 'work-related skills' might also be generic or even specific entry-level requirements .

Your teacher will assist you in this; and might even give a self-assessment pro-forma to use.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Self-Assessment: Enterprising Behaviours

Name: Brodee Fine **Dates:** April 17-22, 2019

Work Setting: Tom's Diner **My role:** Customer service

Work-Related Skill	How I will demonstrate this skill?	Specific example(s) of what I did to demonstrate this.	My performance. High Medium Low
Adaptability			
being flexible	*I will need to perform a variety of different work tasks because working in a cafe/diner requires many skills.*	*I did different work tasks such as taking orders, making coffees, clearing and cleaning and helping in the kitchen.*	*Medium I was able to do different tasks but when it got too busy I forgot some orders.*
accepting challenges			
Acting proactively and autonomously			
showing initiative			
asking questions			
Connecting and working with others			
developing effective communication skills			
understanding others			
Learning and developing skills and knowledge			
developing new skills			
building a professional and/or technical vocabulary			
Managing and leading			
managing myself			
planning and organising			
Problem-Solving			
analysing issues			
making decisions			

Preview
Sample:
Do Not
Copy

4.23 Assessment Task

AT2A Industry Entry and Work-Related Skills

Overview:

A. Explain the entry-level requirements for obtaining work in 2 selected industries.

B. Discuss the importance of developing personal work-related skills.

(Note to fully satisfy Learning Outcome 2 you will also have to complete Assessment Task 2B: Developing Work-Related Skills on pp.112-113 based on your experiences in, and self-assessment of, structured workplace learning.

C. Self-assess your own work performance in relation to the development of work-related skills. (Covered in AT2B, 9.112-113)

Overview

Explain the entry-level requirements for obtaining work in 2 selected industries (A); and discuss the importance of developing personal work-related skills (B).

- ⇨ You should investigate entry-level requirements for industries that align with your own career goals.
- ⇨ You should investigate entry-level positions accessed through apprenticeships and vocational training if these types of entry opportunities match your career pathways goals.
- ⇨ You might also investigate entry-level requirements for an industry that aligns with your long-term career goals after completing post-secondary qualifications, for example a professional career as an accountant, nurse, engineer, teacher and so on.
- ⇨ The first industry will most likely be related to the type of work you are undertaking for workplace learning, (or it might be an industry related to an enterprise activity). The second industry might offer similar types of occupations or alternatively you might investigate a totally different type of industry.
- ⇨ You can use the pro-forma on p.98 to guide your research.

Preview Sample. Do Not Copy

Required

1. Choose **two industries,** and outline some of the key **entry-level occupations** that you might be interested in for each industry as part of your career pathway.
2. Explain the **entry-level requirements** that a jobseeker would need in order to become employed in each industry for those particular entry-level **job roles**. Consider:
   - ❑ School education level and course entry requirements
   - ❑ VET and other vocational training.
   - ❑ Australian Apprenticeships (including traineeships)
   - ❑ TAFE certificates, diplomas and advanced diplomas
   - ❑ Higher education (university).
3. Describe the **generic (personal) work-related skills** that would be expected of a potential employee for each of these industries.
4. Describe the **industry-specific work-related skills** that would be expected of a potential employee for each of these industries.
5. Outline any **other work-related skills,** or specific **licensing, qualifications** or **experience** that might be expected of a potential employee for each of these industries.
6. Conclude your investigation by explaining the **importance of developing work-related skills** as a way to **improve** the **chances** of obtaining entry-level employment. Use examples related to your own career pathways situation as well as examples drawn from your broader research.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Unit 1 Outcome 2: Industry Entry and Work-Related Skills (2A)
Explain the entry-level requirements for obtaining work in 2 industries and discuss the importance of developing personal work-related skills.

Name: _____ Date: _____

Task	I must do	Title	Date due/ Date done	Student & Teacher initials
Industry 1:				
1	✓	Key entry-level occupations.		
2	✓	Industry entry-level requirements		
⇨		School education level and course entry requirements.		
⇨		VET and other vocational training.		
⇨		Australian Apprenticeships (including traineeships)		
⇨		TAFE certificates, diplomas and advanced diplomas		
⇨		Higher education (university).		
3	✓	Generic (personal) work-related skills required.		
4	✓	Industry-specific work-related skills required.		
5	✓	Other work-related skills, licensing, qualifications or experience required.		
6	✓	Explanation of the importance of developing work-related skills for entry-level employment.		
Industry 2:				
1	✓	Key entry-level occupations.		
2	✓	Industry entry-level requirements		
⇨		School education level and course entry requirements.		
⇨		VET and other vocational training.		
⇨		Australian Apprenticeships (including traineeships)		
⇨		TAFE certificates, diplomas and advanced diplomas		
⇨		Higher education (university).		
3	✓	Generic (personal) work-related skills required.		
4	✓	Industry-specific work-related skills required.		
5	✓	Other work-related skills, licensing, qualifications or experience required.		
6	✓	Explanation of the importance of developing work-related skills for entry-level employment.		

Student signature: _____ *Date:* _____

Teacher signature: _____ *Date:* _____

Preview Sample: Do Not Copy

4.25 Industry: Entry-level Requirements

Industry: Entry-level Requirements Research the entry-level requirements for an industry in which you might be likely to develop your career pathway.	
Industry:	**Occupation(s):**
Post-school entry-level requirements:	**Entry-level requirements to achieve full qualification:**
Entry-level generic skills:	**Entry-level specific skills:**
Formal training required:	**Informal training required:**
Transferable skills and experience recommended:	**Other requirements:**

Preview Sample: Do Not Copy

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Developing Work-Related Skills: Work Settings

5

Contents

5.01 Work Settings 100
5.05 Work in Society 104
5.09 Job Tasks 108
5.12 Assessment Task 2B 112
5.13 Self-Assessment & Evaluation 114

Activity	p.	Due date/Done?	Comment
5.04A **Work settings classification**	103		
5.04B **Work settings characteristics**	10		
5.07A **Work**	106		
5.08B **Using my time**	107		
5.11A **Work-related skills in the workplace**	110		
5.12B **My work-related skills in action**	11		
AT2B **Workplace investigation**	112-113		
5.13 **Self-Assessment & Evaluation**	114		

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

5.01 Work Settings

Work settings

A work setting refers both to the type of organisation that one works for as well as the particular work environment and work tasks associated with that setting.

Your preferred occupation and career pathway might see you work in a particular work setting. A work setting (and its associated) work environment reflects the type of good or service that an organisation produces. Work settings and work environments also reflect the industry an organisation is part of.

All organisations, are classified as belonging to either the private sector or to the public (government) sector. Organisations have different objectives and reasons for operating. These objectives will influence a work setting. Consider the varied objectives of Crown (profit), The Salvation Army (community service) and your school.

Most people, when they're young, work in businesses that are operated to try and make a profit. However, as you get older, your career might lead you into different work settings. As part of your career pathway planning you need to match your personality and values to the most appropriate work setting.

You might forge a career in private enterprise as a stockbroker, plumber, retailer or even a dog-groomer. On the other hand you might work in community services occupations such as teaching, nursing or social work. You might run your own enterprise such as a tradie, a retailer, a consultant or a contractor. You might even work in the arts as a musician, actor, dancer or artist. If you get the right training, skills and experience then over time you are likely to gravitate to the work setting that suits you.

Preview Sample: Do Not Copy

Private sector

Includes all micro, small, medium and large businesses operated to make a profit.

Private sector includes owner-operator businesses such as sole traders, partnerships, franchises as well as both private and publicly listed (sharemarket) companies.

This sector also includes private charities, clubs, associations and other non-government community not-for-profit organisations.

Public sector

Includes all local, state and Commonwealth government departments, services, agencies and other government operated organisations.

This sector includes organisations such as the Department of Education and Training, Centrelink, your local council and even the Australian Taxation Office.

Businesses

Businesses operate and produce goods and services so as to make a profit for their owners or shareholders.

Businesses include large organisations such as McDonald's, Supercheap Auto and Ford as well as medium-sized businesses. Local small and micro businesses might include your local mechanic, milk bar and takeaway shop.

Not-for-profits

Not-for-profit organisations include charities, clubs, associations and government organisations and departments.

The AFL and the RACV are run like 'profit-making' businesses but ultimately provide services for their members. The Smith Family and Red Cross provide charity and welfare services. Government departments provide community services, and so on.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Different work settings

The goals and objectives of organisations vary in different work settings and will strongly influence their prevailing work environment. You need to ensure that you are seeking a pathway in a work setting that will satisfy the things you value from your career. You should also consider whether the work setting complements your personal and social competencies and will allow you to develop.

When you investigate different work settings there are three things to keep in mind.

A warehouse work setting can be a dangerous work environment.

1. Organisations can have many, varied work settings

Organisations can be complex and might have many different work settings with different work environments. For example, the large organisation Woolworths is a retail work setting, but within the company there are a number of varied work settings each with different work environments and specialised work tasks.

These include work settings associated with grocery, retail, liquor, warehousing, finance, administration, customer service on register, or even as a fresh food buyer.

In addition Woolworths Ltd has a number of different retail store work settings such as Big W, BWS and Dan Murphy's, each with its own different retail work environment and specialised work tasks.

Preview Sample: Do Not Copy

2. Work settings vary within workplaces

Different employees who work for the same organisation, who might even be situated at the same worksite might work in different work settings. This is due to the nature of their job tasks. For example, compare the 'work setting' of your I&E teacher, with the Foods teacher and your school's business manager. What about the varied work settings of a cook, a cleaner and a concierge at The Grand Hyatt?

3. Occupations vary depending on the work setting

Employees who have the same 'job' title might work in vastly different work settings. Compare a carpenter working for Mirvac on a major office tower construction site in the CBD, with a carpenter who works on new housing estates in the outer-suburbs, and a carpenter who does domestic work in a small regional town.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

5.03 Work Settings

Characteristics of work settings

The goals and objectives of enterprises vary in different work settings and will strongly influence the prevailing **work environment**. You need to ensure that you are seeking a pathway in a work setting that will satisfy the things you value from your career. You should also consider whether the **work setting** complements your **personal and social competencies** and will allow you to develop both as an employee and as a person.

Large organisations: Corporate

Advantages:

- ☺ Opportunity for advancement and promotion.
- ☺ Access to training to improve depth of skills.
- ☺ High degree of socialisation opportunities.
- ☺ Global reach and power.
- ☺ Access to high paying positions and perks.
- ☺ Access to latest techniques and equipment.

Disadvantages:

- ☹ Could be one of many 10[illegible] of employees.
- ☹ Group rules and peer pressure.
- ☹ Lack of recognition.
- ☹ Interpersonal conflict.

Small organisations

Advantages:

- ☺ High level of recognition.
- ☺ Opportunity to broaden skills.
- ☺ May be given responsibility much earlier.
- ☺ Easier communication channels.
- ☺ Develop team atmosphere.

Disadvantages:

- ☹ Weaknesses are more easily identified.
- ☹ Lack of advancement opportunities.
- ☹ Generally lower levels of pay and benefits.
- ☹ May have too much responsibility.
- ☹ Cost and budget constraints.
- ☹ Hard to avoid difficult people and personalities.

Preview Sample: Do Not Copy

Not-for-profits/Non-commercial/Community

Advantages:

- ☺ A greater sense of well-being.
- ☺ Employees share a united goal.
- ☺ Working to help the community.

Disadvantages:

- ☹ Generally lower remuneration (pay, etc.).
- ☹ Ongoing financial constraints.
- ☹ Might be emotionally draining.

Large organisations: Government

Advantages:

- ☺ Fair and equitable employment policies.
- ☺ Get to provide community service and benefit for the people.
- ☺ Don't have profit-motive pressure.
- ☺ Greater unionisation.
- ☺ Opportunities for advancement.

Disadvantages:

- ☹ Relatively lower remuneration at upper-middle and senior levels.
- ☹ Must follow strict rules and procedures.
- ☹ Budget and funding constraints and pressures.
- ☹ Sometimes inferior quality of facilities and equipment.
- ☹ Fewer workplace perks.

Owner-operator (Micro)

Advantages:

- ☺ Your own boss.
- ☺ Have full control and responsibility.
- ☺ Enjoy the benefits and rewards of initiating, creating and being enterprising.
- ☺ Able to become multi-skilled.
- ☺ High level of creativity and satisfaction.

Disadvantages:

- ☹ Highly risky.
- ☹ Long hours and have to bear all costs.
- ☹ Hard to separate work and family life.
- ☹ Too much responsibility and stress.
- ☹ May take years to earn an income.
- ☹ Lack of income security.
- ☹ Exposed to failure if illness or injury occurs.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Work settings classification A

Classify the following enterprises according to their appropriate work settings.

