

WORK RELATED SKILLS

// VOCATIONAL & PATHWAYS LEARNING

VPC 1&2

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M1: Interests, skills and capabilities in the workplace
M2: Employment opportunities and workplace conditions
M3: Applying for an employment opportunity

M1: Identifying and planning for a work-related activity
M2: Completing and reviewing a small-scale work-related activity.
M3: Reporting on a work-related activity

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Vocational and Work Education Resources

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Work Experience Journal	___ @ \$22	or ___ @ \$165
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WACE: Career and Enterprise

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CAE: ATAR 12 2ed	___ @ \$68	or ___ @ \$770
CAE: Foundation 11	___ @ \$55	or ___ @ \$595
CAE: Foundation 12	___ @ \$55	or ___ @ \$595

VCE: Industry and Enterprise

New editions were released in 2022

I&E Unit 1: Workplace Participation 5ed - book	___ @ \$38
I&E Unit 1: Workplace Participation - e-master	___ @ \$550
I&E 1&2: Towards an Enterprising You 6ed - book	___ @ \$55
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Interests, Skills & Capabilities

1

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1.09 Interests, Attributes and Capabilities	10		

Activities 1: Interests, Skills & Capabilities	p.	Due date	Done	Comment
1-2 Module 1: My Requirements	3	<input type="checkbox"/>	<input type="radio"/>	
1A Work	5	<input type="checkbox"/>	<input type="radio"/>	
1B Workplaces	6	<input type="checkbox"/>	<input type="radio"/>	
1C Service workplaces	7	<input type="checkbox"/>	<input type="radio"/>	
1D Industrial workplaces				
1E Me working				
1F My interests	10	<input type="checkbox"/>	<input type="radio"/>	
1G My attributes	11	<input type="checkbox"/>	<input type="radio"/>	
1H My capabilities	13	<input type="checkbox"/>	<input type="radio"/>	
1I My personal values	15	<input type="checkbox"/>	<input type="radio"/>	
AT1 The World of Work	16	<input type="checkbox"/>	<input type="radio"/>	

FULL DRAFT
PREVIEW
SAMPLE

Comments:

1.01 Module 1 - Introduction

Module 1 - Interests, skills and capabilities in the workplace

Module 1 requires you to investigate the importance of skills, capabilities and other attributes for work-related situations.

In Section 1: Interests, Skills & Capabilities you will:

- ⇒ understand the different elements of the world of work, including industries
- ⇒ establish your own personal interests, attributes and capabilities
- ⇒ clarify your personal values and how these influence work and career choices.

At the end of this section, you will complete a graduated assessment whereby you will create a diagram that shows the links between key terms related to the world of work, and where you think you might fit in.

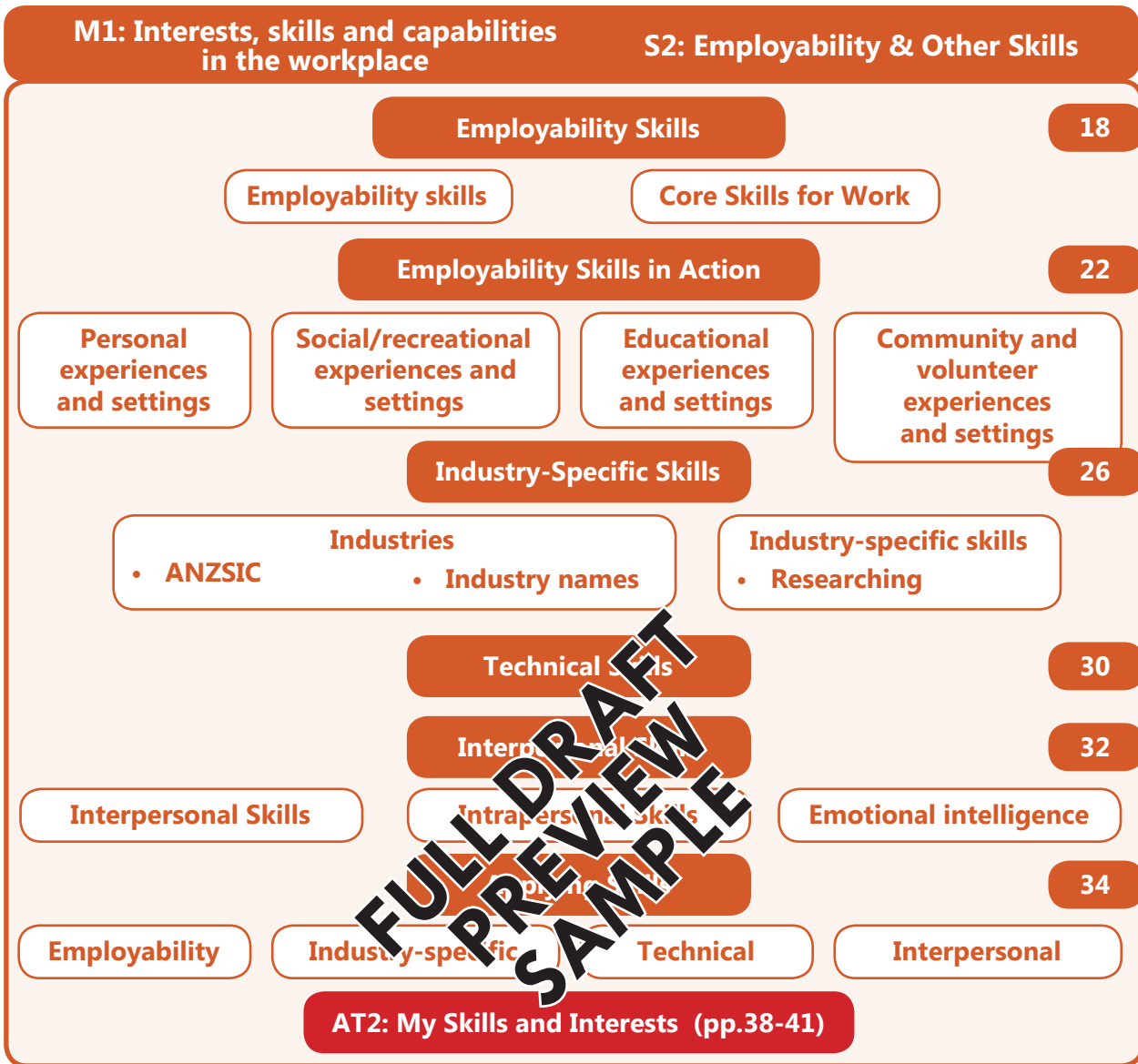
In Section 2: Employability & Other Skills you will:

- ⇒ learn the importance of employability skills
- ⇒ investigate the application of employability skills in a variety of settings
- ⇒ examine industry-specific skills and their role in training for industry
- ⇒ understand the importance of technical and interpersonal skills
- ⇒ explain how various skills-sets are applied in different industry settings and work.

At the end of this section, you will complete a module assessment task by creating a report on how your skills and interests might suit a specific industry.

FULL DRAFT
PREVIEW
SAMPLE





Module 1: My Requirements 1-2

Your teacher will discuss **your unit requirements** for **Module 1** with the class. List the important information, and make diary notes and reminders where relevant.



Requirement	Activities/ Resources/ Applied	Assessment

1.03 World of Work

Work

One of the most important activities that people will do throughout their lives is to work.

Working in paid **employment** enables a person to earn **income** to buy **goods** and **services** as part of their personal **lifestyle**. Working also builds **confidence** and **self-esteem**. Working helps to create a sense of **belonging** within the broader community.

Working with others builds **socialisation** skills and helps a person grow by mixing with **diverse people** from different ages and **cultural backgrounds**.

Workers also build general **employability skills** such as communication, problem-solving, and planning and organising. These skills can also be applied to one's own personal life.

And of course, workers build **industry-specific skills** by doing their job, including many practical, manual and technical skills. These industry-specific and **professional skills** help a person learn and grow and advance their career.

Working

In Australia, there are more than 15 million people working, in thousands of different **occupations**, across many **industries** and industry sub-sectors.

For example, a teenager working on the checkouts at Coles might be classified as a retail worker in the Retail Trade industry. Your teacher is a secondary teacher working in the Education and Training industry. Police officers work in the Public Administration and Safety industry.

People might be working **full-time**, **part-time**, as a **casual**, as a **contractor** or sub-contractor, a freelancer or even as a **self-employed** owner/operator.

Some people even combine these classifications as part of a hybrid, or **portfolio career**.

Many people also do **unpaid volunteer** or **community work**. Although they are working, they are not classified as 'employed'. To be considered as officially employed, a worker must be in paid employment (or working unpaid in a family business).



Some work is practical and requires technical skills.



Most working is about helping out others in some way, which also requires good people skills.

Image: Umkehrer Richard/Photos.com

Image: tyler olson/Photos.com



Supermarkets and shops are some of the types of workplaces where young people commonly work.

1. In your own words briefly **explain** the meaning of **work**.



2. Look at the **3 images** on p.4. Name each worker and complete the following.
3. Identify the work or **the job (occupation)** they are doing.
4. Briefly outline **2 work tasks** they would usually do in a day of work.
5. Describe the **characteristics** of the **workplace** that they work in.

Person 1: Job: Work Tasks: i. ii. Workplace characteristics:	Person 2: Job: Work Tasks: i. ii. Workplace characteristics:	Person 3: Job: Work Tasks: i. ii. Workplace characteristics:
---	---	---

FULL DRAFT
PREVIEW
SAMPLE

Think about **3 people** you know **who work**. For each person complete the following.

6. Identify the work **or the job (occupation)** they do.
7. Briefly outline **2 work tasks** they would usually do in a day of work.
8. Describe the **characteristics** of the **workplace** that they work in.

Person 1: Job: Work Tasks: i. ii. Workplace characteristics:	Person 2: Job: Work Tasks: i. ii. Workplace characteristics:	Person 3: Job: Work Tasks: i. ii. Workplace characteristics:
---	---	---


Work words: Add the bolded terms to your glossary, under the heading 'Work'.

1.05 World of Work

Workplaces

A **workplace** usually refers to the **organisation** in which someone is employed. For example, your local IGA supermarket is a workplace. So too is your school. So too is the local take-away shop.

A workplace can also refer to a specific **work location** in which someone works, such as IGA Brunswick or IGA Balnarring.

 Which workplaces do you most often interact with?

Diverse workplaces

People work in diverse workplaces. Consider shops, offices, factories, schools, mines, construction sites, farms, hospitals and so many more.

Then there are workers who are on the move such as truck drivers, pilots, posties, courier drivers, emergency service workers, and other highly 'mobile' workers.

Then there are the outdoor workers including gardeners, arborists, sportspeople, park rangers, zookeepers, crossing attendants, farm workers and other people who spend some, or even all of their working hours, outdoors.

And many workers cross over different workplaces and worksites by working inside, working outside, working onsite, working off-site and even working remotely; depending on the specific requirements of the job roles at different times.