Organisation	Sector	Size	Objective	Ownership	What do they do?
Centrelink	*public*	*large*	*community service*	*Commonwealth Government*	*operate social security system*
Jim's Mowing				*private - franchise*	
Australia Post					
your school					
AGL					
City of Geelong					
BHP					*mining of resources*
local milk bar					
AFL	*private*				
TAC					
ANZ Bank					
RMIT					
your employer					
your choice					

Preview Sample: Do Not Copy

Work settings characteristics B

1. How might an employee's work environment differ between a large and a small enterprise?
2. How might working in a small organisation develop, and also stifle, an employee's career pathway?
3. Why might working in a micro environment be the most difficult work setting of all? Use examples.

Extension

i. In a table outline 3 positives and 3 negatives associated with working in each of the 5 work settings shown on p.102 for yourself, another class member and a current employee.

ii. You will need to conduct interviews to complete this task.

iii. You should use your structured workplace learning or work experience placement as one (or more than one) of the settings from which to draw information.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

5.05 Work in Society

What is work?

In our society people undertake different productive activities. Some of these, such as paid employment, are classified as work; while others, such as unpaid domestic duties, are not classified as work.

You might have to mow the lawns every Sunday. This **labour** is not viewed as productive work, even if you get pocket-money. But if you are unavailable and Jim's Mowing has to come in and do the job then this will be classified as work.

Imagine that you might have to baby-sit for your cousin. You are giving up your time and using your skills. But this effort on your behalf is not classified as productive work. However, if you are a nanny, child-care worker or a family day carer then this would be productive work.

Some estimates have people, generally women, performing up to 50 hours of **unpaid family work** per week. In addition many hours are contributed by **volunteers** and other people in helping the community. When it comes to you planning an enterprise activity or project you do not have to undertake employment in the 'traditional sense'. You might instead perform a **community service** or unpaid voluntary activity to accrue some of your 35 hours.

Preview Sample: Do Not Copy

When you were in primary school you might have related to these stereotypical jobs, however the world of work is much more complex.

Unpaid work (not employed)

Many people perform unpaid work but are not classified as employed. However, some of these tasks do directly involve production of economic goods and services. i.e.

- Volunteers in ongoing activities e.g. CFA, SES, religious groups, community aid, etc..
- Volunteers, helpers, community supporters, school programs, sports coaches, social clubs, etc..
- People also perform unpaid domestic duties, child-minding, family support, housework, caring, household maintenance, transport and so on.

Paid work (employed)

People are considered to be employed if they provide their labour in return for:

- a wage or salary
- a commission or other form of payment
- payment-in-kind such as board, free rent or goods and services, in return for their labour.

People are also employed if they are self-employed and own and/or operate a business (owner-operator). Of course paid workers who work for charities are also employed. Both paid and unpaid family members working in a family business are also classified as employed.

See definitions of employment and unemployment on p.23.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Employed versus work?

You know that you need to have worked one or more hours per week in order to be officially counted as being employed.

But many people perform 'work' or some other type of productive activity which does not get counted as 'being employed' or as contributing directly to our economy. Is their contribution to our society more or less valid?

Volunteer 'work'

Some people participate as unpaid voluntary workers and they willingly give up their time and lend their expertise to help their community.

According to the *Giving Australia 2016* report, 48% (up from 37% in 2007) of the adult population volunteered, contributing 932 million labour-hours (732m in 2007). Voluntary work is common in industries and areas such as:

- education (schools) community groups
- sporting, recreation and cultural groups
- religious organisations
- charities, help and emergency relief agencies
- social services such as health and community services, welfare and support services
- community organisations e.g. CFA and SES
- health and medical research.

Domestic 'work'

Many people don't actually perform voluntary work for external enterprises but instead might be very actively engaged in performing unpaid domestic duties at home or for members of their extended family. Their efforts, 'labour' and their economic contribution and value as a homemaker, parent/carer (or even domestic engineer) are not included in any official definitions of employment.

According to the 2016 Australian Census, of people aged 15+:

- 69.0% did unpaid domestic work, in the previous week
- 28% provided care for children, in the previous two weeks
- 11% assisted family or others due to a disability, long term illness or for old age related problems, in the previous two weeks.

Caring

Over recent years there has been an increase in people providing care. This is due to an ageing population, increased female participation rate in the workforce and other factors. Besides parent care-givers, the main types of care are:

1. caring for elderly and frail family members
2. caring for sick or disabled family members
3. caring for grandchildren by grandparents.

Value of unpaid 'work'

ABS studies put the value of this unpaid work and voluntary work as the equivalent of between 48-58% of the entire production of the economy. So that's at least another $820b of unpaid work and labour that is not officially counted in our economy.

However, something to be careful of is that people sometimes 'double-count' their contribution. So if they are vacuuming while child-minding, they might count both activities which overstates their contribution. Of course most unpaid domestic work is still performed by women, even if both partners are working equivalent hours!

Household services

Over the last 20 years there has been an increased trend towards households buying in the labour of external service-providers to take over domestic duties. These include food preparation, child-care, gardening, cleaning, dog-washing; the list goes on! App-based services have seen a boom in the use of outsourced tasks through Uber Eats, Deliveroo, AirTasker and others.

If the people in the households performed these tasks themselves they would not be counted as being in employment or in a productive activity. However, by using an external provider the labour is included. You cook tofu dogs for dinner; not counted. You buy take-away tofu dogs from Vegierama; counted. You work at Vegierama cooking tofu dogs; counted!

So what about you? Do you perform any unpaid work by helping out at home or in your local community.

Preview
"...many people perform 'work' ...which does not get counted as being employed"
Sample.
Do Not
Copy

5.07 Work in Society

A Work

1. What is the Australian Bureau of Statistics' official definition of employment?

2. What is the difference between salary and wages, profit, commission and payment in kind? Give an example of an occupation for which each of these 4 types of payment might be used.

Preview
Sample:
Do Not
Copy

3. Why do you think that unpaid family workers working in a family business are included as being employed? Give an example.

4. Respond to the statement: "All employment is work but not all work is employment."

5. List some of the most common types of unpaid 'work'.

6. Do you (or could you) participate in unpaid 'work'. Why/why not? Give examples.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Using my time B

1. Draw up a two-week schedule for yourself and calculate the % of time you spend in:

- ❑ *school education*
- ❑ *paid productive work*
- ❑ *community/service volunteering*
- ❑ *home chores, house duties*
- ❑ *assisting in family business without pay*
- ❑ *sport and recreation*
- ❑ *structured leisure e.g. cinema, organised events*
- ❑ *unstructured leisure, e.g. social media, video games, internet, TV, hanging out, etc.*
- ❑ *meals and breaks*
- ❑ *travel*
- ❑ *helping family and friends*
- ❑ *sleeping*
- ❑ *other*

2. Comment on your results. Compare these to others in your class. As a class calculate averages using a table on the board. Are there any distinct patterns based on gender?
3. Describe how these results are likely to change over the course of your life.
4. Explain how your results are likely to compare with someone your age from 20, 50 and 100 years ago.

Tip: Draw up a table similiar to this one, but much bigger.

Preview Sample: Do Not Copy

Day/ Date	MONDAY /	TUESDAY /	WEDNESDAY /	THURSDAY /	FRIDAY /	SATURDAY /	SUNDAY /
12-6am							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12pm							

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

5.09 Job Tasks

Job tasks

These are the day-to-day activities that an employee is required to do in order to perform their role competently. Job tasks are usually communicated through job specifications, training courses, manuals, on-the-job supervision and other methods.

Although job tasks for certain occupations might appear to be similar, the actual performance of these tasks might vary across different work settings depending on an organisation's goals, values, policies, protocols and production methods.

Job tasks might vary due to differences in the size of organisations as well as due to diverse work settings and work environments within an organisation. Variations in job tasks might also occur due to differences in the nature of industry settings, and also because of varied occupational specialisations such as different types of teachers, chefs and mechanics.

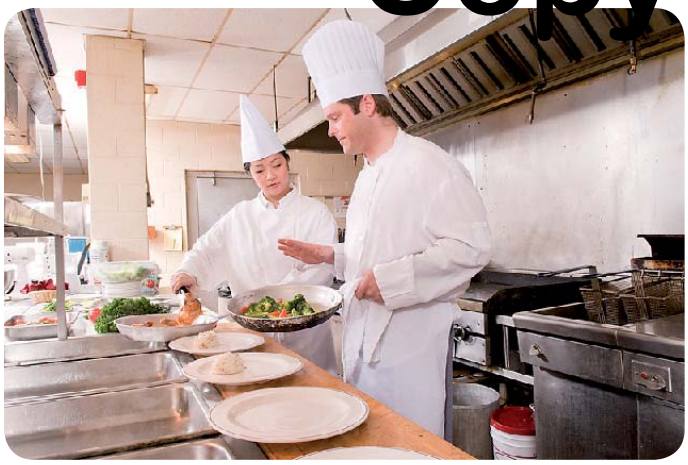
Job tasks and processes will change depending on your work setting. Compare how they make burgers in your local fish'n'chip shop compared to at Macca's.

Preview Sample: Do Not Copy

Job processes

Job processes describe the way that tasks are to be performed. Job processes usually outline how an employee interacts with and uses materials and inputs, tools, plant and equipment, systems, colleagues, customers, external stakeholders and all other work-related resources.

Job processes can be influenced by an organisation's size, objectives, policies, specific work settings and work environments; i.e. the very nature of the organisation. *For example, franchises and large organisations usually have homogenised processes dictating how work tasks are to be performed, whereas small organisations might be more flexible in their approach to work tasks and processes.*



Job tasks and processes will change for chefs, waiters and bar staff depending on whether they work in fine dining or in a laid back cafe.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Occupational tasks and process

Certain occupations, by their very nature require specific job tasks of workers. If we think of the tasks required of shop assistants, teachers, engineers, accountants, gardeners and child-care workers, among others, we pretty much know the basic day-to-day tasks associated with these job roles.

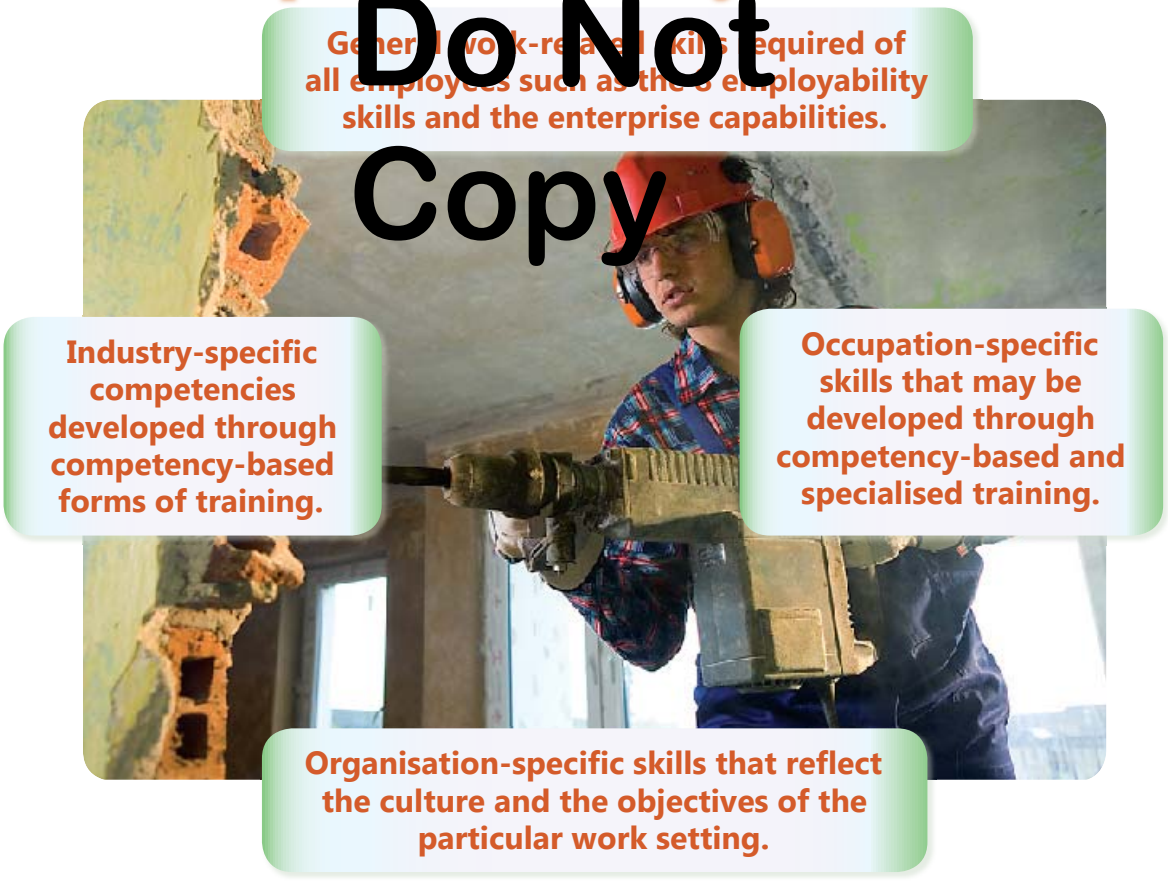
However, job tasks vary depending on the specific type of work setting one might be employed within. Consider the differences between a retail pharmacy assistant and a retail auto-parts assistant. What about differences between a secondary teacher and a pre-school teacher, or between an agricultural and an electronics engineer?