Image: photography33/
Depositphotos.com

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SAMPLE



1B Workplaces

1. Which **workplaces** do **you** most often **interact** with as a customer or client, or even as a worker?

2. List some of the main **occupations** of **workers** in those workplaces.

Service workplaces

More than 80% of the Australian workforce works in **service occupations**. But service workers can work in very different workplaces from one another.

Teachers work in workplaces such as schools, TAFEs or other educational settings.

Nurses work in different workplaces, perhaps at hospitals, aged-care facilities, medical clinics or even in schools.

Chefs work in totally different types of workplaces from these other two occupations, often in restaurants, catering operations or cafés.

Teachers, nurses and chefs perform varied tasks, they use different tools and equipment, and they have different responsibilities. So their workplaces, and direct work environments, have been designed to support the services they are providing.

How do you think you might go working in a school workplace, or in a hospital workplace, or even in a restaurant workplace? It often depends on the type of work environment you are able to cope with.



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SAMPLE

Service workplaces 1C

1. What **proportion** of the Australian workforce works in **service** occupations?

2. Consider these **service workplaces**. List the types of **occupations** commonly performed by workers in these workplaces. Add 2 more.

supermarket	school
hospital	company head office
warehouse	restaurant

1.07 World of Work

Industrial workplaces

Farmers, miners, manufacturers and other similar workers most often produce **goods**.

As a result, they work in **industrial workplaces**, with many of these workplaces set up as **production facilities** including factories, mines, mills and farms.

Industrial worksites can also vary widely due to the diverse types of goods produced by farming, mining and manufacturing firms. Fish farms are different from chicken farms. Gold mines are different from coal mines. Food factories are very different from metals factories.

However, industrial workplaces will still share some similar characteristics with one another.

 What do you think these might be?

Image: Highwaystarz-Photography/Thinkstock.com



1D Industrial workplaces

1. List the main different **types** of **industrial workplaces**.

FULL DRAFT PREVIEW SAMPLE

2. List some of the main **occupations** of workers in these workplaces.

3. The main role of industrial workers is that they usually make goods. List **10 goods you consume and use**. Name the type of **occupation** or job role that is likely to have made that good for you.

Where do I fit in?


That's a good question to ask. But you don't need a final answer right away. But some young people already know they 'have' to work outdoors, or they want to work in an office, or they love the hustle and bustle of a hospitality venue. Others want to work with other people in a retail setting, or perhaps in a child-care or aged-care centre. So what about you? 



Image: Alexander Raths/
Thinkstock.com

Me working 1E

1. What type of **work** are **you interested** in doing? Why?

2. Describe the **type of workplace** that you would **most prefer** to work in. Why?

3. Create or find **2 images** to show the **types of work** and **workplaces** you might like to work in. Write a short description for each one.

--	--

1.09 Interests, Attributes & Capabilities

Interests

You are more likely to enjoy your career if you match your interests to the type of job you do. Your interests are the things that motivate you. And **motivation** is the key to ongoing job **satisfaction**.

For example, if you are interested in computers then you will be well-placed to develop a career in an ICT role. Perhaps you might be an ICT technician (if you are interested in fixing problems), an ICT salesperson (if you are interested in customer service), or even an app developer (if you are interested in new media technology platforms).

As another example, perhaps you might be interested in physical fitness. So you might become a personal trainer, or a PE teacher, or a recreation officer; or even a landscape gardener (if this is also a complementary interest).

Complementary interests

The idea of building a career pathway to suit your complementary interests is one that you should pay close attention to.

Too many people get sucked in by social media which says 'this' is a good job, or 'that' is a good job. A good job is one that you are interested in doing! That's how you develop a rewarding **career pathway**.

You can develop your **attributes** into **skills** by working in your **personal values**, by working in a designated job role in an industry that you are interested in.

For example, you might be an accounts officer in a bank, a sales rep for a surfwear manufacturer, or a cook in a trendy metropolitan food van.

1F My Interests

Ok, quickly now. You have to list **24 things you are interested in**, each starting with a **different letter** of the **alphabet**. None of these should be more than 3 words long.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X/Y/Z

Now, list **jobs** that might give you an opportunity to **satisfy these interests**. Rank **each job** out of 10 for your level of interest as a potential career.

e.g. Zoetropes - Digital animator (8/10)



Interests, Attributes & Capabilities 1.10

Attributes

All throughout your life there would have been some **activities** and **tasks** that have come naturally to you, and have been easy for you to do.

These natural attributes (or **aptitudes**) could include sport, physical activities, fixing machines, communicating with people, art and drawing, calculating numbers, playing music, using computers, and many more.

The list is endless and varies from person to person.

Therefore, one of the first steps is to determine what you are naturally good at.

Focusing on your **personal attributes** enables you to develop certain **skills** and **capabilities** that you can apply to work-related situations. It makes good sense that you should try to make these attributes the foundation of your career.

We think you'll agree that you're more likely to prosper in a career that has you doing tasks and activities based on the things you're good at doing!

This is a part of **transferring** your natural attributes, such as your interests and personal attributes, to what you can better succeed in work-related situations. **As it is for floors, for painting, or for art, we all have varied attributes.**



Images:
a: JackF/Stock/Thinkstock
b: Jupiterimages/Polka Dot/Thinkstock

FULL DRAFT
PREVIEW
SAMPLE

My Attributes 1G

List 3 'natural' **attributes** you have. Explain how each of these attributes can be applied to **personal, school** and **work-related settings**

My attributes...	In a personal situation	In a school situation	In a work-related situation
e.g. I am very physically fit and healthy.	I play a variety of sports all year round which also builds my team skills.	I use my fitness attributes to help coach Year 7's in sport.	I can do hard manual labour all day without complaining.

1.11 Interests, Attributes & Capabilities

Capabilities

Your **capabilities** can be described as being the things that you are able to do well. In normal life we might say are you capable of driving a car, cooking a roast dinner, babysitting children, kicking a football 35 metres, or even building a dog house.

If you are capable of doing a task it means that you must have the **skills** needed to effectively perform that task.

In work-related situations, the ability to do a task successfully over and over again, means that you are **competent** at that task.

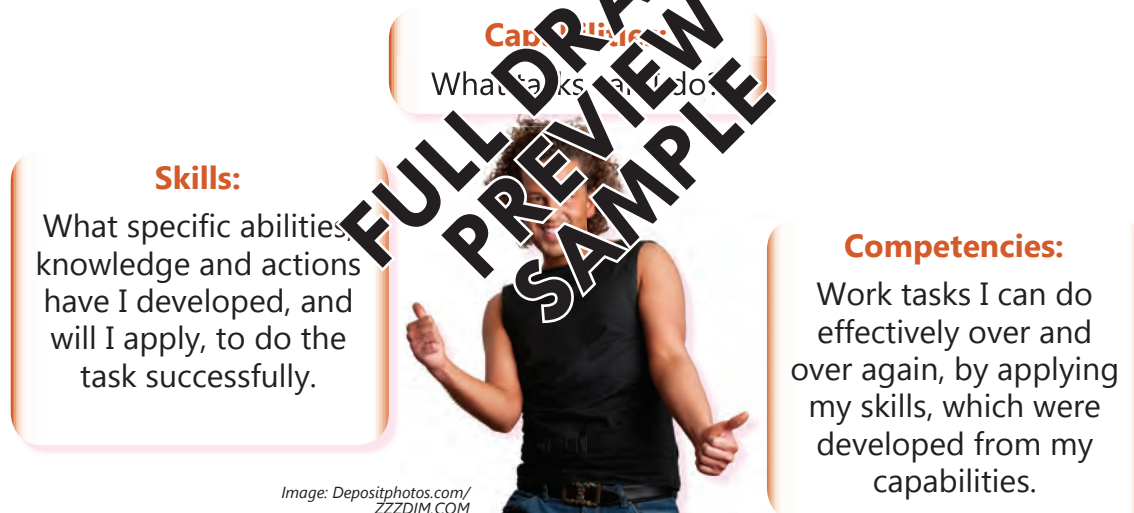
So capabilities, skills and competencies are all related.

If you can do something then you are capable in that task.

You show your capability to do the task by developing and applying varied skills.

Finally, if you can demonstrate the ability to consistently do the task properly, then you can be described as being competent in that task. That's actually very similar to how VET courses and other vocational training works.

Capabilities - Skills - Competencies



Capabilities - Skills - Competencies

For example, let's work forwards...

- ✓ Rejii is capable at using portable tablet devices.
- ✓ Rejii develops skills in creating visual elements for presentations by using apps.
- ✓ Rejii has shown the competency to consistently produce informative visual information using Canva to support a multimedia presentation.

Now let's work backwards...

- ✓ Chuol is competent at consistently cooking chicken-based meals at a food-safe temperature.
- ✓ Chuol has developed skills in using relevant kitchen equipment to roast, fry, steam and poach chicken safely.
- ✓ Chuol is capable at safely cooking chicken a variety of ways.

1. Complete these sentences.

a. If I can do something then I am...

b. I show my capability by...

c. If I can demonstrate the ability to consistently do the task properly...

2. List what you believe to be your **strongest capabilities**. i.e. What can you do?

My strongest capabilities include:			
I can...	I can...	I can...	I can...
I can...	I can...	I can...	I can...

3. Explain how 4 of your capabilities can be expressed as **skills**. Give multiple skills examples for these capabilities.

e.g. Capabilities: Using computers / Skills: Developing multimedia presentations. Installing hardware components. Creating web pages.

1.	2.	3.	4.

Discussion

Your teacher will lead a discussion about what a worker needs to do to be considered as competent for an occupation. List key points in your workbooks.



1.13 Values

Values

There is also one other set of personal influencers that need to be considered when planning your career. You must also take into account those things that you value.

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.

There are many different reasons why people work. You may expect to get various benefits from working. These **expectations** will influence your choice of work and career. You are also likely to pursue a career that suits your own values.

People are more likely to seek and undertake work that satisfies their values, and that reflects their **attitude** towards work. Choosing a suitable occupation may help your expectations of work be fulfilled.

You also need to realise that those things that you value as important now, might change over time. 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.

🗣️ So what do you want or expect to get from working, based on your own values?



"I value success."

What do you value?

"I value freedom."

"I value being creative."

"I value social contact and meeting people."

"I value my friends over anything else."

"I value my family over anything else."

"I value helping the community as vital."

"I value having a really high standard of living."



"I value helping myself as number one."

"I value spirituality."

"I value certainty."

"I value a lot of leisure time."

"I value being my own boss."

"I value my health most."

"I value fame, excitement and glamour."

"I value the opportunity to make decisions."

Image: zhev/iStock/Thinkstock

My personal values 11

1. List 5 of the **values** from p.14 that relate to **your preferred career pathway**. For each, explain how your choice of a career pathway relates to that value.
2. Identify **1 more value** that might relate to your preferred career pathway. Complete an explanation for each of these.

Values	How this relates to my career pathway.
e.g. "I value freedom."	I want to develop my own retail business so that I can be responsible for my own success (or failure) and be my own boss. But I'll first need business or retail qualifications, as well as retail experience from working, so that I can learn how the industry operates.