Variation also exists between the industries that the work setting operates within. Consider the differences in job tasks and processes for:

- a nurse working in the hospital system versus a school nurse
- a truck driver in the mining industry versus a truck driver in the wholesale industry
- a make-up artist working in a beauty salon versus a make-up artist working for a theatre group.

Because of these variations employees need to develop general work-related skills as well as industry-specific, occupation-specific and organisation-specific skills. That's why training, experience and lifelong learning are so important to successful career development.

Preview
Sample:
Do Not
Copy



Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

5.11 Job Tasks

A Work-related skills in the workplace

Research the most common job tasks required of a worker for the occupation you are likely to do as part of your Structured Workplace Learning.

For each of these work-related skills describe examples of what a worker (you) might be required to do as part of their (your) day-to-day tasks. (As always some work-related skills will cross over with others.)

Occupation:		
Adaptability	Acting proactively and autonomously	Connecting and working with others
Learning and developing skills and knowledge	Problem-solving	Managing and leading
Self-awareness	Initiative and enterprise	Planning and organising

Communication	Communication
Teamwork	Teamwork
Technological skills	Technological skills

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

My work-related skills in action B

Find out the specific types of work tasks you will be required to do for your structured work placement. Some of these will be generic for most jobs, some will be industry-specific and some might be specific to your organisation, occupation (or specialisation) and/or work setting. Complete the table.

Organisation:	**Occupation:**	
Work task	**Work-Related Skill(s)**	**Training or development needed**

Preview Sample: Do Not Copy

5.13 Assessment Task

AT2B Developing Work-Related Skills

Unit 1: Workplace Participation - AOS2 Developing Work-related Skills

Outcome 2

A. Explain the entry-level requirements for obtaining work in 2 selected industries.

B. Discuss the importance of developing personal work-related skills.

C. Conduct a self-assessment to gauge your personal work performance.

(Note: You might have already completed Part A and significant work towards Part B in Assessment Task 2A: Industry Entry and Work-Related Skills on p.96).

Required

For this assessment task you will be required to complete a number of tasks as directed by your teacher. Possible tasks are listed in the table opposite. Tick those that are required to be completed. Your teacher might add other tasks, if so, write these in your workbooks.

- ⇨ You might have to negotiate some of these tasks with your teacher depending on your learning program (such as VCE, VCAL or some other program).
- ⇨ You might have already completed **Part A** and significant work towards **Part B** in **Assessment Task 2A: Industry Entry and Work-Related Skills** on p.96.
- ⇨ Make a copy of the assessment task sheet opposite. Fill in the date for those that are required to be completed. Tick the tasks off as you have completed them. Get your teacher to initial or comment on these.

As part of this outcome you are required to complete at least **35 hours of structured workplace learning** in an appropriate setting.

- ⇨ You are required to complete a Workplace Learning Journal for each day of the placement (p.160).
- ⇨ In your Workplace Learning Report the work setting (and appropriate industry) that you use for your structured workplace learning should be the context for your explanation of entry-level requirements for one industry, and for your discussion of developing personal work-related skills. **But in your report you also have to explain entry-level requirements for a second industry if you haven't already done so for Assessment Task 2A.**

Workplace Learning Report

This report is based on your completion of 35 hours of structured workplace learning in appropriate settings. You are required to prepare a report that includes the following.

- ❑ Describe your work placement and the work setting(s) in which the placement took place.
- ❑ Summarise the **entry-level requirements** needed to obtain work for this occupation (or relevant occupation) within this **industry**.
- ❑ Summarise the **entry-level requirements** needed to obtain work for a -**second industry**.
- ❑ Outline the **job tasks and processes** that you performed during your placement.
- ❑ Discuss the **importance** of developing personal **work-related skills** for these job tasks and processes.
- ❑ Use evaluation tools and pro-formas to **self-assess** your work performance.
- ❑ **Discuss** and **evaluate** the extent to which **you developed work-related skills** as part of your work-placement. Suggest strategies for improvement.

You will need to draw on information gathered from your placement, from your *Workplace Learning Journal*, from interviews conducted with workplace stakeholders and from other sources, included activities completed during class (see opposite).

Your teacher will inform you of the report format, word and task length, due dates and other requirements. Record these in your workbooks and diaries.

Preview Sample: Do Not Copy

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Unit 1 Outcome 2: AT2B: Developing Work-Related Skills

Explain the entry-level requirements for obtaining work in 2 industries, discuss the importance of developing personal work-related skills and self-assess your personal work performance.

Name: _____ Final Due Date: _____

Activity/Details	p.	Required	Due date/Done?	Comment/Initials
4.04A **Work-related skills &** 4.04B **My work-related skills**	76-77	✓		
4.05A **My personal competencies &** 4.06B **My social competencies**	78-79	✓		
4.06C **Skills Audit**	80-81	✓		
4.09A **Job Tasks**	82	✓		
4.10B **Work-related skills in jobs**	83	✓		
4.14A **Entry-level requirements**	87	✓		
4.16A **My structured workplace learning**	89	✓		
4.17B **Workplace Learning Planner**	90-	✓		
4.20A **Self-assessment: Generic Skills**	93	✓		
4.21B **Self-assessment: Specific Work-Related Skills**	94	✓		
4.22C **Self-assessment: Enterprising Behaviours**	4-	✓		
AT2B **Industry Entry and Work-Related Skills**	96-97			
4.25 **Industry: Entry-level Requirements**	8	✓		
5.04A **Work settings classification &** 5.04B **Work settings characteristics**	3-104			
5.07A **Work**	106			
5.08B **Using my time**	7			
5.11A **Work-related skills in the workplace**	110	✓		
5.12B **My work-related skills in action**	111	✓		
AT2B **Workplace investigation**	112-113	✓		
Complete 35 hours of structured workplace learning.		✓		
Complete a *Workplace Learning Journal* for each day.	*160*	✓		
Obtain a workplace evaluation from your supervisor.		✓		
Complete self-assessment using Work-Related Skills pro-formas.		✓		
Complete Workplace Learning Report.	*112*	✓		

Preview Sample: Do Not Copy

Student signature: _____ *Date:* _____

Teacher signature: _____ *Date:* _____

5.15 Self-Assessment & Evaluation

Work Placement: Self-Assessment Review

Student: _____ **Unit:** _____ **Dates:** _____

Which tasks did I most enjoy doing as part of my work placement?

→ _____

→ _____

At which tasks did I do well as part of my work placement?

→ _____

→ _____

What level of ability did I demonstrate during my work placement, in relation to...

	High	*Good*	*Reason-able*	*Basic*	*Poor*	*Didn't try*
☺ Communicating effectively						
☺ Being adaptable						
☺ Showing initiative (and enterprise)						
☺ Showing autonomy and responsibility						
☺ Solving-problems						
☺ Managing and leading						
☺ Planning & organising						
☺ Learning new skills and tasks						
☺ Using technology						
☺ Working in teams						
☺ Working safely						

Preview Sample: Do Not Copy

Which work-related skills do I most need to improve on?

→ _____

→ _____

Signed: _____ *Date:* _____

Supervisor/teacher: _____ *Date:* _____

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Workplace Effectiveness: Workplace Issue - Workplace Safety

Contents

6.01 Rights and Responsibilities..116
6.03 OH&S Rights/Responsibilities.118
6.05 Workplace Safety Signs 120
6.07 Workplace Safety 122
6.09 Assessment Task 3A 124
6.11 Workplace Safety Audit 126

6

Activity	p.	Due date/Done?	Comment
6.02A **Rights and responsibilities**	117		
6.03A **OH&S in the workplace**	118-118		
6.05A **Safety signs**	120		
6.06B **OH&S signs**	121		
6.07A **Safe work practices**	122		
6.08B **ITEAM - Hazard control**	123		
AT3A **OH&S Investigation and Work-related Skills**	124-126		
6.11 **Workplace Safety Audit**	126		

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

6.01 Rights and Responsibilities

Rights and responsibilities

A key to your future success is your ability to deal with workplace issues so as to become an effective member of the workplace. For this unit you are required to investigate OH&S and one other workplace issue for a specific workplace.

Both you, as an **employee**, and your **employer** face certain workplace rights and responsibilities. Many workplace rights and responsibilities are set down in law.

You have the right to receive fair pay for work done, a right to be treated with respect and a right to a safe workplace. An employer has the right to expect productive work from employees, a right to expect that employees treat each other with respect and a right to expect that employees maintain a safe workplace.

In order to ensure that these rights are being adhered to, employees and employers have certain responsibilities that they have to fulfil. These responsibilities usually require a joint effort on the part of both employees and employers to create a positive **workplace culture** with minimal conflict. A **win-win** situation!

These responsibilities can also extend to **external stakeholders** of the enterprise such as customers, clients, suppliers and others.

Preview Sample Do Not Copy

"How do we find out our rights and responsibilities?"

Basic employee rights

As an employee you naturally have the right to the following.

- ✓ Fair and proper pay.
- ✓ Minimum working conditions such as personal leave and other basic entitlements.
- ✓ A safe and healthy workplace environment.
- ✓ Safe work practices that minimise harm.
- ✓ Access to appropriate training and career development.
- ✓ Freedom from discrimination.
- ✓ Freedom form verbal or physical harassment and bullying.
- ✓ Freedom of association to join or not to join a union.
- ✓ Protection against unlawful termination and unfair dismissal (only where valid).
- ✓ To be treated with respect and dignity.

Basic employee responsibilities

However, as an employee you are expected to fulfil certain responsibilities.

- ✓ To perform a fair day's work.
- ✓ To act in the best interests of employers.
- ✓ To not disclose confidential information about the employer, clients, customers and processes.
- ✓ To carry out work duties safely by following workplace procedures.
- ✓ To not harass, bully or intimidate other workers, customers or suppliers.
- ✓ To undertake relevant training as directed by your employer.
- ✓ To contact and inform the employer of absences and other issues in accordance with workplace guidelines.
- ✓ To appropriately, safely and correctly use equipment, tools and machinery.
- ✓ To follow relevant legal guidelines and rules.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Rights and responsibilities A

Complete the table for the one of the following options.

- ❑ A workplace in which you are interested (or in which you did workplace learning).
- ❑ Your casual or part-time job.
- ❑ A manger/supervisor or owner in a workplace that you can interview.
- ❑ A workplace agreed to by negotiation with your teacher.

Workplace (interviewee): _____

Explain the details of 5 specific rights of employees in this workplace.	Explain the details of 5 specific responsibilities of employees in this workplace.
e.g. Junior employees are paid $12.75 per hour on weekends under the award.	*e.g. Employees must not disclose the personal details of any customer.*
1.	*1.*
2.	*2.*
3.	*3.*
4.	*4.*
5.	*5.*
Explain how employees find out about their rights and responsibilities.	

Preview Sample: Do Not Copy

6.03 OH&S Rights and Responsibilities

Rules and regulations

One of the most important workplace rights that you (and everybody else) has, is the right to a safe workplace. Occupational health & safety or OH&S is the general term used in Victoria to describe all the rights, responsibilities, training, regulations, guidelines, laws and other issues that relate to ensuring that workplaces and work practices are safe. In many other states this is known as Work Health and Safety (WHS).

Occupational health and safety laws are governed by a regulatory body in each state. In Victoria, WorkSafe Victoria has the responsibility for managing the state's workplace safety system. WorkSafe Victoria:

- ✓ has a major responsibility in helping to avoid workplace injuries occurring
- ✓ has the power to enforce Victoria's OH&S laws
- ✓ is the provider of workplace injury insurance for employers
- ✓ manages the workers' compensation scheme
- ✓ plays a key role assisting injured workers to get back in work.

Preview Sample: Do Not Copy

OH&S rights and responsibilities

One of the most important workplace rights that you have is the right to a safe workplace. Earlier in the unit you completed your Safe@Work online investigated entry-level OH&S responsibilities as part of your OH&S induction prior to structured workplace learning.

As potential employees we all trust that an employer has taken all possible steps to ensure that the work environment and work practices have been designed and maintained to enure safety for all involved.