**FULL DRAFT
PREVIEW
SAMPLE**

1.15 Graduated Assessment

AT1 The World of Work - Interests, skills and capabilities in the workplace

Required: What About Me?

For this assessment task, you are required to develop a **diagram** to show the **links** between key **terms** related to the **world of work**, and where you think **you** might fit in.

- ✓ You will need to source or create suitable **images** to illustrate the key terms.
- ✓ You can create a diagram as a **poster**, or use **digital** software.
- ✓ Your teacher might show you some examples of **mind-maps** that could be used as a model for setting out your diagram.
- ✓ Your teacher will also inform you of any **other requirements** relating to this task.
- ✓ You should include **these key terms**, but you might also add others.

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> work | <input type="checkbox"/> attributes | <input type="checkbox"/> _____ |
| <input type="checkbox"/> workplaces | <input type="checkbox"/> capabilities | <input type="checkbox"/> _____ |
| <input type="checkbox"/> interests | <input type="checkbox"/> values | <input type="checkbox"/> _____ |

Name:

Key dates:

UNIT 1
MODULE 1

Tasks - AT1: The World of Work





Must Do?

Due Date

Done

Level

Complete

 Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
1. Represent work on my diagram.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Represent workplaces on my diagram.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Represent my interests on my diagram.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Represent my attributes on my diagram.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Represent my capabilities on my diagram.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6. Represent my values on my diagram.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
7. Represent other key terms on my diagram.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
8. Show appropriate links between the key terms.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Discuss a draft of my diagram with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Apply feedback and advice from my draft.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Prepare and submit my final diagram.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Employability & Other Skills

2

2.01 Employability Skills18	2.15 Interpersonal Skills.....32
2.05 Employability Skills in Action.....22	2.17 Applying Skills34
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Activities 2: Employability Skills		p.	Due date	Done	Comment
2A	Employability skills	19	<input type="checkbox"/>	<input type="checkbox"/>	
2B	Core Skills for Work	20	<input type="checkbox"/>	<input type="checkbox"/>	
2C	Employability skills at work	21	<input type="checkbox"/>	<input type="checkbox"/>	
2D	Employment skills - Personal Experiences	22	<input type="checkbox"/>	<input type="checkbox"/>	
2E	Employment skills - Social & recreational	23	<input type="checkbox"/>	<input type="checkbox"/>	
2F	Employment skills - Education	24	<input type="checkbox"/>	<input type="checkbox"/>	
2G	Employment skills - Community/Volunteer	25	<input type="checkbox"/>	<input type="checkbox"/>	
2H	Australian industries		<input type="checkbox"/>	<input type="checkbox"/>	
2I	Industry-specific skills	29	<input type="checkbox"/>	<input type="checkbox"/>	
2J	Technical skills	31	<input type="checkbox"/>	<input type="checkbox"/>	
2K	Interpersonal skills	33	<input type="checkbox"/>	<input type="checkbox"/>	
2L	Applying skills	35	<input type="checkbox"/>	<input type="checkbox"/>	
2M	My skills sets	36- 37	<input type="checkbox"/>	<input type="checkbox"/>	
AT2	My Skills and Interests	38- 41	<input type="checkbox"/>	<input type="checkbox"/>	
R2	Review & Reflection	42	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

2.01 Employability Skills

Employability skills


Way back in 2002 (before you were even born!), the *Employability Skills For The Future Project*, identified a set of eight employability skills (in four skills-sets). These eight **employability skills** are **generic skills** required to gain employment, and also to achieve one's full potential as part of career pathways development.

The set of eight employability skills is a key driver of **lifelong learning** and the development of work-related skills.

It is expected that all employees, in all jobs, throughout all industries, should be able to demonstrate these eight key employability skills.

You should also improve in each of these eight skills throughout your entire career. These skills can be developed through working, education, training, as well as through your personal life experiences.

When workers develop their employability skills they become more **productive** employees for their organisation. This makes them even more **employable**. So it follows that as you build your employability skills, you too will become more employable.

 So how do you think you rate in each of these employability skills right now?



Employability skills 2A

1. For each of these **images** identify 2 **employability skills** that the employee might be demonstrating. What **job(s)** might they be doing? (Try to identify all 8 skills across the images).



Image: moodboard/moodboard/Thinkstock



Image: stokkete/iStock/Thinkstock



Image: Goodluz/iStock/Thinkstock



Image: dmitrydesign/iStock/Thinkstock

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2. Briefly outline how **you** have **demonstrated** each of the 8 **employability skills** in work-related situations, such as work experiences, volunteer/community work and work placement.



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

2.03 Employability Skills

Core Skills for Work

The *Core Skills for Work Development Framework* developed a newer set of skills that is being used alongside employability skills in many industry, workplace, training and learning situations. So it is important that you are also aware of these, just in case they are used in vocational situations

As you can see, these 10 core skills are organised in 3 clusters, and crossover many of the skills found in the list of employability skills. So these **Core Skills for Work** may also be relevant as part of your investigation into work-related skills.

Core Skills for Work

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.



Image: IgorTishenko/Depositphotos.com

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.

2B Core Skills for Work

Match these **Core Skills for Work** to the most suitable employability skill. Some may match more than once. (More space? = Use workbooks!)

Planning & organising	- Manage career and work life.	Teamwork
Self-awareness		Communication
Technological		Problem-solving
Learning		Initiative & enterprise skills

Consider the occupation of **retail customer service person**, which is the most common occupation for young people in the Australian workforce.

1. Describe a day-to-day **work task** that a **retail customer service worker** would be expected to do, that **matches** each of the 8 **employability skills**.

Choose a **different occupation** that you are interested in.

2. Describe a day-to-day **work task** that a **worker in that occupation** would be expected to do, that **matches** each of the 8 **employability skills**.

Employability skill	Retail customer service worker	
Planning and organising		
Self-awareness		
Technological		
Teamwork		
Communication		
Problem-solving		
Learning		
Initiative and enterprise skills		

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Investigation



Find out how many workers there are in Australia employed as retail sales assistants. Also find out how many workers there are in the occupation you selected. Where do you think you might find these statistics online?

2.05 Employability Skills in Action

Personal experiences and settings

Although employability skills relate generally to people's competence in work-related situations, we can also build our employability skills in day-to-day personal situations. People have to develop and apply skills to manage their lives. These might include:

- ⇒ balancing their personal, education and work commitments (**planning and organising**)
- ⇒ helping family members do household tasks (**teamwork**)
- ⇒ making choices so that a limited budget can stretch further (**problem-solving**)
- ⇒ working out how to best use smart devices and apps (**technological**)
- ⇒ enjoying positive interpersonal relationships with family, friends and loved ones (**communication**).

So the key to improving your future skills-sets is to think about how the day-to-day tasks that you naturally do, can be **transferred** to work-related situations. A good way to do this is to think about how you develop and use more than one employability skill at the same time (simultaneously).

Are you a whiz in the kitchen? Well that takes **planning and organising**, **learning**, and **applying technological skills**.

Are you good at babysitting and looking after other family members? Well you're using **communication**, **self-awareness**, and **problem-solving skills**.

Are you good at fixing things around the house? Well that must have come from **learning**, **technological skills**, **teamwork**, and a successful use of **initiative and enterprise skills**.

Now have a think about how each of those skills-sets: **cooking**, **babysitting** and **fixing things**, might help open up career opportunities.


 You get the idea. So what are you good at in your personal life, that might just help you in your future career?



Image: Jaimie D. Travis/
Photos.com

Looking after young children also shows responsibility, empathy, patience and communication.

2D Employment skills - Personal Experiences

Describe an example of how **you** developed and/or applied each **employability skill** in your own **personal experiences**.

Planning & organising	Teamwork
Self-awareness	Communication
Technological	Problem-solving
Learning	Initiative & enterprise skills

Employability Skills in Action 2.06

Social and recreational experiences and settings

As humans we all need to have social interaction. We also enjoy many different recreational activities, sports, hobbies and other interests as part of our personal development. So we also build employability skills when undertaking social or recreational activities.

These day-to-day activities are the things you really like doing. So you naturally put a lot of time, energy and **passion** into getting the most from your social and recreational lives.


The positive vocational benefit is that you will also build your **employability skills** when following your interests and passions - **organically** - without even thinking about it. You can then **transfer** the skills you build to work-related situations.

Do you play sports, especially teams sports? Well that builds teamwork, communication and self-awareness.

Do you enjoy the great outdoors hiking, gardening, fishing or in hundreds of other ways. Well that builds natural learning skills, planning and organising, and can involve initiative and enterprise skills.

Do you have a creative hobby such as arts and crafts, cooking, designing, woodworking or even writing? Well that requires planning, problem-solving, and quite often technological skills.

And we can't forget about the importance of **communicating effectively** with others through our **social interactions**, either face-to-face, online, through shared participation in sports, recreation or hobbies, or even helping others to deal with issues they might find overwhelming in their lives.

So have a think about how your social and recreational experiences might help you to develop **transferable employability skills** to open up career opportunities. 

Having fun often makes it easier to learn and develop skills that can be put to good use.



Image: monkeybusiness/Depositphotos.com

Employment skills - Social & recreational 2E

Describe an example of how **you** developed and/or applied each **employability skill** in your own **social and/or recreational experiences**.

Planning & organising	Teamwork
Self-awareness	Communication
Technological	Problem-solving
Learning	Initiative & enterprise skills

2.07 Employability Skills in Action

Educational experiences and settings

Education and training play a vital role in skilling-up people. Therefore, your educational and training experiences are very effective ways for you to develop and apply your suite of employability skills.

Training, such as VET, TAFE and short courses is generally aimed at developing specific skills-sets in trainees. This helps to make a trainee become a more effective worker; and therefore more job ready.

School education is not just about skills-development, it helps build **communication**, **teamwork**, **problem-solving** and **decision-making** skills. School education also can enhance a learner's **interpersonal** and **intrapersonal skills**. Developing these skills assists a learner to become **self-aware** and more **enterprising**.

School education, most importantly, can help enable a student **learn to learn**. This means that the student can show **initiative** in their personal, social and work life - and embark on a journey of **re-skilling**, and **upskilling** throughout their career as part of **lifelong learning**. So consider how you can further develop and apply your own employability skills in these education and training settings.

- ⇒ School literacy and numeracy subjects and activities.
- ⇒ School personal development subjects and activities.
- ⇒ School-based work-related vocational subjects and activities.
- ⇒ School-based Australian Apprenticeships.
- ⇒ VET courses.
- ⇒ TAFE courses.
- ⇒ Short courses.
- ⇒ Online tutorials,
- ⇒ Work-related employee training, delivered on-the-job, and off-the job.

Image: monkeybusiness/
depositphotos.com



2F Employment skills - Education

Describe an example of how **you** developed and/or applied each **employability skill** in your own **educational experiences**.