But it is vital that workers are aware of OH&S issues before they enter a workplace - and effective OH&S induction is a key part of this. When working, you should always be on the lookout for potential dangers and should report them to a safety rep or someone with a position of responsibility. As an enterprising worker you can develop and apply work-related skills to become a key stakeholder in workplace safety.

A OH&S in the workplace

1. You are required to describe 10 OH&S requirements related to an occupation in a workplace.
   a. You must describe 5 requirements that relate to this workplace generally.
   b. You must also describe 5 that relate to this workplace specifically due to the nature of the work tasks performed and the industry of operation.
2. Identify 5 items of safety equipment that relate to this workplace. Draw these items.
3. Explain 3 skills you need to have before you commence your workplace learning in order to ensure that you are able to work safely and responsibly.
4. Identify 3 tasks that you would not be permitted to do during your workplace learning. Why do you think these prohibitions exist? Describe the training needed to be allowed or qualified to safely do these tasks.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Name:	**Dates**
Workplace:	**Occupation:**
1a. Describe at least 5 general OH&S requirements for this occupation in this workplace.	
1b. Describe at least 5 specific OH&S requirements for this occupation in this workplace and its related work tasks.	
2. Identify at least 5 items of safety equipment (PPE) that relate to this occupation in this workplace.	
3. Explain at least 3 workplace safety skills needed before commencing workplace learning or employment for this occupation in this workplace.	
4a. Identify tasks that you would not be permitted to do as part of workplace learning or employment related to this occupation in this workplace.	
4b. Describe training needed to do 'prohibited' tasks for this occupation in this workplace.	

Preview Sample: Do Not Copy

6.05 Workplace Safety Signs

Signs and symbols

You probably have already been exposed to some safety signs as part of your everyday environment in your school or in a workplace. If safety signs are to be effective they have to be universal. The viewer must be able to understand the picture or phrase immediately. So signs need to use recognisable pictures and simple text. Signs can also use colour to convey their message. **Red: danger**, **yellow: caution**, **green: exits** and so on.

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

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

Image: Bytedust/iStock Thinkstockphotos.com

Preview
Sample:
Do Not
Copy

A Safety signs

Complete this table based on a selected occupation in a specific workplace.

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

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

OH&S signs B

1. Briefly explain the potential risk or hazard indicated by each of these warning signs.
2. Suggest an occupation that has each sign as part of the workplace.
3. Include 3 OH&S signs from your workplace or a work setting you are familiar with.

Preview Sample: Do Not Copy

6.07 Workplace Safety

Safe work practices

A work practise refers to the ways that a task is carried out in the workplace. The following four conditions need to be met in order to ensure that work practises are carried out safely.

1. Training

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

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

2. Personal protective equipment (PPE)

An employee should be given access to the appropriate personal protective equipment to reduce workplace hazards.

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

3. Support and supervision

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

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

4. Hazard reporting

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

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

Image: tonodiaz/ Depositphotos.com

How's this food truck cook doing on OH&S? Why not check out food trucks and assess OH&S/WHS in their work practices yourself.

Preview Sample: Do Not Copy

A Safe work practices

Complete the table for an occupation of your own choice. This is likely to be based on the workplace in which you undertook your structured workplace learning. Collect or create suitable graphics.

Workplace:

Occupation:

1. Training	2. PPE	3. Supervision	4. Report

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Risk assessment and hazard control

It is vital that you are able to assess risks and control hazards in a workplace environment. This is an important part of understanding OH&S/WHS requirements in workplaces. A hazard control process uses a procedure that has consistent steps which can be followed for all workplace tasks, jobs and even industries. One process you could use is **ITEACM**, although there are many others similar processes.

ITEAM - Hazard control B

Using ITEACM, list 2-3 points for each of the 6 steps for 2 occupations at a workplace with which you are familiar. You can do this after your Safety Audit. Collect images. (More space? = use workbooks!)

1. IDENTIFY
The hazard, risk or potential for harm.

⇨
⇨
⇨

2. TRAIN
Employees to manage the hazard safely.

⇨
⇨

3. EQUIP
Workers with the correct safety equipment.

⇨
⇨

4. ASSESS
That employees can effectively control the hazard.

⇨
⇨

5. CONTROL
Ongoing work practices associated with the hazard.

⇨
⇨
⇨

6. MONITOR
Check that hazards are being controlled consistently.

⇨
⇨
⇨

Preview Sample: Do Not Copy

6.09 Assessment Task

AT3A OH&S Investigation and Work-Related Skills

Part A: Workplace safety audit

1. Perform a workplace safety audit of a workplace for an occupation in a specific workplace. (This could be related to your work placement.)
   Note: See p.126; or you might need to develop your own audit pro-forma if the nature of the occupation and its job tasks are significantly different.
2. Fill in an additional safety item for each category.
3. Add at least 6 other workplace safety issues that relate specifically to the work environment in this workplace.
4. Draw or photograph 3 workplace safety hazards that are being controlled effectively.
5. Draw or photograph at least 1 workplace safety hazard that could be controlled more effectively.
6. Explain how this hazard could be managed more effectively in this workplace. As part of this you must explain how at least 2 work-related skills can be (or are being) used to help mange this hazard effectively.

Preview
Sample:
Do Not
Copy

Part B: Personal safety

1. Outline the role and importance of personal protective equipment for an occupation related to your workplace.
2. Describe how an employee in an occupation related to your workplace undergoes OH&S/WHS training. As part of this you must explain how at least 2 work-related skills can be (or are being used) as part of this workplace safety training.

Part C: Interview an OH&S/ WHS rep or a relevant employee or employer. Find out:

1. The process employees can use to report safety concerns and hazards.
2. How to fill out an incident report (obtain a blank or sample copy).
3. How to fill out the Register of Injuries (obtain a blank or sample copy or search **www.vwa.vic.gov.au** and make a mock-up form).
4. How to fill out a Worker's Injury Claim Form. Fill out a sample form for a potential accident when you return to school.
5. Summarise by explaining how the work-related skills of **connecting and working with others** and **managing and leading** are important in dealing with workplace safety issues.

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

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

Notes:

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Issue 1: OH&S/WHS requirements for an occupation in a specific workplace.

Name(s): _____ Dates: _____

Workplace: _____ Occupation: _____

	Workplace investigation: Tasks	Record any task details here
1	Identify and outline the selected occupation and the specific workplace. (This might be the one in which you undertook structured workplace learning.)	
2	Clearly explain 2 workplace safety issues. (You must conduct an OH&S/ WHS audit, p.126).	
3	Find out the roles of key stakeholders, including employers and employees, in relation to a workplace issues.	
4	Summarise the rights and responsibilities of employers and employees in relation to this issue.	
5	Outline 2 strategies that this specific workplace could use to deal more effectively with this workplace safety issue.	
6	Explain how at least 2 different work-related skills could be used, and/or are being used, to help deal with this workplace safety issue (must include teamwork).	
7	Use evidence to evaluate the effectiveness of these work-related skills in dealing with this workplace safety issue. (Must get at least one opinion from the workplace.)	
8	Discuss any strategies for improvement. Focus on the development of work-related skills that could be used by this specific workplace to deal with this workplace safety issue.	
9	Other information as required.	
10	Resources needed/used.	

Preview Sample: Do Not Copy

6.11 Assessment Task

Work Setting: _____ **Worksite:** _____

Inspected by: _____ **Date:** _____ **Time:** _____

➔ **Floors...** ❑ *Coverings free from holes.* ❑ *No spills, waste or rubbish.* ❑ *No stock, boxes or materials on floor.* ❑ _____	➔ **Aisles...** ❑ *Free from clutter and spillages.* ❑ *Proper line-marking and/or traffic signs.* ❑ *Adequate vision and illumination.* ❑ _____
➔ **Illumination...** ❑ *Proper lighting for area.* ❑ *Light fittings in good repair.* ❑ *Adequate natural light if required.* ❑ _____	➔ **Noise...** ❑ *Are normal level conversations possible.* ❑ *Noise levels monitored.* ❑ *Appropriate PPE provided.* ❑ _____
➔ **Workspace...** ❑ *Free from clutter.* ❑ *Benches, desks, chairs correct height.* ❑ *Adequate lighting.* ❑ _____	➔ **Safety equipment...** ❑ *Proper personal protective equipment available.* ❑ *Equipment in good repair.* ❑ *All employees using equipment.* ❑ _____
➔ **Machinery....** ❑ *Safety cutoffs accessible and working.* ❑ *Proper guards in operation.* ❑ *Adequate lighting.* ❑ _____	➔ **First-aid...** ❑ *Trained first-aid officer available and known.* ❑ *Equipment clean, maintained and locatable.* ❑ *Emergency procedures known and displayed.* ❑ _____
➔ **Electricals...** ❑ *Appliances tagged.* ❑ *No frayed leads.* ❑ *Appropriate storage of items.* ❑ _____	➔ **Fire...** ❑ *Appropriate extinguishers in place & serviced.* ❑ *Fire exits marked and kept clear.* ❑ *Emergency procedures known and shown.* ❑ _____
➔ **Other relevant OH&S/WHS issues...** ❑ _____ ❑ _____ ❑ _____ ❑ _____	❑ _____ ❑ _____ ❑ _____ ❑ _____

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Workplace Effectiveness
Workplace Issues

Contents

7.01 Equal Opportunity.....128
7.05 Role of Unions.....132
7.09 Interpersonal Skills.....136
7.11 Multiple Intelligences.....138
7.13 Effective Communication.....140
7.17 Effective Teamwork.....144
7.21 Using Work-Related Skills 148
7.23 Conflict Resolution 150
7.26 Assessment Task 3B 153
7.29 Self-Assessment Evaluation..156

7

Activity	p.	Due date/Done?	Comment
7.03A **Equal opportunity**	130		
7.04B **Equal opportunity in action**	131		
7.06A **Australian unions**	133		
7.08B **Unions in the workplace**	135		
7.08C **What is a union?**	135		
7.08D **Industrial dispute**	135		
7.09A **Interpersonal skills**	136		
7.10B **Emotional intelligence**	137		
7.12A **Multiple intelligences**	139		
7.13A **Communication**	140		
7.14B **Communication devices**	141		
7.15C **Workplace communication**	142		
7.16D **8 Steps - Communication planner**	143		
7.17A **Team player**	144		
7.18B **Building teams**	145		
7.20C **Team dynamics**	147		
7.22A **Resolving conflict**	151-153		
AT3B **Workplace Issue**	153-155		
7.29 **Self-Assessment & Evaluation**	156		

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

7.01 Equal Opportunity

Equal opportunity

It is essential for both your own personal wellbeing and for the wellbeing of society in general that workplaces are free from unlawful discrimination, free from harassment and that wherever possible they provide positive incentives to help promote a more **culturally diverse** society.

Equal opportunity legislation makes it illegal to discriminate against people. In 1997, the *Equal Opportunity Act 1977 (Vic)* created the Equal Opportunity Board and the Office of Equal Opportunity Commissioner. The Act outlawed sexual harassment and discrimination because of marital status and gender in employment, education, accommodation and provision of goods and services. Over the years the Act has been amended and extended to cover many other forms of discrimination. The *Victorian Equal Opportunity and Human Rights Commission* is the state government agency responsible for dealings and actions related to the *Equal Opportunity Act 2010* and the *Racial and Religious Tolerance Act 2001*.

Diversity and fairness in the workplace

Australia is one of the most culturally diverse nations in the world. So it follows that an **enterprise culture** is built upon having a diverse workforce. Indeed many of the **work-related skills** depend on having a culturally diverse workforce.

Equal employment opportunity aims to protect employees, potential employees and other **workplace stakeholders** from discrimination, harassment and other forms of unfair treatment. It also aims to promote fair and equitable work-related opportunities for all people, regardless of personal characteristics, background or status.

Equal opportunity exists to give people a fair go; which is an underlying notion of equity in Australian culture. This in turn should lead to a more enterprising culture with workers who have better developed work-related skills.

Preview Sample: Do Not Copy

Equal employment opportunity and affirmative action encourage diversity in the workplace.

Affirmative action

Affirmative action is a policy (not a law) used by the government and by some organisations to positively target groups that are considered as **under-represented** in an organisation, in types of industries, or in society generally.

Organisations use **affirmative action policies** to try and attract, recruit, develop and retain students, trainees, employees and others so as to promote a more culturally diverse workforce. Under-representation is often caused by socio-demographic factors such as gender, ethnicity, age, disability, income level, geographical location and other such factors.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Discrimination complaints

When people lodge a discrimination complaint they do so in relation to an attribute and for an area.

The **attribute** is the basis, grounds or reasons for which a discrimination complaint is being lodged, such as gender, age, religion, etc..

The **area** is the type of action in public life that was being undertaken at the time such as employment, buying goods or services, education, etc..

For example: "They said I was too old (attribute of discrimination) to be employed and work for them as a video games sales assistant (area of discrimination)."