Planning & organising	Teamwork
Self-awareness	Communication
Technological	Problem-solving
Learning	Initiative & enterprise skills

Employability Skills in Action 2.08

Community/volunteer experiences and settings

One of the most effective ways to develop employability skills is by working as a **volunteer** in community settings. This is especially useful for young people who may not have much, or any, paid work experiences to list on their résumé, or to talk about in a job interview situation.

Volunteering and community work creates triple benefits - essentially a **win:win:win** situation.

The organisation wins because you are supplying your **time, labour, skills** and **expertise** for free to help the enterprise deliver its community service.

Community stakeholders win because they get to enjoy the **support, services** and **benefits** of the community organisation.

For example, a local charity meals provider can provide wholesome and regular meals to low-income and struggling community members - at no cost to the people. Your labour helps the community enterprise manage its costs, as there is no way they could afford to have paid staff and still provide free meals.

The final win is for you. You get **training, supervision, skills-development**; and in some cases real **qualifications** to help boost your suite of employability skills. This will make you more **employable**.

For example, if you volunteer at a local animal rescue shelter, you are likely to do a variety of tasks from cleaning, maintenance and feeding, right through to care-giving and general support.

Not only do you consistently develop and apply your employability skills, you also build day-to-day on-the-job skills, as well as a **network** of contacts that can help you in the future.



Image: Wavebreak Media LTD/
depositphotos.com

Employment skills - Community/Volunteer 2G

Describe an example of how **you** developed and/or applied each **employability skill** in your own **community and/or volunteer experiences**.

Planning & organising	Teamwork
Self-awareness	Communication
Technological	Problem-solving
Learning	Initiative & enterprise skills

2.09 Industry-Specific Skills

What is an industry?

When you look around the commercial world all those different workplaces belong to particular industries.

We can say that an **industry** is a group of work settings, businesses or organisations that are involved in the **production** of the same or **similar goods** or **services**.

This means that different organisations within the same industry are likely to share similar characteristics.

For example:

- ⇒ businesses such as shops belong to the Retail Trade industry
- ⇒ factories that make goods usually belong to the Manufacturing industry
- ⇒ government departments and other agencies such as Victoria Police belong to the Public Administration and Safety industry
- ⇒ social and community service organisations include schools (the Education and Training industry), hospitals (Health Care and Social Assistance industry) and others.



Baristas such as Myra usually work in hospitality which is part of the Accommodation & Food Services industry.

Image: Peter M. Fisher/
Fuse/Thinkstock

🧠 What other industries are you a part of?

Industry names

In Australia, industries are grouped and named according to **19 divisional classifications** as part of **ANZSIC 2006**. ANZSIC then has further classifications for industry sectors and industry sub-sectors.

However, these official names are not always used in workplaces, or by employees, or by their bosses, or even by the business owners themselves!

And these official industry names don't always clearly communicate the types of specific sub-sectors (and associated organisations) within that industry. Sure mining, retail trade and wholesale trade are pretty clear. But what about Professional, Scientific and Technical Services, Arts and Recreation Services, or even Other Services?

It is important to know these correct names, because **vocational training** is created and organised according to these **divisional classifications**. And this is where you find out about **industry-specific skills**. Also, all official **statistics** are compiled and communicated using these classifications.

But your boss might use a different **informal name** for their industry, such as hospitality; or focus on a specific industry sub-sector, such as the retail sporting goods industry.

🧠 Your teacher will help you to work out what are the best and most suitable names for you to use for your industries of interest.

The **first column** lists the official 19 **ANZSIC** industry divisions. The **middle** column lists some of the main **industry sectors** and **sub-sectors**, as well as some commonly used **informal** industry **names**. These might be the names you use for your industries. Highlight any you are interested in. Give an **example** for each **industry**.

ANZSIC Industry	Common other names (sub-sectors)	Example(s)
Accommodation & Food Services	hotel, tourism, hospitality, restaurant, pub, cafe, takeaway food	
Administrative & Support Services	travel agency, cleaning, pest control, gardening, employment services	
Agriculture, Forestry & Fishing	farming (& types e.g. dairy, beef, crop, logging, fishing, nursery)	
Arts & Recreation Services	sporting (& types) music, creative arts, performing arts, music, dance, racing	
Construction	By types e.g. building, residential, non-residential, civil, insulation.	
Education & Training	By types e.g. early childhood, primary, secondary, TAFE, university.	
Electricity, Gas, Water & Waste Services	By types e.g. electricity, gas, water, solar, wind, waste collection, recycling.	
Financial & Insurance Services	banking, insurance, superannuation, financial advice	
Health Care & Social Assistance	hospital, medical services, aged-care, child-care, disability, pathology	
Information Media & Telecommunications	media, publishing, newspaper, broadcasting, telecommunications, ISP	
Manufacturing	By types e.g. food, beverage, industrial, clothing, paper, chemicals.	
Mining	By types e.g. coal, iron-ore, gold, metals, exploration.	
Other Services	auto repair, personal care, hairdressing, beauty, funeral, charities	
Professional, Scientific & Technical Services	architectural, engineering, legal, ICT, accounting, veterinary, advertising	
Public Administration & Safety	emergency services, police, ambulance, fire, public sector, justice, defence	
Rental, Hiring & Real Estate Services	real estate, car hire, industrial hire, property rental	
Retail Trade	By types e.g. supermarket, clothing, hardware, pharmacy, speciality, liquor.	
Transport, Postal & Warehousing	transport, trucking, freight, rail, public transport, airline, courier, postal	
Wholesale Trade	By types e.g. grocery, furniture, vehicle, agricultural, industrial, pharmaceutical.	

2.11 Industry-Specific Skills

Industry-specific skills

When we work, we work within an industry setting. Some key examples are retail, hospitality, community services, construction, or even sport and recreation.

Industry-specific skills refer to particular skills (or **competencies**) that an individual must demonstrate for a specific occupation within an **industry**.

Many of these industry-specific skills are closely related to **employability skills**. But the difference is that industry-specific skills require a worker to develop **specialised** task **knowledge** for occupations and work tasks that relate specifically to their industry of employment.

For example, in the Accommodation and Food Services industry (hospitality), a barista would need to know how to use technology (an employability skill).

However, specific Accommodation and Food Services industry technology may include coffee machines, cash registers and coffee roasters.

Therefore, baristas must show that they can competently use the items of technology that are related to their industry, and for their specific job tasks.

In the Construction industry, a plasterer would need to know how to use technology (an employability skill).

However, specific Construction industry technology may include hand and power tools, platforms and ladders, and measuring tools and equipment.

Construction workers such as plasterers must show that they can competently use the items of technology that are related to their industry, and for their specific job tasks.

Image: Kadmy/photos.com



Researching Industry-Specific Skills

The best site to use to find out about Industry-Specific skills (and competencies) is:

<https://training.gov.au/home/TGA>

It is a huge official information site and does take some getting used to at first.

- ⇒ Go to the **search** bar.
- ⇒ **Enter a job name** and then **Search**.
- ⇒ From the results choose **Qualifications**.
- ⇒ Select a suitable course by clicking on the **course code** (current not superseded).
- ⇒ Scroll down to see all the core units and the elective units.

Get familiar with these for your occupation and qualification level.



- ⇒ Scroll back up and choose from the **Units of Competency (click on course code)**.

- ⇒ Scroll down and you can see all the **Elements** required for that unit.

Next to these are all the **Performance Criteria**. These are industry-specific.

- ⇒ You can scroll down again to see the **Assessment requirements**,

Both the **Knowledge Evidence** and the **Assessment Conditions** give even more insight into industry-specific competencies.

Your teacher may guide the class through this process using a common industry training package such as **Retail Operations** or **Kitchen Operations**.

1. What are the best sources of information for me to find out about **industry-specific skills**? Who can I ask? (Your teacher may help guide you.)



2. Choose an **occupation** that you are interested in.
3. Name the **industry** to which it belongs, and a **workplace** you are familiar with.
4. Research and discuss examples of **industry-specific skills** that a worker would need to demonstrate on a regular basis.
5. Have **you done** these? Could you do these? What can you do to **develop** these **industry-specific skills**?

Occupation:

Industry

Workplace:

Industry-specific skill	Have I done these?	How could I develop these?

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2.13 Technical Skills

Technical skills

Technical skills are vital for success in the contemporary world of work. All occupations within all industries rely on the appropriate and safe use of **technology** by workers.

Think of the day-to-day duties of a nurse, a plumber, a firefighter, a truck driver and a farm worker. Lots of very different industry-specific **technical requirements** there. And what about a pastry chef, a hairdresser, a multimedia developer, a fitness instructor and an ICT technician? Again lots of very different **technical skills** required by each occupation.

All occupations require some level of practical, manual and technical expertise. However, there are certain occupations that are very technical in nature. These include all the trades, manufacturing, outdoor work, anything involving tools, equipment and machinery; and of course all the workers involved in ICT, engineering, design and heavy industry - just to name a few. Some **technical job** tasks and operations include:

- ⇒ combining ingredients, inputs and components
- ⇒ assembling inputs, components and equipment
- ⇒ safely using hand tools, implements and equipment
- ⇒ safely using powered tools, equipment and machinery
- ⇒ identifying sequences, patterns and systems
- ⇒ developing, creating and following systems and processes
- ⇒ designing, creating and making items or products
- ⇒ using analogue measuring tools
- ⇒ using digital measuring devices
- ⇒ using digital communication devices
- ⇒ managing automated and mechanical processes and systems
- ⇒ knowing industry-specific technical terms
- ⇒ following product specifications and safety guidelines
- ⇒ applying physical skills, manual dexterity and eye-hand coordination to tasks.



Image: lightkeeper/
depositphotos.com

🧠 Any of these sound like you?

Common Technical Skills

Assembling	Creating	Preparing	Programming
Building	Designing	Calculating	Coding
Operating	Making	Mixing	Analysing
Repairing	Crafting	Monitoring	Communicating
Driving	Engineering	Testing	Recording

1. What are the best sources of information for me to find out about **technical skills**? Who can I ask? (Your teacher may help guide you.)



2. Choose an **occupation** that you are interested in.
3. Name the **industry** to which it belongs, and a **workplace** you are familiar with.
4. Research and discuss examples of **technical skills** that a worker would need to demonstrate on a regular basis.
5. Have **you done** these? Could you do these? What can you do to **develop** these **technical skills**?

Occupation:		
Industry		
Workplace:		
Technical skill	Have I done this?	How could I develop these?

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2.15 Interpersonal Skills

Interpersonal skills

More and more emphasis these days is being placed on employees having well-developed interpersonal skills, e.g. **connecting and working with others**.

Interpersonal skills relate to one's ability to work effectively with other people.

The way we act and relate to other people forms the basis of our interpersonal skills. These types of skills can be more essential to an employee than traditional measures of intelligence such as IQ, or even technical skills.

Workplaces are looking to employ staff who can work cooperatively and get along with each other. They also want workers who have the people skills to deal with customers and clients, contractors, suppliers and other work-related stakeholders.


 Does this sound like you?