Equal opportunity & discrimination

It is unlawful to discriminate against a person based on their:

- sex (gender)
- race
- age
- religious beliefs
- disability or illness
- marital status
- industrial activity
- political beliefs
- sexuality
- parental status
- employment activity
- as well as some other

I am not defined by my wheels.

The Victorian Equal Opportunity and Human Rights Commission is an independent body set up to eliminate unlawful discrimination and promote equal opportunity. It offers services including:

"A free, fair and timely dispute resolution service."

"Information and education about equal opportunity, racial and religious vilification and the Charter of Human Rights and responsibilities."

Source:

www.humanrightscommission.vic.gov.au

Preview Sample: Do Not Copy

Lawful discrimination

You must keep in mind that there may be exceptions and exemptions where it is lawful to discriminate against people in some limited work-related situations. Some of these are as follows.

- Who is offered employment in small family businesses (i.e. by not employing non-family members).
- The distribution of charitable benefits and the provision of targeted welfare services by relevant organisations.
- Compliance with legislation such as not employing someone under 18 for a position that requires a drivers' licence or some other legislative requirement.
- Payment of youth and trainee wages.
- Occupational requirements including the preservation of decency, and dramatic or artistic performance, including modelling.
- Temporary exemptions (for a set period of time) such as those granted for women's fitness centres.

Although it is against the law to discriminate against an employee because of their dress or appearance an employer can set reasonable standards of dress, appearance and behaviour to create or maintain an image for their enterprise to suit the industry and their clients' needs.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

7.03 Equal Opportunity

A Equal opportunity

1. Why is discrimination unfair?

2. List 5 grounds or bases on which it is unlawful to discriminate against people.

3. How does equal opportunity make things fairer?

4. What are the main roles of the Victorian Equal Opportunity and Human Rights Commission?

5. What is affirmative action? Give an example of an affirmative action policy.

6. Find out the meaning of lawful discrimination. Describe an example.

7. Design a poster or website that illustrates an area of equal opportunity/anti-discrimination that you believe is important. Include:
   - ⇨ why the discrimination is not on and who they can contact or go to for help, and
   - ⇨ the name and details of outside agencies that they can get help from. Consider, Victorian Equal Opportunity and Human Rights Commission, Job Watch, ACTU, THC, diversity@work and other agencies.

   Check out their websites for ideas and get designing! You might be best doing this activity in pairs or groups.

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Equal opportunity in action B

1. Consider each of these scenarios and outline if they are discriminatory. If so, identify the grounds and the areas of discrimination. If not explain why not.

i. Leo responds to an ad for an international student to work as a waiter in China Town. The owner says they are looking for a Chinese international student, not one from Ecuador.	ii. Kai Lin talks to her boss about a possible inter-departmental transfer to further her skills. Her boss says that Kai Lin wouldn't like it there because it's a blokey environment and that her colleague Biff would be more suited to the transfer.
v. Deaf lobbyists complain that there are no Auslan interpreters at the Vision Australia, Carols by Candlelight event.	vi. Pieter and Tash have opened a joint bank account. The bank puts Pieter as the main signatory without really explaining what that means. Tash discovers that she needs Pieter's signature for withdrawals over a certain sum but not vice versa.

Preview Sample. Do Not Copy

2. Have you ever experienced or witnessed discrimination or harassment in work-related situations? What would you do if you think you are being discriminated against or harassed in a work-related situation? If you don't know - then find out!

7.05 Role of Unions

Unions in the workplace

One decision you will need to make when you enter the workforce is whether or not to join a **union**. Some of you might already be a member of a union through your part-time or casual employment.

Unions exist across all industries and all occupations. According to Australian laws you cannot be forced to join a union nor can you be prevented from joining a union. This right to choose is called '**freedom of association**'.

Many workers are happy to join and become a member of a union so that they can enjoy the benefits of belonging to a group with power and experience in workplace negotiation. Unions will help support you and stand up for your rights, protecting you from unfair work practices: "In union there is strength."

Many workers refuse to join unions as they don't wish to pay union fees and/or they don't feel that unions provide any positive benefit for them.

Some occupations and industries are highly unionised such as manufacturing, trades, transport, nursing and education. Other industries have low rates of unionisation such as agriculture and hospitality.

Recent years have seen a steady decline in union membership from 50% of workers in the 1980s to under 15%. This is due to factors such as increased casualisation and contract workers, a shift towards professional and white-collar occupations, increased female workplace participation and changing industrial laws and systems from the previous decade, such as WorkChoices.

Preview Sample: Do Not Copy

The role of unions

Australian Council of Trade Unions (ACTU) is the peak union body representing all unions in Australia. **Trades Hall Council** (THC) is the peak union body representing unions in Victoria. Both these organisations have key roles negotiating with governments and employer groups and in trying to bring about positive change in society to promote equity and fairness. The whole aim of unions is to protect workers' rights and conditions. These conditions may include:

- ✓ rates of pay
- ✓ sick leave and other leave entitlements
- ✓ working hours
- ✓ penalty rates
- ✓ overtime and other entitlements.

Unions also play a large role in **occupational health and safety** development and monitoring, and also in developing and implementing training arrangements including Australian Apprenticeships.

Many large firms, especially in transport, construction and manufacturing industries, work side-by-side with unions and the ACTU in order to provide a positive **workplace culture**.

Image: AndreyPopov/ Depositphotos.com

Unions play a big role in workplace safety.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Union Membership in Australia

As at Aug 2016, 14.5% of all workers were union members, (1.7m) vs 18.9% in 2007 and 15.1% in 2014.

Note: All measures refer to workers in their main job.

13.3% of male workers
15.9% of female workers

The biggest union is the SDA with 230,000+ as at 2018.

4% of 15-19yo workers (L)
21% of 55-59yo workers (H)

38.5% public sector workers
10.4% private sector workers

(L) Rental, hiring and real estate services, 1.3%; Agriculture, forestry and fishing, 1.9%

(H) Education and Training, 31.2%; Public administration and safety, 30.6%

Source: ABS, 6310.0, Employee Earnings, Benefits and Trade Union Membership, Aug 2016 (Statistics as at Aug, 2016 unless noted.) & www.sda.org.au

Australian unions A

Preview Sample: Do Not Copy

1. Find out the full names of each of the unions listed below. Also list their website addresses.

ETU	
TWU	
AMWU	
CEPU	
CFMEU	
MUA	
TCFUA	
FSU	
HSUA	
CPSU	
NTEU	
TWU	
UFU	
FAAA	
UV	
APFA	
AEU	
SDA	

2. Add 3 other unions not on this list.
3. Identify the main industry that each is likely to represent.
4. List occupations that members of these unions might normally be employed in.

What is a union?

Unions are for workers

Yeap, it is as simple as that. Unions are organisations run by workers to help employees get a fair go at work.

Unions are based on the simple idea that much more can be achieved by working together. Unions give employees a stronger voice at work and in the community. Over the years, unions have helped get better pay, shorter working hours and safer work.

Figures from the Australian Bureau of Statistics show that union members earn on average 15% more than non-members. Today about 1.7 million Australians are union members. They belong to 46 major unions in Australia representing every industry.

Unions @ work

Unions provide their members with information, advice and support to get organised in the workplace. People who are not union members may need to pay thousands of dollars to lawyers to get similar advice or support.

But the best thing about unions is that your actions can help improve the situation of other workers. For example, if you ask the union to help you make the workplace safer for you – it becomes safer for everyone. Improvements won by unions, like shorter hours and superannuation, are now enjoyed by all employees.

Originally unions were called 'trade unions' with dozens of different unions each representing a trade. But now the biggest unions represent people from a industry or part of the workforce.

For example, the Finance Sector Union represents people who work in banks and insurance companies. Shop Distributive and Allied Employees Association represents people in shops and warehouses.

That means the union understands the industry and has lots of experience in dealing with employers. If you have a problem at work, it is probably a problem that a union has dealt with before.

A union for everyone

Whether you hammer in nails, put through sales or dance the ballet, there is a union for everyone (except the military). Australian workers generally belong to one of 20 industry unions. However, there are also more than 20 other smaller unions who represent workers from a specialised area of work. Unions are not just for people who work full-time. Casuals, part-timers, apprentices and trainees can all join their industry union.

Industrial action

A strike occurs when a group of employees decide to stop work to put pressure on an employer about an issue in the workplace.

Disputes about wages and conditions cause most strikes; other common reasons include disagreements about occupational health and safety, unfair dismissals and environmental issues.

'Protected industrial action' is the term used for a legal strike in Australia. It occurs when workers and employers who are in the process of enterprise bargaining cannot agree. Protested industrial action is legal under Federal law so long as:

- ⇨ you don't already have an enterprise agreement in place
- ⇨ it takes place during a bargaining period
- ⇨ you don't injure another person, or damage or destroy property.

Picketing occurs when striking workers gather outside their place of work. Striking like this often receives a lot of media attention, which is why it is a well known form of industrial action.

Action can take other forms, and often depends on the particular needs of the workers' industry. For example, nurses may close down beds in elective surgery when they take industrial action. They never close all beds, or interrupt emergency services.

In 1856, striking building workers in Melbourne won the right to work an eight hour day – an achievement we celebrate every year on Labour Day.

Source: ACTU Worksite for Schools Fact sheets: What is a union? & What is Industrial action?
www.worksite.actu.org.au

Preview Sample: Do Not Copy

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Unions in the workplace B

1. What is a union?
2. What does 'freedom of association' mean?
3. Outline 3 benefits of being a member of a union.
4. Outline 2 industries that might be highly unionised. Why might this be?
5. Outline 2 industries that have low rates of unionisation. Why might this be?
6. List 3 reasons for declining union membership.
7. Choose one of these reasons and explain the types of occupations that might be involved.
8. What is the relationship between casualisation, contracts and union membership?
9. Why do you think there are higher unionisation rates among older rather than younger workers?
10. What might be a reason for higher unionisation rates in the public sector? Give examples.
11. What might be a reason for lower unionisation rates in the private sector? Give examples.
12. Are you a member, or are you likely to become a member, of a union? Justify your decision.

Preview Sample: Do Not Copy

What is a union? C

1. Read the article 'What is a union'? List, in point form, 10 main pieces of information about unions.
2. Visit **worksite.actu.org.au** and navigate to the article *Unpaid Trial Work*. Summarise 5 main points. Do this as well for *Casual Hand*. *(Why do you recognise the actress in this video?)*
3. What is your opinion about unions? Why so? List reasons for and against joining a union. Have a discussion, or even a class debate.

Industrial dispute D

Research and collect articles on a current or recent industrial issue involving a union. You are required to prepare a report to the class that includes the following.

a. Outline the stakeholders involved in this dispute and their roles.
b. Outline the nature of the dispute.
c. Describe the actions that were taken as part of this dispute.
d. Explain the reasons that were given for taking the actions.
e. Outline the outcomes of the dispute.
f. Illustrate how this dispute demonstrates both effective and ineffective use of different work-related skills.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

7.09 Interpersonal Skills

Interpersonal skills

In workplaces of the 21st century more emphasis is being placed on employees requiring well-developed interpersonal skills.

Interpersonal skills relate to one's ability to work effectively with other people. Interpersonal skills might even be more important to an employee than traditional measures of intelligence such as IQ or technical skills.

The way we act and relate to other people forms the basis of our interpersonal skills. It is important that you can recognise your own interpersonal strengths and weaknesses. This will help shape your emotional intelligence. Some people also say that an individual's personality and overall mood influences their emotional intelligence.

Some of you may have already experienced a boss or some other person in a position of authority who is well-skilled in their position but has poor interpersonal or people skills. These ineffective leaders can be said to lack emotional intelligence.

For you to develop as a well-rounded individual you must have the people-skills to match and support your technical skills and qualifications.

It's important to develop interpersonal skills as well as technical skills in the workplace, as connecting and working with others is a vital work-related skill.

Preview Sample: Do Not Copy

A Interpersonal skills

Briefly describe 3 interpersonal skills that you will need in order to succeed in your workplace. How will you develop these? Which work-related skills do these relate to?

Workplace/occupation:
1.
2.
3.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Emotional intelligence

Modern research is showing that people as employees must be much more than just technically skilled, they must also have well-developed emotional intelligence. 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 and with customers and clients. Although theories on how to accurately measure emotional intelligence do differ we can say that a person's level of emotional intelligence is a strong indicator of their ability to work successfully with other people.

Many jobs call on different emotional abilities. The varied nature of work tasks and different work environments means that different emotional intelligences are needed. Occupations such as nursing and counselling require a high level of empathy, sales and marketing might need active listening, engineering might call on self-discipline and teaching requires patience.

Studies have also found that men and women score differently on emotional intelligence with women scoring higher in social responsibility and men in self-confidence.

It is important to develop work teams that involve people who have varied emotional intelligences. This allows a group to make up for individual strengths and weaknesses and creates a sense of **synergy** whereby "the sum of the whole is greater than the sum of the parts."

Skills of EI

Some generally accepted skills or competencies related to emotional intelligence include:

- empathy
- self-awareness
- self-assessment
- self-confidence
- self-control
- teamwork
- communication
- flexibility
- adaptability
- trustworthiness
- conscientiousness
- conflict management
- initiative
- intuition.

Preview Sample: Do Not Copy

Emotional intelligence B

1. Describe 2 workplace examples that demonstrate your emotional intelligence.

2. Use the internet to research theories, issues and tests surrounding emotional intelligence.
3. In pairs create and act-out workplace scenarios showing strong and weak emotional intelligence.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

7.11 Multiple Intelligences

Different strokes...

As workers you will have to deal with owners, managers, colleagues, customers, clients - all sorts of people on a daily basis! Working effectively with others and in teams is probably the most important employability skill needed for just about all occupations.

"Effective teamwork is created by balancing team members varied intelligences. This is called synergy."

Harvard University professor Howard Gardner is recognised as the developer of a set of eight multiple intelligences. We are all likely to have different levels of intelligence in each of these eight categories. Therefore, you shouldn't see yourself as just having one of these intelligences, but rather a combination of different co-related intelligences.

These multiple intelligences also influence a person's emotional intelligence. Having a greater understanding of peoples' varied scales of 'emotional intelligence' can improve learning, training and interpersonal relationships and make for a more enterprising workplace culture.

Multiple intelligences and emotional intelligence have become key considerations in developing workplace teams. So what are you good at?

Emotional intelligences

May relate to areas such as:

- self-awareness
- self-management
- social awareness
- managing relationships.

Preview Sample: Do Not Copy

Multiple Intelligences

Interpersonal
Are you good dealing with other people?

Intrapersonal
Are you good at managing yourself?

Verbal-Linguistic
Are you good using words and languages?

Visual-Spatial
Are you good with shapes, patterns and drawing?

Bodily-Kinesthetic
Are you good at physically using your body and hands?

Musical-Rhythmic
Are you good with music and sounds?

Naturalistic
Are you good in outdoor environments in the natural world?

Logical-Mathematical
Are you good at problem-solving, maths and using logic?

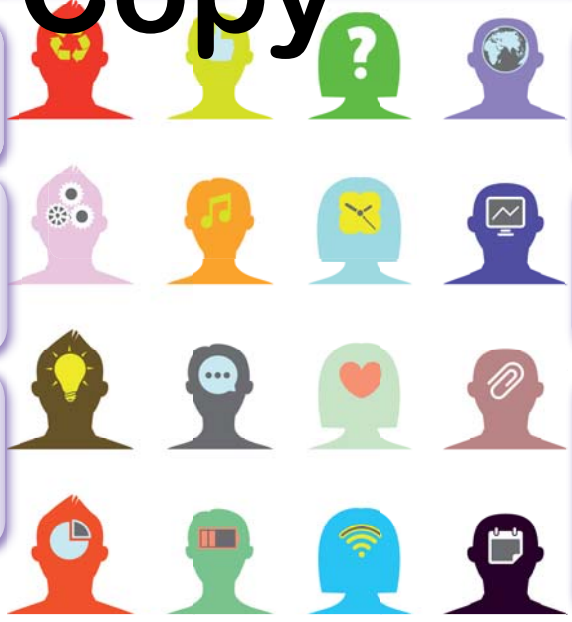


Image: Adapted from: tovovan/ iStock/Thinkstock

People have varied intelligences.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Multiple intelligences A

1. List each multiple intelligence. Rank yourself using *very low, low, medium, high, very high.* Also rank another member of the class. Tabulate and discuss these results as a class.

My multiple intelligence rankings.			
Interpersonal ⇨	⇨	⇨	⇨
⇨	⇨	⇨	⇨

Multiple intelligence rankings for: _____			
Interpersonal ⇨	⇨	⇨	⇨
⇨	⇨	⇨	⇨

Preview Sample: Do Not Copy

2. List 3 different occupations and explain how 2 different multiple intelligences would be needed by employees in each occupation. Find or create a graphic to illustrate these.

Occupation	Multiple Intelligence #1	Multiple Intelligence #2	Graphic/Illustration
e.g. *Surgeon*	*Bodily-Kinesthetic because surgeons need extremely accurate hand-eye coordination.*	*Logical-mathematical because they need to know sophisticated scientific & medical data.*	

7.13 Effective Communication

Communication

Effective communication is a key to creating a positive workplace environment. The success of your career pathway depends on your ability to communicate effectively with people in a workplace. It is vital that you develop your skills of communication to the fullest.

One of the most significant changes that is sweeping modern workplaces is the change in communication methods. Innovation in digital communications technology has meant that messages can now be sent much faster, much more cheaply and to more recipients, more often. This should mean that people are able to communicate more effectively. But this has also lead to over-communication and ineffective communication!

The communication process always consists of 3 key components.

1. **The sender**
2. **The message**
3. **The recipient**

Image: justaa/ Depositphotos.com

Preview Sample: Do Not Copy

Let's communicate!

- verbal
- non-verbal
- meetings
- briefings
- seminars
- webinar
- teleconferences
- instructions
- manuals
- diagrams
- reports
- landlines
- mobiles
- pagers
- 2-way radio
- email
- SMS
- apps
- fax
- broadcast
- podcast
- memo
- bulletin boards
- print media
- websites
- advertising
- PA
- sticky notes
- signs
- mime
- semiphore
- blogs
- Skype
- Facetime
- Twitter
- YouTube
- Facebook
- Instagram
- SnapChat
- Facetime
- WhatsApp
- Tmblr
- Fitbit

A Communication

Describe 3 methods of communication that you prefer using and why.

1.

2.

3.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Communicating effectively

Modern workplaces have at their disposal a range of different communication tools and devices. Electronic communication devices improve communication speed making employees instantly contactable.

However, technology is only the means of communicating the message. Good communication is really about having good people skills. The key to good communication is tailoring the message so that it is understood (read, seen or heard) and acted upon by the person receiving the message.

As young people growing up in a world where mobiles, texts, Facetime, voicemail, Instagram, Twitter, Facebook and other electronic and social media processes dominate, you are naturally attuned to these methods of communication as you can use modern technology effectively.

However, communicating in the workplace is different from communicating with your friends and peers. In order to deliver an effective communication message, regardless of whether it is verbal, written, electronic or in some other form, you must imagine how the message will be received from the point-of-view of the receiver.

When you are planning to communicate any message ask yourself these 4 questions.

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

Preview Sample Do Not Copy

7

Communication devices B

1. Draw or obtain a graphic of 3 communication devices used by employees in a workplace you are familiar with.
2. Describe the features, advantages and disadvantages of each device.

1.
2.
3.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

7.15 Effective Communication

C Workplace communication

1. Choose a work setting that you are familiar with. Complete the table for 2 different occupations that exist within that work setting.
2. In groups, create and then act-out (and even film) a scenario that firstly shows bad workplace communication; but then models good workplace communication.

Types of workplace communication

- ⇨ task instructions
- ⇨ rosters & timelines
- ⇨ product information
- ⇨ safety information
- ⇨ job roles & responsibilities
- ⇨ processes & policies
- ⇨ customer details
- ⇨ market research
- ⇨ professional advice
- ⇨ financial information
- ⇨ legal requirements
- ⇨ workplace forms

Workplace:	
Occupation 1:	**Occupation 2:**
1. Describe 2 methods of communication that are commonly used as part of the work activities.	
2. Explain the importance of communication devices for these employees.	
3. Discuss one advantage of these methods/devices for workplace stakeholders.	
4. Discuss one disadvantage of these methods/devices for workplace stakeholders.	

Preview Sample: Do Not Copy

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

8 Steps - Communication planner D

i. Use this 8 step planner for effective communication to help structure a communication activity that your teacher has set you to do. *or*

ii. Sit in on a workplace meeting or observe workplace communication in action. Use this planner to describe what is happening for these 8-stages. Enlarge the page if needed.

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

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

7.17 Effective Teamwork

Workplace teams

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

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

Your role in a team

One of the most important factors that employers look for when employing someone is their ability to work with other people. As you know, work environments are team environments. So what strengths do you have that you can contribute to create a positive team environment?

And while we're at it, what are your weaknesses? What are the areas you need to build and develop to make you a more effective team member and therefore more employable? Are you avoiding things because they're too hard, or just too [illegible] for you?

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

One way that you can honestly assess your team strengths and weaknesses is to use those eight Multiple Intelligences on p.138 or even the Skills Audit on p.81.

It's not always easy to get along with all people in a workplace environment.

Preview Sample. Do Not Copy

A Team player

Outline 5 work-related positive [illegible] offer a team.

1.
2.
3.
4.
5.

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Building teams B

You are required to suggest teams for each of the activities outlined below.

You can use Skills Audits for your class members as well as other information you know about the skills, competencies and experiences of your classmates. Briefly explain why you chose each team member. *Note: All class members must appear at least once. If you need more space use your work folios.*

An activity training elderly clients to use modern communications technology.

Team members *Reasons*

An activity to show people basic car maintenance.

Team members *Reasons*

Preview Sample: Do Not Copy

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

Team members *Reasons*

An activity involving the formal presentation of an idea to teachers or supervisors.

Team members *Reasons*

7.19 Effective Teamwork

Team dynamics

Teamwork is the key work-related skill that complements and supports every other work-related skill. Colleagues must work together in work teams. Managers and employees must communicate effectively as a team. Some organisations invest millions of dollars into team-building exercises in order to build effective workplace relations and minimise interpersonal conflict.

A key to developing effective workplaces is to employ staff who not only get along with each other but that can work cooperatively. Staff who are happy are more likely to stay, those who are unhappy are more likely to leave.

Remember you don't need to be best friends with everyone in a workplace. 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.

When people are in teams they often take on roles which creates interesting team dynamics.

Preview Sample: Do Not Copy

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

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

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

Monitor
Their role is to chair, review and make sure that everything is on track.

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

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

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

Supporter
Their role is to go along with good ideas and support the suggestions.

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

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

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

Team Roles: Which are you?

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Team dynamics C

Observe a team or group situation in a workplace you are familiar with.

i. Note the 'roles' that various team members are 'performing'

ii. Describe if they are performing their role in a positive or in a negative manner.

iii. Describe whether any roles, different from those listed on p.146, are being performed.

iv. Explain whether this team will benefit from any other of the roles listed on p.146.

(You should make a copy of this pro-forma before beginning. If needed use more than 1 sheet.)

Team meeting/activity: _____

Observed by: _____ ***Date:*** _____ ***Time:*** _____

Team members	Official positions	'Roles'	Description of +ve or -ve

Preview Sample: Do Not Copy

How could the team benefit from another role(s)?