Image: monkeybusiness/
Depositphotos.com


Intrapersonal skills

Intrapersonal skills refer to a person's ability to be self-aware. A true awareness of an individual's strengths and weaknesses can mean that effective teams can be built to combine skills and overcome weaknesses.

Many jobs call on different emotional abilities as a part of self-awareness.

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. Teaching requires patience.

 So where do you think your intrapersonal strengths lie?

Emotional intelligence

It is important that you are able to recognise both your interpersonal and intrapersonal strengths and weaknesses. Combined, these can form your **emotional intelligence**.

Emotional intelligence is said to be a type of social intelligence that involves the ability to monitor the feelings and emotions of yourself and other people.

Modern research is showing that employees must be more than just technically-skilled, they must also have well-developed emotional intelligence.

People with well-developed emotional intelligence are able to interact positively with fellow workmates and with customers and clients. They are also more self-aware. **Self-awareness** helps when dealing with problems, making decisions and minimising stress and conflict.

For you to become a well-rounded individual you need to develop the people skills, and the self-awareness, to match and support your technical skills and qualifications.

1. What are the best ways for **me** to **identify** my **interpersonal** and **intrapersonal** skills? Who can I ask? (Your teacher will help guide you.)



2. Choose an **occupation** that you are interested in.
3. Name the **industry** to which it belongs, and a **workplace** you are familiar with.
4. Research and discuss examples of **interpersonal skills** that a worker would need to demonstrate on a regular basis.
5. Have **you done** these? Could you do these? What can you do to **develop** these **interpersonal** skills?

Occupation:		
Industry:		
Workplace:		
Interpersonal skill	Have / am / I do / do	How could I develop these?

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6. Briefly outline **intrapersonal** skills that **you possess** that could make you a **valuable employee**.



2.17 Applying Skills

Applied skills

When people are working they are naturally drawn towards industry settings and occupations that suit and match their skills-sets.

People apply their **personal attributes** to their work tasks. Workers train to develop industry-specific and technical skills.

Certain industry settings, and the firms within these settings, look for workers who have the natural abilities **required** for the type of work tasks and job roles that are commonly performed.

For example, people who have good **practical, manual** and **technical skills** may work in construction, manufacturing, engineering and ICT.

People who have natural **empathy** might suit community, health, medical and caring roles. People who are good **communicators** might suit sales, education, media and various front-of-house roles. People with good understanding of **numeracy** and **commerce** might be suited to retail, finance, accounting and small business.

We all bring **skills-sets** to our **job**. But it is how we **apply** our skills that really matters.

🧠 So what about you? Where might you be suited?



Image: kalinovsky/
depositphotos.com

Communicable Skills

Retail

- ⇒ Customer service
- ⇒ Cross-cultural communication
- ⇒ Sales & marketing
- ⇒ Accounting & finance
- ⇒ Active listening
- ⇒ Initiative
- ⇒ Manual dexterity
- ⇒ Negotiation & persuasion

Construction

- ⇒ Practical & manual & technical
- ⇒ Estimation & measurement
- ⇒ Use of tools & equipment
- ⇒ Physical fitness
- ⇒ Manual dexterity
- ⇒ Visual-spatial skills
- ⇒ Problem-solving
- ⇒ Design & mechanical

Hospitality

- ⇒ Customer service
- ⇒ Attention to detail
- ⇒ Physical fitness & dexterity
- ⇒ Use of utensils and equipment
- ⇒ Planning & organising
- ⇒ Multi-tasking
- ⇒ Visual-spatial
- ⇒ Monitoring & quality control

Community Services - Care

- ⇒ Listening & understanding
- ⇒ Cross-cultural communication
- ⇒ Health & medical
- ⇒ Initiative & anticipation
- ⇒ Physical fitness
- ⇒ Patience & empathy
- ⇒ Care & responsibility
- ⇒ Psychology

Applying Skills 2.18

Beauty and Hairdressing

- ⇒ Client service
- ⇒ Manual dexterity
- ⇒ Creativity
- ⇒ Listening & understanding
- ⇒ Cross-cultural communication
- ⇒ Initiative
- ⇒ Care & responsibility
- ⇒ Use of tools & equipment

Recreation

- ⇒ Physical fitness
- ⇒ Manual dexterity
- ⇒ Spatial awareness
- ⇒ Outdoor awareness
- ⇒ Health & medical
- ⇒ Psychology
- ⇒ Instructing & leading
- ⇒ Care & responsibility

Manufacturing

- ⇒ Practical, manual & technical
- ⇒ Estimation & measurement
- ⇒ Use of equipment & machinery
- ⇒ Technical ability
- ⇒ Manual dexterity
- ⇒ Visual-spatial skills
- ⇒ Monitoring & quality control
- ⇒ Problem-solving

Professional & Administrative

- ⇒ Client service
- ⇒ Cross-cultural communication
- ⇒ Sales & marketing
- ⇒ Accounting & finance
- ⇒ Data management
- ⇒ Clerical skills
- ⇒ ICT skills
- ⇒ Planning & organising

Applying skills 2L

1. Choose **one** of these industry settings that you are interested in. Alternatively, you can add and research another that might be more relevant to you.
2. List **5** of the **applied skills** for this industry setting.
3. Choose an **occupation** within this industry setting. Describe an **example** of how you would demonstrate that **applied skill** when working.



Industry:		Occupation:	
Applied skill		Description of how I would apply this.	

2.19 Applying Skills


Where do I fit in?

When planning your future career you need to honestly **self-assess** so that you can identify your **strengths**, as well as your current weaknesses (or **skills-gaps**).

All workers need to undergo **training** and gain **qualifications**. Doing so helps build employability skills, industry-specific skills and technical skills; as well as those vital **interpersonal skills** that every worker needs to possess so that they can work and communicate effectively with other workplace stakeholders.

At this stage of your investigation into your interests, skills and capabilities for the workplace, you need to **self-assess** to see where you fit in. This will also help you to identify areas of weakness that need to be addressed. Then you can develop an **action plan** to take steps to overcome these skills-gaps. It's what everyone does to build their career.



 It's your turn now - so get ready!

2M My skills-sets

1. Self-assess and use examples to describe your areas of **strength** for each of these skills-sets.
 - ⇒ **My employability skills**
 - ⇒ **My industry-specific skills**
 - ⇒ **My technical skills**
 - ⇒ **My interpersonal skills**
2. For each of these 4 skills-sets, also identify 2 areas of weakness (**skills-gaps**) that you need to **develop** and/or **improve**.

My Employability Skills

--	--	--

What do I need to develop and/or improve?

My Industry-Specific Skills

--	--	--

What do I need to develop and/or improve?

My Technical Skills

--	--	--

What do I need to develop and/or improve?

My Interpersonal Skills

--	--	--

What do I need to develop and/or improve?

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2.21 Module Assessment Task

AT2 My Skills and Interests - Interests, skills and capabilities in the workplace

Overview: My Skills and Interests

For this assessment task, you are required to complete a **report** based on how **your skills** and **interests** might **suit** a **specific industry**.

Stage 1

1. Choose an **industry** to investigate that matches your career interests.
 - ⇒ Summarise the **nature** of this **industry**.
 - ⇒ You might focus on **1 or 2 key jobs** to help you pinpoint important information.
2. Use <https://myfuture.edu.au> and/or <https://labourmarketinsights.gov.au> for **research**. Your teacher might suggest other research sites for you to use.



Stage 2

Identify particular skills commonly needed for this industry, in these 3 key skill-sets areas:

- ⇒ **employability skills**
- ⇒ **industry-specific skills**
- ⇒ **technical skills**.

Stage 3

1. Identify your own **personal skills, capabilities** and **attributes** that you currently can offer. (or activity 2M)
2. Briefly explain how **you can develop** the **skills** needed for the **industry**.



Your teacher will give you information about the task requirements, format and due dates. Record this and any other important information below. Your teacher might also ask you to present your report to the class.

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Industry:

Industry description:

Key occupations:

Employability Skills Required

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How can I apply these employability skills?

How can I develop these employability skills?

2.23 Module Assessment Task

Industry-Specific Skills Required

How can I develop these industry-specific skills?

Technical Skills Required

How can I develop these technical skills?

Module Assessment Task 2.24

Name:	Key dates:	UNIT 1 MODULE 1		
Tasks - AT2: My Skills and Interests	Must Do?	Due Date	Done	Level
Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 1: Industry summary.				
a. Choose a suitable industry .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Summarise the nature of this industry	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Describe suitable occupations within this industry.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 2: Skills needed for this industry.				
a. Identify employability skills for this industry.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Explain how to develop and apply employability skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Identify industry-specific skills for this industry.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Explain how to develop and apply industry-specific skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Identify technical skills for this industry.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Explain how to develop and apply technical skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 3: My personal skills, capabilities and attributes				
a. Describe my personal skills that suit this industry.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Describe my personal capabilities that suit this industry	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Describe my personal attributes that suit this industry	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Explain how I can further develop my skills for this industry.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Prepare and submit my final report.				
Draft my report and get feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Submit my final report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

2.25 Review and Reflection

Review and Reflection

Which Work-Related Skills did I develop during this unit?

→ _____

→ _____

→ _____

How have my Work-Related Skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have Work-Related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

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My performance in developing my Work-Related Skills this unit was:

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

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

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

Signed: _____ Date: _____

Employment - Starting Out

3

3.01 Module 2 - Introduction	44	3.13 Making a Start	56
3.03 Employment	46	3.17 Occupational Levels.....	60
3.07 Employment Trends	50	3.21 Building a Career	64
3.11 A Skilled Workforce	54	3.27 Graduated Assessment.....	70

Activities 3: Employment - Starting Out	p.	Due date	Done	Comment
3-4 Module 2: My Requirements	45	<input type="checkbox"/>	<input type="radio"/>	
3A Labour force	47	<input type="checkbox"/>	<input type="radio"/>	
3B Worker classifications	49	<input type="checkbox"/>	<input type="radio"/>	
3C Skills and employment	51	<input type="checkbox"/>	<input type="radio"/>	
3D Youth unemployment/ industry trends	53	<input type="checkbox"/>	<input type="radio"/>	
3E A skilled workforce	54	<input type="checkbox"/>	<input type="radio"/>	
3F Towards a skilled workforce	55	<input type="checkbox"/>	<input type="radio"/>	
3G Generic skills	57	<input type="checkbox"/>	<input type="radio"/>	
3H Entry-level skills & requirements	59	<input type="checkbox"/>	<input type="radio"/>	
3I Occupational levels	62- 63	<input type="checkbox"/>	<input type="radio"/>	
3J Generalists vs specialists	65	<input type="checkbox"/>	<input type="radio"/>	
3K Australian Apprenticeships	67	<input type="checkbox"/>	<input type="radio"/>	
3L Vocational education	69	<input type="checkbox"/>	<input type="radio"/>	
AT3 Employment Opportunities in a Workplace	70	<input type="checkbox"/>	<input type="radio"/>	

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Comments:

3.01 Module 2 - Introduction

Module 2 - Employment opportunities and workplace conditions

In Section 3: Employment - Starting Out you will:

- ⇒ investigate employment, and employment trends and opportunities
- ⇒ explain the importance of skills and training for entry-level employment
- ⇒ identify occupational levels, and the role of vocational training in career building.