7.21 Using Work-Related Skills

Dealing with issues

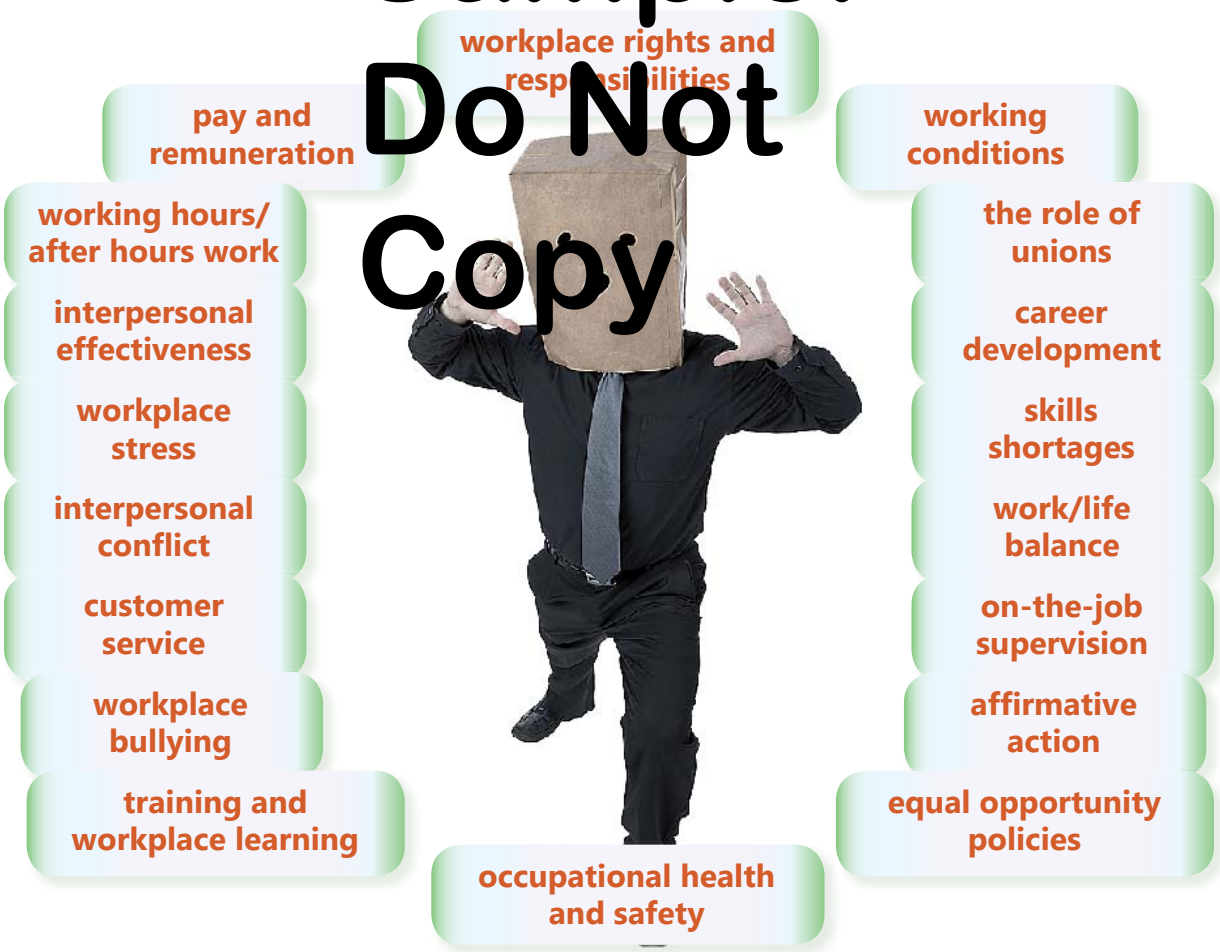
Throughout this entire unit of study you have seen how workplace issues can impact on workplace participants. One of the hallmarks of enterprising workplaces is their ability to effectively develop work-related skills in their employees, and then to support those employees to use work-related skills so as to deal with work-related issues.

Work-related skills are not developed in isolation from one another and nor do they exist as separate from one another. Employees naturally use a range of work-related skills at the same time. These complementary work-related skills enable workplace issues to be dealt with more effectively.

For example, communication naturally complements managing and leading and adaptability complements learning.

So consider these common work-related issues below and think about how stakeholders in workplaces you are familiar with might develop and use work-related skills to deal with each of these. And of course working with others is complementary to all work-related skills.

Preview
Sample:
Do Not
Copy



I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Strategies to Deal with Work-Related Issues

Connecting and working with others & Acting proactively and autonomously

Workplaces that acknowledge equal opportunity issues are proactively addressing the need to become more enterprising.

For example, healthcare workers might find that they are increasingly servicing patients from diverse cultural backgrounds. One strategy to help deal with this issue might be to actively try to recruit staff from different backgrounds so as to better deal with a diverse client base.

At the same time, management can introduce training programs that enable existing staff to become familiar with cultural sensitivities and to learn basic communication phrases in key community languages.

Adaptability & Learning and Developing Skills

It is vital to encourage workplace stakeholders to learn new skills, to become more flexible and to embrace change.

For example, office admin workers might be unsure just whose responsibility it is to keep up with any technological innovation associated with their jobs.

In response, a strategy might be that managers support employees by offering appropriate on-the-job and off-the-job training such as Australian Apprenticeships and/or formal e-learning training in relevant software packages.

This will assist employees to improve their skill levels which will help make them more competent and confident.

Preview Sample: Do Not Copy

Problem-solving & Acting proactively and autonomously

If employees are given responsibility and are encouraged to make decisions then they become proactive and valuable workers. Many workplace issues lead to problems.

For example, an OH&S issue such as an unsafe lifting procedure involving pickers and packers when unloading palettes could reduce efficiency and might also result in manual handling injuries.

An appropriate strategy is to develop problem-solving skills in employees. They could be given responsibility for identifying safety issues so that they feel more confident in reporting them immediately. Employees could also have input into the development of safer processes so as to prevent injuries from happening in the future.

Essentially employees are given more autonomy in developing their own work practices.

Managing and Leading & Problem-solving, Adaptability and more!

Good staff can be hard to find; and even harder to keep! The employees of today should be encouraged to be the enterprising leaders of tomorrow. Many talented young people work as casuals, however, they often quit their jobs to find more permanent and rewarding work.

For example, workplaces can develop leadership programs to support employee development and help mentor young workers. This will enable owners and managers to identify and retain good young staff. This will save them money and time recruiting and training replacement workers.

Young employees can be given responsibility and be trained to solve problems and make decisions. This will help develop employees who are brimming with initiative.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

7.23 Conflict Resolution

Interpersonal conflict

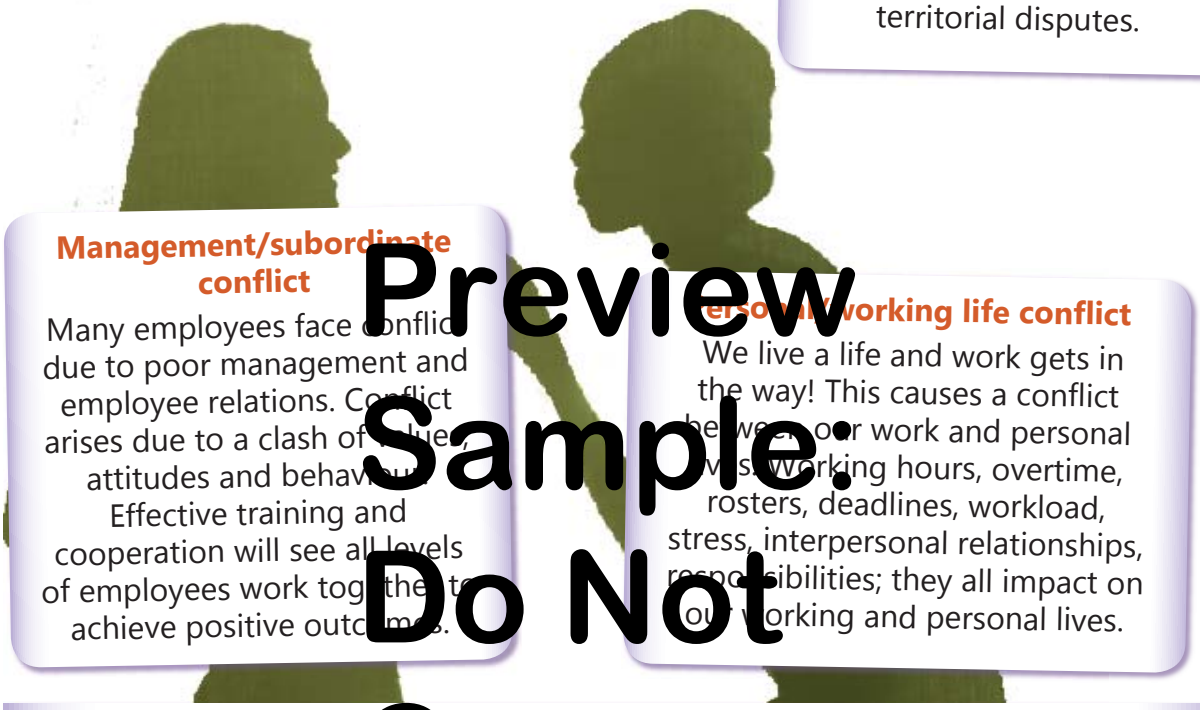
Interpersonal conflict occurs in the workplace as a result of poor interaction between people, or due to problems that arise when completing work tasks.

Interpersonal conflict can lead to high levels of stress, illness, absenteeism, labour turnover, lost productivity and poor relations between employees and managers, customers or other employees.

However, various work-related skills can be developed and used to help deal with workplace conflict.

Interpersonal conflict

Not all people in a workplace get along! Conflict might occur due to a clash of personalities, positions, responsibilities, values, attitudes and even territorial disputes.



Management/subordinate conflict

Many employees face conflict due to poor management and employee relations. Conflict arises due to a clash of values, attitudes and behaviour. Effective training and cooperation will see all levels of employees work together to achieve positive outcomes.

Personal/working life conflict

We live a life and work gets in the way! This causes a conflict between our work and personal lives: working hours, overtime, rosters, deadlines, workload, stress, interpersonal relationships, responsibilities; they all impact on our working and personal lives.

Preview Sample: Do Not Copy

Conflict resolution: Create a Win-Win situation

1. **Change conflict to co-operation by working together.**
   - Aim to satisfy the underlying needs of the parties rather than focusing on possible solutions.
   - Attack the problem, not the people involved.
2. **Communicate, be empathetic and gain an understanding of the other party's needs.**
   - Ask questions about their point of view.
   - Remain calm and don't accuse or judge the other person.
3. **Explain how the other party's behaviour or position makes you feel.**
   - Use words that emphasise feelings.
   - Show how the consequences of actions or inaction impacted on your feelings.
4. **Use a mediator to solve the problem.**
   - In industrial disputes an independent third party may be brought in to help the parties negotiate and reach an agreement.
   - In neighbourhood disputes trained mediators may be used to reduce personal confrontation.
   - In a workplace you might need to refer a difficult customer to an appropriate supervisor.
5. **Workplaces should have conflict resolution policies.**
   - Follow established policies and guidelines.
   - Document the situation in writing.
   - If unsure, intimidated or you feel that the conflict isn't being resolved seek help from a supervisor, senior work colleague, your union rep or an outside agency.

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Resolving conflict A

Stuck in the middle

Bianca is an office manager at Posh Panels, a smash repair and panel beating business. She has two bosses, Rusty and Sparkle.

Rusty and Sparkle have very different attitudes towards Bianca and what she should be doing in the business. This often causes arguments between them, sometimes in front of Bianca.

Rusty is laid-back and is happy for Bianca to get on with the job and only asks her to do specific tasks for her occasionally. To Rusty, Bianca doing her job well, with high quality and efficiency is more important than her always being busy or the number of hours she clocks up. On slow days, Rusty is happy to let Bianca go early because she always stays back when things are busy.

On the other hand, Sparkle likes to make sure that she is getting her money's worth out of Bianca and checks constantly that Bianca is busy enough and is at work for the prescribed hours each day. Sparkle may often give Bianca 'busy work' to fill in time on slow days.

Bianca is often put in an uncomfortable position. For example, last Friday she had arranged with Rusty to leave a bit early and put off some work tasks to Monday, because it was her boyfriend's 21st party that night. When she was packing up to go, however, Sparkle, asked her what she thought she was doing. This lead to another argument between Rusty and Sparkle and Bianca ended up working late because Sparkle was so angry.

Bianca likes the work she does, it is close to home and she gets good training. But she hates the conflict and doesn't like Sparkle at all and is intimidated by her actions. She's thinking of looking for another job but feels that it is unfair that she should have to quit just because Rusty and Sparkle can't agree on Bianca's duties.

Preview Sample: Do Not Copy

1. Describe the conflict that seems to be occurring.

2. Outline the reasons for the conflict occurring.

3. Who is the conflict between? Explain.

A Resolving conflict (cont.)

1. Describe how you would feel if you were:

   i. Bianca

   ii. Rusty

   iii. Sparkle.

5. Use the steps in a conflict resolution process to suggest strategies to solve this conflict.

Preview
Sample:
Do Not
Copy

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Assessment Task 7.26

Workplace Issue AT3B

You must select a **second work-related issue** to investigate based on **a selected occupation** that occurs in **a specific workplace.** (This could be the one in which you undertook your work placement). You should choose one of the following issues, however, your teacher might suggest other issues.

Workplace issues to choose from:

- ❑ Workplace rights and responsibilities
- ❑ Equal opportunity and/or anti-discrimination
- ❑ Role of unions in the workplace
- ❑ Effective communication in the workplace
- ❑ Workplace relations and conflict resolution
- ❑ Developing effective interpersonal relationships and emotional intelligence

❑ _____

Note: You must investigate OHS and Workplace Safety as an issue for this learning outcome. However, you might already have completed your investigation into OHS as a workplace issue for AT3A. If you haven't done this already, you will have to do here by investigating 2 workplace issues (i.e. OH&S and one other issue).

Preview Sample: Do Not Copy

Tips: This activity is best completed as a report using headings and sub-headings. Your teacher will advise you on word limits, due dates and other details.

1. **Explain the work-related issue and how this issue relates to a selected occupation for a specific workplace.**

   (Consider: Explain this issue generally. How might it relate to this workplace generally? How does it relate to this specific occupation in this workplace?)

2. **Outline the role of 2 different workplace stakeholders in relation to the issue.**

   (Consider: What are their rights and/or responsibilities in relation to this issue? What are they required to do in response to this issue? Do/did they have a role in establishing any policy, rules or laws?)