At the end of this section, you will complete a graduated assessment by reporting on employment opportunities in a workplace, and describing training for these roles.

In Section 4: Pay and Conditions you will:

- ⇒ clarify the rights and responsibilities of employees and employers
- ⇒ explain different types of workplace arrangements and conditions
- ⇒ investigate different pay and income types and rates.

At the end of this section, you will complete a module assessment task by creating an investigative report that; summarises employment opportunities in a workplace and the training needed for these roles (AT3), identifies pay and other workplace conditions for an occupational role, and explains the rights and responsibilities of employees and employers in relation to pay and conditions.

M2: Employment opportunities and workplace conditions		SS: Employment - Starting Out	
Employment		46	
Labour Force	Employment	Unemployment	Classifications
Employment Trends		50	
Skills & qualifications	Youth unemployment	Industry trends	
A Skilled Workforce		54	
Making a Start		56	
Personal qualities and abilities	Entry level skills & qualifications	School-related entry requirements	
60	Occupational Levels	Building a Career	64
Australian Apprenticeships		Vocational education & training	
AT3: Employment Opportunities in a Workplace (p.70)			

M2: Employment opportunities and workplace conditions		S4: Pay and Conditions	
Rights and Responsibilities		72	
Basic employee rights	Employee responsibilities		
Workplace conditions		74	
Workplace conditions	Workplace agreements	National Employment Standards	Minimum pay rates
Pay		78	
Types of pay <ul style="list-style-type: none"> • Wages • Salaries • Other types 	Traineeship wage rates	Apprenticeship wage rates	
Other Conditions		82	
Putting it together		84	
AT4: Investigation For Vocational Training and Conditions (pp.86-87)			

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Module 2: My Requirements 3-4

Your teacher will discuss **your unit requirements** for **Module 2** with the class. List the important information, and make diary notes and reminders where relevant.



Requirement	Activities/ Resources/ Applied	Assessment

3.03 Employment

Labour market

In order to explore potential employment opportunities for your future **career pathway**, you need to have an understanding of key issues impacting on the Australian **labour market**.

In the Australian labour market, **workers** 'sell' their skills (e.g. cooking hamburgers) to employers. **Employers** 'buy' those skills for a set period of time (e.g. as a casual 4-hour shift).

Workers with better developed **skills**, more **experience** and higher and/or more suitable **qualifications** are in greater 'demand' from employers.

Workers who are **unqualified**, or with low skill levels, or commonly available skills, or little experience, are less in 'demand' from employers (i.e. an **over-supply**).

Labour force

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**).



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 September 2022, 13.59 million people were employed (full-time represented 69.7%). (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, 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 September 2022, 490,600 people were officially unemployed, i.e. actively seeking work. The unemployment rate was 3.5%. * (Source: ABS 6202.0)

Labour force 3A

1. Who is in the Australian labour force?

2. In your own words, what is the official definition of **employment**?

3. In your own words, what is the official definition of **unemployment**?

4. Are **you counted** in the labour force? Why or why not?

Investigation

Find out the current unemployment rate and the total number of people employed. Have these measures improved or worsened compared to September 2022?



3.05 Employment

Worker (Classifications)



Image:
Golden Sikorka/
Depositphotos.com

Full-time

- ⇒ A work arrangement whereby a worker is employed on a regular basis for a standard working week.
- ⇒ This is set at 38 hours per week in Australia; although some industries and occupations may set this as 35 hours/week.
- ⇒ In Australia about 70% of all employees are full-time.

Part-time

- ⇒ A work arrangement whereby a worker is employed for fewer hours than the accepted full-time amount.
- ⇒ Part-time is regular work but workers work less hours than full-time. e.g. 2 days, (or 0.4 or 4 half days).
- ⇒ Part-time workers are paid and accrue other benefits on a pro-rata basis.

Casual

- ⇒ A flexible work arrangement whereby a worker is employed on an 'at-call' basis, without regular set hours.
- ⇒ Workers normally receive a higher rate of pay (% loading) but give up leave and other benefits and conditions.
- ⇒ About 20-25% of all workers in Australia are casual.

(Sub) Contractor

- ⇒ A contractor or sub-contractor is engaged for a set period of time, or for a particular task or project (e.g. onsite tradies or ICT consultants).
- ⇒ Contractors are not employees and usually have to cover their own costs such as insurance, vehicle, tools, etc..
- ⇒ Many delivery drivers are sub-contractors and are paid per 'job'.

Apprentice (ship)

- ⇒ An apprentice is employed on a special contract of training as part of the Australian Apprenticeship scheme.
- ⇒ Apprenticeships usually apply to skilled 'trades-related' occupations such as carpenter, plumber, mechanic, chef, hairdresser, as well as many more.
- ⇒ Apprentices complete on-the-job training, as well as external training at a TAFE or RTO (trade school).
- ⇒ Apprenticeships usually involve 3.5 to 4 years of structured training.

Trainee (ship)

- ⇒ Traineeships usually apply to trades-support occupations; or to customer service roles, or to business, ICT and administration assistants, or in care-related occupations.
- ⇒ A trainee is also employed under a special contract of training as part of the Australian Apprenticeship scheme.
- ⇒ Trainees are paid a training wage and complete the equivalent of one day of 'external' training a week.
- ⇒ Traineeships usually involve 12-24 months of structured training.

1. What is a **full-time** worker?

2. What is a **part-time** worker?

3. What is a **casual** worker?

4. What is a **contractor**?

5. What is the difference between an **apprentice** and a **trainee**?

6. Which **industries** are more likely to employ **part-time** (and **casual**) employees? Why so? What **types of jobs** might these be? Are **you suited** to these roles?

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High and low part-timers

Part-time Employees (May 2022) ¹

Highest industry

- ⇒ Accommodation and Food Services 61%
- ⇒ Retail Trade 48%
- ⇒ Arts and Recreation Services 45%
- ⇒ Health Care and Social Assistance 42%

Lowest industry

- ⇒ Mining 5%
- ⇒ Electricity, Gas, Water & Waste Services 11%
- ⇒ Construction 14%
- ⇒ Manufacturing 16%

Source: ¹ ABS, Labour Force Survey, Detailed, May 2022, seasonally adjusted data.

3.07 Employment Trends

Employment trends

In Australia, there are 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.

Adding to these trends were the severe disruptions that impacted on job opportunities, and hiring patterns, due to the COVID-19 pandemic.

i. Higher skills and qualifications enhance employment prospects.

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

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

Trend: The proportion of workers with no qualifications or low qualifications (below Certificate 3) fell from 44% of all workers in 2010, to 32% of workers by 2021.

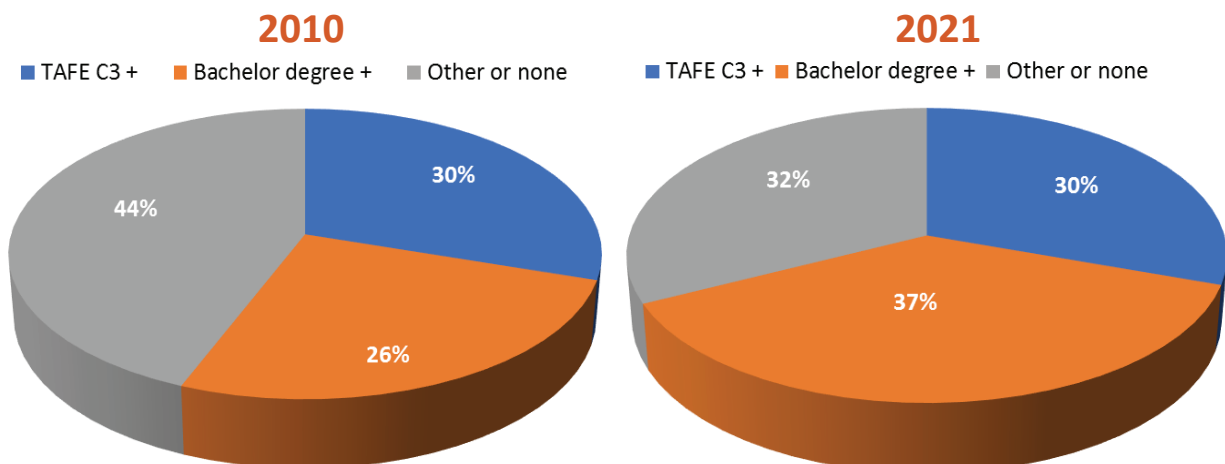
And this trend will continue.

Difference: 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 that's not young people like you who will need to have entry-level qualifications just to get a start in entry-level employment. That's part of the reason why you are currently undertaking a VET course.

Reality: 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 especially those who only have Year 12 or lower!

Employment by Qualification Level - Australia 2010 & 2021



Source: ABS, 6227.0, Education and Work, May 2021 (Nov '21)

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 pp.46-47) when it comes to measuring official statistics.

An ongoing issue in the employment market is the **youth unemployment rate**. Youth unemployment is usually considered to be people aged 15-24.

Fact: Youth unemployment rates are consistently much higher than the overall 'adult' unemployment rate.

Trend: The youth unemployment rate is usually at least twice as high as the overall rate. As at June 2022, the national unemployment rate was 3.5%, whereas the youth unemployment rate was 7.9%.

Trend: In some geographical locations, the youth unemployment rate may be three or four times the national average.

Reality: This shows the ongoing and growing difficulties that young job-seekers have in finding **entry-level work**.

The major causes of the higher youth unemployment rate are:

- ⇒ young people having lower qualifications
- ⇒ younger job-seekers having little or no experience
- ⇒ a lack of suitable jobs in youth-oriented industries
- ⇒ a lack of suitable jobs in certain geographical areas
- ⇒ the overall strength of the economy.

So, how do you think this might impact on your career prospects?

Australia: Unemployment & Youth Unemployment Rate % 2013- 2022 (as at June)		
Year	Overall %	Youth %
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%
Jun '19	5.2%	12.1%
Jun '20	7.4%	16.4%
Jun '21	4.9%	10.2%
Jun '22	3.5%	7.9%
Jun '23		
Jun '24		
Jun '25		

Source: ABS, 6202.0 Labour Force, Australia.

Skills and employment 3C

Part A: Skill-up

1. Describe the **importance of qualifications** in gaining **employment**. Use statistics.

Discussion: 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** career pathways **choices**?

3.09 Employment 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.

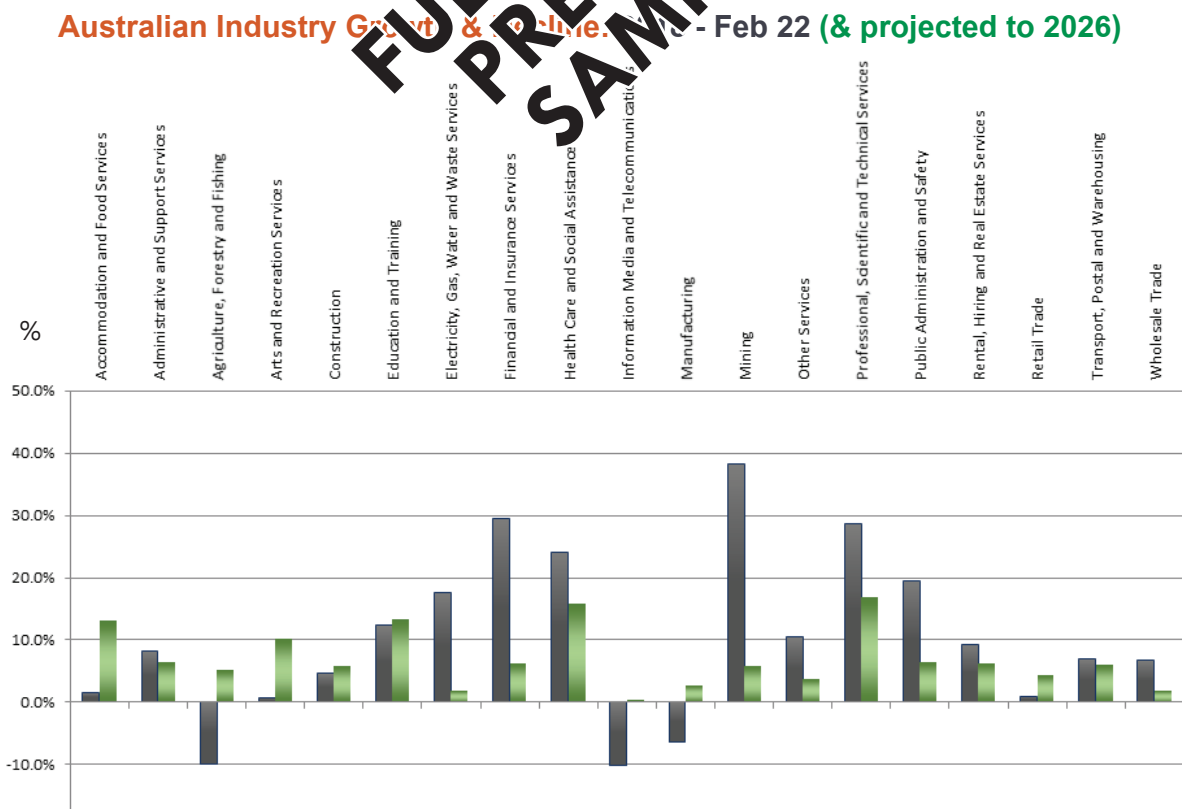
These structural changes have also resulted in ongoing long-term decline in overall manufacturing industry employment.

Cyclical changes (economic growth and decline) have resulted in swings in construction and mining. In addition business closures and job losses had occurred due to the impact of the COVID-19 pandemic on the world of work. Female and young workers in insecure jobs were particularly hardest hit during the acute phases of the pandemic. But strong growth returned from mid-2021 and well into 2022.

Trend: Looking at the bar graph, for the 5 years from 2018 to February 2022, there were approximately 1.32m new jobs created in Australia.

Trend: 16 industries experienced an overall increase in employment. 3 industries recorded an overall decrease in employment.

Reality: It is important to note that of all the new jobs created, more than 64% of these were in just 4 industries: Health Care and Social Assistance (+350,100), Professional, Scientific and Technical Services (+229,000), Public Administration and Safety (+153,000) and Education and Training (+133,300).¹



¹ Source: National Skills Commission, Employment outlook Industry and occupation trends over the five years to November 2026

Youth unemployment/ industry trends 3D

1. How does the **youth unemployment rate** compare to the overall unemployment rate?

2. What are some of the most common **causes** for the **difference** between the measures of **unemployment** and **youth unemployment**?

3. What should **you do** to **avoid** becoming a **youth unemployment** statistic?

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4. Which **industries** recorded the **strongest job growth** between 2018-2022? Why might this be the case? What **occupations** are commonly in these growth industries?

5. Which industries recorded the **largest job falls** between 2018-2022? Why might this be the case? What occupations are **commonly** in these declining industries?

3.11 A Skilled Workforce

A skilled workforce

Firms use employees to produce goods and services. So to produce quality goods and services, firms need to have a skilled workforce. **Employees** contribute their **skills, expertise** and **experience** (i.e their **labour**) to their **employers** in exchange for **wages, salaries** and other **payments** (i.e. their **remuneration**)

The structure of the Australian economy continues to evolve. Workers need well-developed **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 firms throughout all industries will require workers who are **multi-skilled**, and who retrain to **upskill** as part of **lifelong learning**.

Therefore, **workers** need **technical, professional, people** and **leadership** skills to produce **quality** goods and services.

The **benefits** of a skilled workforce extend beyond the world of work and into society more generally.

Higher skills usually result in greater **employment opportunities**, increased **pay and remuneration**, greater **job satisfaction** and **motivation**, a sense of **economic contribution, personal wellbeing**, and a higher **standard of living**.

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3E A skilled workforce

Have you done a **word chain** before? These are a good way to make sense of lots of key information. Use the **bolded terms** above to complete these word chains.

employees	skills expertise experience labour
employers	
work-related skills	
globalised	
workers	
benefits	

Towards a Skilled Workforce

Training and learning

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

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:
Training support & subsidies

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Towards a skilled workforce 3F

1. What are the roles of **employers**, and what are the roles of **governments**, in creating a **skilled workforce**? Give examples.

Employers...	Governments...

2. What types of **work-related training** will **you** need to do to become **more skilled**?

3.13 Making a Start

Starting out

People don't reach their final career goals in one step - 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.

Minimum **entry-level standards** can be classified into three different areas.

1. All of the **personal qualities, attributes** and **abilities** needed to be a suitable employee for that occupation, i.e. generic skills.
2. The **qualifications, training, skills** or **experience** needed to be qualified for entry into an occupation.
3. The **minimum school-related entry requirements** needed to gain the qualifications, skills or experience for work in that occupation (such as ATAR, pre-requisites for courses, related experience, etc.).

1. Personal qualities and abilities (Generic skills)

All jobs require potential employees to have a set of personal qualities. Workers need these generic work-related skills to function as effective employees. Some of these **generic skills** are shown below.

Occupations also require minimum acceptable standards for literacy, numeracy, health and fitness, communication, following instructions, and other skills.

However, the standard expected of different workers might vary depending on the occupation, or the industry. For example, a personal trainer will require a higher level of fitness than a chef. A carpenter will need different numeracy skills than a child-care worker. You can develop these generic skills through schooling and structured workplace learning.

Personal Qualities and Abilities

Image:
George Doyle/
Photos.com

Punctuality

Literacy

Teamwork

Following instructions

Health and fitness

Accepting responsibility



"I started by doing a VET course in Office Administration."

Conscientiousness

Numeracy

Communication

Technological competence

Working safety

Willingness to ask questions and learn

1. Use an example to describe **your ability** in each of these **personal qualities** (generic skills). Add 2 more.
2. For each personal quality and ability, identify something **you can** do to **improve further** in this generic skill.

Generic skill	Example about me	I can improve by...
punctuality		
literacy		
numeracy		
teamwork		
communication		
following instructions		
technological competence		
health and fitness		
working safety		
ability to accept responsibility		

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3. If you were a **manager** or an employer, which **3 generic skills** which you most **want** from a **young job-seeker** your age? Why so?



--	--	--

3.15 Making a Start

2. Entry-level skills and qualifications

You've got to start somewhere; and that's usually at the bottom!

There is an expectation in all industries that workers will build a career by developing skills, gaining experience, completing qualifications and earning promotions.

Entry-level skills is the general term that is used to describe the basic skills and qualifications you might need to enter an occupation in a particular industry.

Entry-level skills 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 Australian Apprenticeships, VET, TAFE and specialised training, or
- ⇒ training for professional occupations such as higher-level TAFE, undergraduate university, post-graduate university and specialised training.

🧠 Which of these training levels seem like what you need to complete to kickstart your career pathway?

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 VCE, VCAA, WACE or other school certificates; along with an appropriate AETAR score and **prerequisite** subjects.

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**. Specialised **vocational training** and learning can be a big advantage in these cases. So your working successfully in your Vocational Pathways Certificate might boost your entry chances.

Taking responsibility

It is your responsibility to find out the entry requirements you will need to satisfy, and the types of training you will need to complete. After all, it's your future we are talking about. So you need to show **initiative**.

However, as with all career pathway development steps, you don't need to do it all alone. You can get advice from your **teacher**, your **Careers Advisor**, and/or **VET** or **Vocational Education** leader.

You can get advice and support from your **network**, including people from your various **communities**; and especially from people who are **working** in similar industry areas to those that you want to pursue.

And of course, some of the best advice and support might come from **employers**, **managers** and other **workers** who you deal with as part of **work placement** or **work experience**, or from your own part-time and **casual work**.



Image: karelnoppe/Photos.com

1. What are **entry-level skills**?

2. What **entry-level skills** do you think **you** might **need** for your preferred career pathway?

3. How can you **develop** these entry-level skills?

4. What are **minimum school-related entry requirements**?

5. What minimum school-related entry requirements might **you need** for your preferred career pathway?

6. Why do you need to take **responsibility** for the **development** of **your** own entry-level **skills** and **qualifications**?

Discussion



Who can help and advise you so that you can find out the entry requirements you will need to satisfy, and the types of training you will need to complete?

3.17 Occupational Levels

Occupational levels

Although you are more likely to enter the workforce in an entry-level position, you will experience career growth and progression as part of **lifelong learning**.

In Australia, occupations are grouped into eight different categories that relate both to the type of occupation, and also the seniority, responsibility and qualifications related to that occupation.

For example, many young workers might commence their careers in a **sales** or **service** role in retail or hospitality. Others might start as an apprentice tradesperson or a **trades** assistant after completing vocational studies. TAFE qualifications can lead to **para-professional** jobs. University qualifications are usually required for **professional** occupations.

It is also important to realise that nearly all occupations across all industries can provide scope for talented and enterprising workers to move into management roles based on demonstrated skills, suitable experience, extra qualifications and management and leadership qualities.

- 🧠 So which of these eight occupational levels sounds most like where you will start your career pathway?

Entry to Occupational Levels

Managers (13% of workers May '22)¹

- ⇒ Usually requires completion of higher-level TAFE or university qualifications; as well as extensive industry-related experience.
- ⇒ Includes management-level occupations across all industries such as retail manager, ICT manager, finance manager, restaurant manager, child-care manager and many others.



Professionals (26%)¹

- ⇒ Usually require completion of a university degree(s); or even higher, post-graduate studies.
- ⇒ Includes occupations such as accountants, lawyers, architects, doctors, health professionals, engineers, scientists, teachers, computer programmers, registered nurses and many more.
- ⇒ These workers will need ongoing professional learning.

¹ Source: ABS, *Employment by Occupation, May 2022*.