3. **Discuss the ways that at least 2 different work-related skills might be used to deal with this issue, (other than connecting and working with others, and teamwork).**

   (Consider: Identify and explain each work-related skill generally. Discuss how each work-related skill has been, or could be, used to deal with this issue. Consider how these work-related skills complement others.

4. **Discuss the ways that connecting and working with others, and teamwork might be used to deal with this issue.**

   (Consider: Identify and explain connecting and working with others, and teamwork, generally. Discuss how effective teamwork, and connecting and working with others, has been, or could be, used to deal with this issue.)

5. **Evaluate the effectiveness of these work-related skills in dealing with this issue.**

   (Consider: How has the issue been addressed? What is being done better? What role did these work-related skills play in these improvements? What still needs to be improved for this occupation? What other work-related skills might need to be developed?

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

7.27 Assessment Task

i. As part of your research complete the table below.

ii. Add 2 more work-related skills relevant to your work-related issue you are investigating and complete the *Work-Related Skills audit* opposite. (?More space = use workbooks!)

Workplace:	Occupation:
Work-Related issue:	
Role of 1st workplace stakeholder	Role of 2nd workplace stakeholder
How 1st work-related skill is used?	How 2nd work-related skill is used?
How are connecting and working with others, and teamwork used?	
Evaluate the use of 1st work-related skill (use evidence).	Evaluate the use of 2nd work-related skill (use evidence).
Evaluate use of connecting and working with others, and teamwork (use evidence).	

Preview
Sample:
Do Not
Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

		Problem-solving		Managing and leading		Connecting and working with others		Work-Related Skill Audit
								How was this work-related skill used (or how could it be used) to deal with the issue?
								How successfully was this work-related skill used (or how successfully could it be used) to deal with the issue?
								What role did teamwork play (or what role could teamwork play) as part of this work-related skill?

Preview Sample: Do Not Copy

7.29 Self-Assessment & Evaluation

Self-Assessment Review

Student: _____ **Unit:** _____ **Dates:** _____

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 during this unit and why?

→ _____

→ _____

→ _____

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

→ _____

→ _____

Which work-related skills do I still need to improve on?

→ _____

→ _____

→ _____

Signed: _____ *Date:* _____

Teacher initials: _____ *Date:* _____

Preview
Sample:
Do Not
Copy

I&E Unit 1: Workplace Participation 4ed. **Draft preview**
Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Additional Information - Pro-formas

Contents

8.00 Activities Blank.....157
8.01 Team/Individual Assessment .158
8.02 Stakeholder Contact 159
8.03 Workplace Learning Diary 160
8.04 Timesheet - Task Planner.....161
8.05 Workplace Evaluation - General 162
8.06 Workplace Evaluation - Specific 127
8.07 Unit Summary.....128

8

Activity	p.	Due date/Done?	Comment

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

8.01 Team Member/Individual Assessment

Team Member/Individual Assessment Sheet

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

Team member: _____

Team work activity: _____

Specific task(s): _____

Assessed by: _____ *Date:* _____

	Excellent	Very Good	Good	Basic	Not shown
☺ *Communicating effectively*					
☺ *Being adaptable*					
☺ *Showing initiative (and enterprise)*					
☺ *Showing autonomy and responsibility*					
☺ *Solving-problems*					
☺ *Managing and leading*					
☺ *Planning & organising*					
☺ *Learning new skills and tasks*					
☺ *Using technology*					
☺ *Working in teams*					
☺ *Working safely*					

Preview Sample: Do Not Copy

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

1. _____

2. _____

Briefly suggest 1 area that this person can improve on in their next task.

1. _____

Briefly describe 2 multiple intelligences that the person demonstrated doing this activity.

1. _____

2. _____

Signed: _____ Date: _____

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Stakeholder Contact Pro-forma

Use this pro-forma to record any and all contacts you have with interviewees, potential employers and other external stakeholders. You might also need to send this sheet to an employer or contact.

TO: Fill in those contact details that relate to the person you are contacting.					
Name:					
Position:					
Organisation:					
Address:					
Phone:		Fax:		email:	
Other:					

FROM: Fill in your relevant contact details that the person you are contacting might need to know.			
Name:			
Mobile:		Year Level:	
Subject:			
School:			
School address:			
School phone:		Fax:	email:
Other:			

Preview Sample: Do Not Copy

Purpose of contact:

- ❑ To contact or interview an employee or employer in a workplace in relation to a learning outcome.
- ❑ To investigate a workplace OH&S issue.
- ❑ To enquire about workplace learning.
- ❑ To visit a workplace to meet (or have an interview) with an employer for workplace learning.
- ❑ To arrange OH&S induction
- ❑ To get appropriate work experience or work placement forms signed.
- ❑ To contact a stakeholder in relation to work related activity.
- ❑ To investigate employment opportunities.
- ❑ Other:

What is it that I am asking?	What are the relevant dates/times?	Write down any info you are given.

What do I need to do next?	Who do I need to contact next?	By when must this next task be done?

Student signature:		Date & Time:	
Contact's signature:		Date &Time:	
Teacher Initials:		Date & Time:	

8.03 Workplace Learning Diary

Workplace Learning Journal

You must complete one of these record pages for each day of your work placement.

Name:		Day:		Date:	
Workplace:		Supervisor:		Page:	

Times	Description of main tasks performed/duties.
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	

Preview Sample: Do Not Copy

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.)

Outline an example of technology used as part of your work tasks today.	
Describe an OH&S practice you followed or observed in action today.	
Outline any special arrangements or requirements for tomorrow.	

Student signature:		Date:	
Supervisor's signature:		Date:	

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Daily Timesheet - Task Planner

Duplicate, and if necessary enlarge to A3 before writing on this pro-forma.

Name: _____ Activity: _____

Day: _____ Date: _____ Supervisor: _____

Time: Fill in using 15 or 30 min blocks.	Brief Description of Task	Person(s) responsible?	Equipment/inputs needed?	Other information?	Duration	Done/ initials
eg 7.16-7.30am	Unpack ute	me	trolley	keep tools dry	15 mins	MC

8.05 Work Placement: Evaluation - Employability Skills

Work Placement: Evaluation - Work-Related Skills

A copy of this evaluation needs to be completed by your supervisor in relation to your work placement (or enterprise activity). Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

Student: _____

Workplace/activity: _____

Student's role: _____

Evaluated by: _____ Position: _____

	Excellent	*Very Good*	*Good*	*Basic*	*Not shown*
😐 *Communicating effectively*					
😐 *Being adaptable*					
😐 *Showing initiative (and enterprise)*					
😐 *Showing autonomy and responsibility*					
😐 *Solving-problems*					
😐 *Managing and leading*					
😐 *Planning & organising*					
😐 *Learning new skills and tasks*					
😐 *Using technology*					
😐 *Working in teams*					
😐 *Working safely*					

Preview Sample: Do Not Copy

Briefly describe up to three of this student's most successful contributions/areas of involvement.

1. _____

2. _____

3. _____

Briefly suggest areas that this student should aim to develop further.

1. _____

2. _____

Feel free to comment further. (Add another page or a specific evaluation if necessary.)

_____

_____

Signed: _____ Date: _____

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

Work Placement: Evaluation - Specific Competencies and Skills

A copy of this evaluation needs to be completed by your supervisor in relation to your work placement (or enterprise activity). Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

Student: _____

Work setting/activity: _____

Student's role: _____

Evaluated by: _____ Position: _____

Specific competencies or work-related skills successfully demonstrated by the student included...
e.g. Safely used kitchen equipment including microwave, industrial dishwasher and peeling machine.

Preview Sample: Do Not Copy

Briefly suggest areas that this student should aim to develop further.

1. _____

2. _____

Feel free to comment further. (Add another page or another evaluation if necessary.)

_____

_____

Signed: _____ Date: _____

8.07 Workplace Participation - Unit Summary

Name: Teacher: Class:

INDUSTRY AND ENTERPRISE UNIT 1: WORKPLACE PARTICIPATION - UNIT SUMMARY RECORD SHEET

AOS1: Contributing To The Workforce O1: Career pathways investigation			AOS2: Developing Work-Related Skills O2: Work placement and report			AOS3: Workplace Effectiveness O3: Workplace effectiveness investigation		
Task	Title/description	Due/done	Task	Title/description	Due/done	Task	Title/description	Due/done
All tasks completed for this outcome? ☐ Date:			All tasks completed for this outcome? ☐ Date:			All tasks completed for this outcome? ☐ Date:		

Preview Sample: Do Not Copy

Written by Michael Carolan. Copyright © 2019 DELIVER Educational Consulting.

acting proactively and autonomously 74, 149
Activities Blank pro-forma 157
ACTU 132
adaptability 74, 149
affirmative action 128
anti-discrimination 129
attitudes to working 12-15
Australian Apprenticeships 39, 85
Australian Qualifications Framework 41
australian workforce 22-26
businesses 100
career development 4
career goal-setting 10-11
career pathways 2-5
career survey 50-53
caring 105
changing world of work 34-37
clerical and administrative workers 86
cold-canvassing 17
communicating effectively 141-143
communication - workplace 142-143
communication 140-143
communication methods 140
community workers 86
conflict resolution 150-152
connecting and working with others 74, 149
Core Skills for Work 75
digital economy 36-37
digital trends 36-37
discrimination 128-129
diversity 128
domestic 'work' 104, 105
emotional intelligence 137
employability skills 75, 76
employee responsibilities 116
employee rights 116
employment 22
enterprise capabilities 74, 76, 83, 149, 155
entry level requirements 84-87, 98
entry-level skills 89
equal opportunity 128-131
factors of production 24
generic skills 93
gig economy 36-37
GOALscorer 50-53
Group Training Organisations 39
industry trends 32
industry-specific competencies 82
industry-specific skills 94
inputs 23
interpersonal skills 136-137
job applications 64-65
job descriptions 82
job interviews 68-71
job processes 108
Job specifications 82
job Tasks 108-111
jobactive 17
job-seeking 56-57
job-seeking network 16
key performance indicators 92
labour market 22
labour market trends 28-33
labourers 86
large organisations: corporate 102
large organisations: government 102
lawful discrimination 129
learning and developing skills and knowledge 74
lifelong learning 4, 42-43, 76
machinery operators and drivers 86
managers 86
managing and leading 74, 149
micro organisations 102
multiple career pathways 4
multiple intelligences 138-139
networking 16-17
not-for-profits 100-101
occupation summaries 33
occupational tasks and process 109
occupations 48-53
occupations - investigating 48-53
OH&S - Induction 44-47
OH&S - investigation 124-125
OH&S - ITEACM 123
OH&S - Personal Safety Plan 47
OH&S - rights & responsibilities 118-119
OH&S - risk assessment and hazard control 123
OH&S - safe work practices 122
OH&S - workplace safety 122-123
OH&S - Workplace Safety Audit 126
OH&S - workplace safety signs 120-121
outputs 23
owner-operators 102
paid work 104, 105
personal competencies 78
personal qualities 84
personal service workers 86
private sector 100
problem-solving 74, 149
professionals 86
public sector 100
qualifications 38-41, 84
Registered Training Organisation 39
résumés 58-63
rights and responsibilities 116-117
safe@work 45
sales workers 86
Self-Assessment & Evaluation 72, 114, 156
self-assessment tools 92-95
Self-Assessment: Enterprising Behaviours 94, 95
Self-Assessment: Generic Skills 93
Self-Assessment: Specific Work-Related Skills 94
skilled workforce 26, 30
Skills Audit 81
skills shortages 34-35
small organisations 102
social competencies 78
sourcing work 16-19
Stakeholder Contact pro-forma 159
structured workplace learning 87-91
Structured Workplace Learning: Planning Process 90-91
sub-contractors 37
synergy 137
TAFE 38
team dynamics 146
team roles 146
Team/Individual Assessment pro-forma 158
teamwork 144-147
technicians and trades workers 86
Trades Hall Council (THC) 132
Timesheet - Task Planner pro-forma 161
training providers 38-41
transferable Skills 78-81
unemployment 22, 31
union membership statistics 133
unions 132-135
Unit Summary pro-forma 128
universities 40
unpaid work 104, 105
using work-related skills 148-149
values 6-9
volunteer work 104, 105
win-win 150
work in society 104-108
work settings 100-103
workplace communication 142-143
Workplace Evaluation - General pro-forma 162
Workplace Evaluation - Specific pro-forma 127
Workplace Learning Diary pro-forma 160
workplace teams 144-145
work-related issues 148-189
work-related skills 74-77
work-related skills for jobs 82-85
work-related skills in the workplace 110, 111
WorkSafe 44, 118
youth unemployment 31

Preview
Sample:
Do Not
Copy

Preview Sample: Do Not Copy