Technicians and trades workers (14%)¹

- ⇒ Technicians in ICT, engineering, construction and other industries may need to complete higher TAFE qualifications beyond certificate 3 level; and work in support roles alongside professionals and managers.
- ⇒ Tradespersons require the completion of a competency-based Australian Apprenticeship normally lasting 4 years. These combine 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.



Occupational Levels 3.18

Community and personal service workers (11%)¹

- ⇒ Usually requires completion of higher TAFE qualifications above certificate 3 level.
- ⇒ These are often specialised service occupations that support professionals and managers. e.g. Enrolled nurses, carers or waitstaff work in roles to support higher occupational levels.
- ⇒ Many hospitality and community service jobs can be entered by undertaking an Australian Apprenticeship (traineeship) lasting approximately 12 to 18 months.



Image: Dean Mitchell/iStock/Thinkstock

Clerical and administrative workers (13%)¹

- ⇒ Normally require TAFE level qualifications such as certificate IV, or preferably diploma or advanced diploma studies. However, many younger workers might have completed a 'traineeship'.
- ⇒ These may include occupations called para-professionals, which normally 'support' a professional.
- ⇒ These include accounts assistants, legal officers, payroll clerks, admin workers and other occupations dealing with information.



Image: Pixland/Pixland/Thinkstock

Sales workers (8%)¹

- ⇒ These usually require completion of a specific industry or skills-related training course, on-the-job training, or specific TAFE certificate level courses.
- ⇒ Sales workers include cashiers, customer service officers, sales reps and so on.
- ⇒ The chance of entering these occupations can be improved by doing TAFE or VET studies.
- ⇒ Many of these positions are part-time or casual.



Image: Cornstock/Stockbyte/Thinkstock

Machinery operators & drivers (6%)¹

- ⇒ These usually require completion of a specific industry or skills-related training course, or licensing course.
- ⇒ These include truck drivers, forklift drivers, machinery operators and other similar occupations.
- ⇒ The chance of entering these occupations can be improved by doing TAFE or VET studies; or pre-employment programs.



Labourers (9%)¹

- ⇒ These usually require completion of a specific industry or skills-related training course, or licensing course.
- ⇒ Labourers include process workers, manual workers, cleaners and other manual and practical support workers.
- ⇒ Getting into these occupations can be improved by doing TAFE or VET certificates, pre-employment programs or 'pre-apprenticeships'.

3.19 Occupational Levels

3I Occupational levels

Part A

1. Consider the **occupations** below. **Classify** each according to one of the 8 **occupational levels** from pp.60-61.
2. Find out the minimum **entry-level qualifications** and/or skills required for each.
3. Describe the **requirements** needed to be accepted into any required **TAFE training** or **tertiary study**, for that occupation.
4. Add and research 2 occupations of your own that you are interested in pursuing. Use **My Future**, or **Labour Market Insights**, and the **VTAC** or (equivalent) guide.



Entry occupation	Occupational level	Entry requirements	Tertiary/training requirements
e.g. primary teacher	professional	4-year university degree, Bachelor of Education.	Usually maths, English, ATAR score about 75+ and possibly some work experience.
plumber			
fast food cook			
aged-care worker			
vet nurse			
barista			

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5. Identify the most common **skills needed** by workers in each **occupation level**.

Managers	Professionals
Technicians and trades workers	Community and personal service workers
Clerical and administrative workers	Sales workers
Machinery operators & drivers	Labourers

Part B

Choose **2** of the **occupational levels** that most relate to you. 1 might be for a **casual** job, and the other might be for a **career pathways occupation** you are aiming for.

1. Complete the following **summaries** for each occupational level.

Occupational level:		Occupational level:	
% of workers:		% of workers:	
What are the usual qualifications required?	Name:	What are the usual qualifications required?	Name:
Traineeship available?	Name:	Traineeship available?	Name:
Apprenticeship available?	Name:	Apprenticeship available?	Name:
Types of occupations at this level?		Types of occupations at this level?	
Occupations that might suit me?		Occupations that might suit me?	
Higher-level opportunities available?		Higher-level opportunities available?	
Other important information?		Other important information?	

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2. Use statistics to explain which **industries** provide more **job opportunities** for **young people**. What sorts of **jobs** might suit you?

Employees Aged 15-24 (May 2021) ¹

Highest industry

- ⇒ Accommodation and Food Services 46%
- ⇒ Retail Trade 30%
- ⇒ Arts and Recreation Services 27%
- ⇒ Other services 16%

Lowest industry

- ⇒ Public Administration and Safety 5%
- ⇒ Electricity, Gas, Water and Waste Services 5%
- ⇒ Financial and Insurance Services 5%
- ⇒ Mining 7%
- ⇒ Rental, Hiring % Real Estate Services 7%

Source: ¹ABS: Employment Region - Employment by Industry, May 2021 (Nov '21).

3.21 Building a Career

Pathways development

Some people know quite clearly, and from a fairly early age, that they want to specialise in a particular field within an occupation. In these cases, the person's interests are likely to have strongly influenced their chosen **specialist** field.

They take steps to develop relevant work-related skills to support this specialisation through VET and vocational training, apprenticeships, and TAFE and uni courses.

Their training, experiences and aptitudes will influence their occupational specialisation. They build their skills-sets through ongoing training and lifelong learning to grow their career.

For example, as a person undertakes general training in recreation they may respond more favourably to certain tasks and activities, such as outdoor activities.

These positive experiences are likely to guide them into a specialisation that matches their skills, interest and abilities. Then they might do a TAFE Certificate 4 in Outdoor Recreation.

Others take some time to grow into their career, and might be considered more of a **generalist** employee. They often work in small business and perform a variety of roles. They become **multi-skilled** and quite **flexible** in their day-to-day work roles.

Some workers excel at taking responsibility for a range of tasks from front-of-house to back-of-house, including serving customers, generating, packing orders, doing the financial accounts and even managing lower level staff.

It is important to realise that being a specialist, or being a generalist isn't fixed throughout a career.

Many people grow into their roles with experience, further training and promotion. And some people switch from being a specialist to a generalist, and vice versa, and even back again, depending on the stage of their career pathway, the nature of the job, and changes in job roles and technologies.

 So what about you? Do you think you will more likely be a generalist or a specialist?

The specialist employee

Imagine the different specialisations available to an animal attendant working in the racing industry compared with the retail pets industry!

What about the different areas of specialisation available to a chef working in a café compared to a chef working in a fine-dining restaurant?

And what about the tasks performed by an ICT technician for a small firm with 10 people, as compared to their role in a firm employing over 100,000 people!

You might develop into a **specialist role** within an occupation and do lifelong

learning to really hone and develop your work-related skills for a particular job role.

Specialists often work for large-scale organisations, or as self-employed or contracted-in specialist consultants who are employed or engaged on a needs-basis...this could be you.

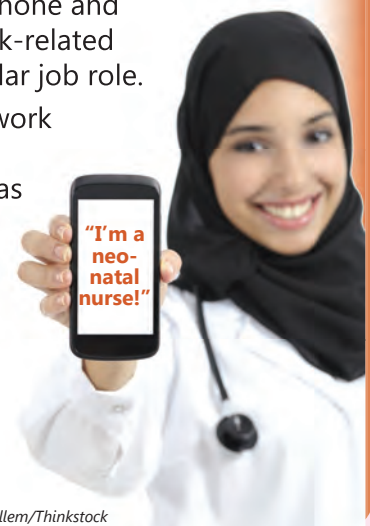


Image: AntonioGuillem/Thinkstock

The generalist employee

On the other hand, some of you will fill a more generalist role in your employment.

You might undertake varied roles that require a wide breadth of knowledge, skills and competencies.

To do this you will need to be multi-skilled and functionally flexible.

In many cases, employment in smaller firms requires a greater breadth of skills and a more flexible approach by employees.

Owner/operators of micro enterprises need to be well-developed generalists; they have to do everything.

As an example, consider the roles, tasks and responsibilities of students in your class who are employed in small, local businesses.

“It’s just me, I do everything!”



Image: Depositphotos.com

Generalists vs specialists 3J

1. What is a **specialist** employee? List some examples.

2. What is a **generalist** employee? List some examples.

3. Which seems **harder** to become - a **specialist** or a **generalist** employee? Why so?

4. What type of **career pathway** do you think **suits you** more - being a **specialist** or being a **generalist**? Why is that?

3.23 Building a Career

Australian Apprenticeships

An Australian Apprenticeship is one type of entry-level training that you can do to develop your career pathway. Australian Apprenticeships combine practical work with structured training.

An Australian Apprenticeship will involve both formal and informal on-the-job training, as well as formal off-the-job training at **TAFE** or a **registered training organisation (RTO)**.



Image: leaf/iStock/Thinkstock

Apprenticeships and traineeships

Apprenticeships usually apply to skilled 'trades-related' occupations such as carpenter, plumber, mechanic, chef, hairdresser, as well as many more.

Apprenticeships usually involve 3.5 to 4 years of structured training. Many apprentices also undertake more training to qualify further in a specific occupation.

Traineeships apply to trades-support occupations such as a labourer, tyre-fitter, kitchenhand; and to service types of roles such as an ICT technician, customer service officer, retail worker, care workers or administrative assistants.

Traineeships usually involve 12-24 months of structured training. Many trainees later go on to complete further TAFE studies to ensure they meet qualifications.

For example, in the Retail Trade industry, an apprentice baker or butcher might complete a 3.5 to 4-year trades-related apprenticeship. However, a retail customer service officer might complete a 12-18 month traineeship type of apprenticeship.

The top Australia Apprenticeship areas (as of Dec. 2021) were: Construction: 65,505 (19%), Automotive and engineering trades: 53,620, Electrotechnology & telecommunications trades: 46,390, Community and personal service: 40,280, Clerical and administrative: 36,115, Sales: 20,175, Other technicians and trades: 19,360, Machinery operators & drivers: 15,160 and Food trades: 13,070. ¹

¹ Source: NCVER: Apprentices and trainees 2021: December quarter - Australia (Jul 2022).

Australian Apprenticeships

Australian Apprenticeships are available in more than 500 jobs in industries such as:

- | | | |
|---|--|---|
| <input type="checkbox"/> Agriculture and horticulture | <input type="checkbox"/> Community services and health | <input type="checkbox"/> Public services |
| <input type="checkbox"/> Automotive | <input type="checkbox"/> Information technology | <input type="checkbox"/> Retail |
| <input type="checkbox"/> Building and Construction | <input type="checkbox"/> Light manufacturing | <input type="checkbox"/> Seafood |
| <input type="checkbox"/> Business services | <input type="checkbox"/> Local government | <input type="checkbox"/> Sport and recreation |
| <input type="checkbox"/> Finance services | <input type="checkbox"/> Metals and Engineering | <input type="checkbox"/> Telecommunications |
| <input type="checkbox"/> Food | <input type="checkbox"/> Printing | <input type="checkbox"/> Tourism |
| <input type="checkbox"/> Hairdressing | <input type="checkbox"/> Process manufacturing | <input type="checkbox"/> Transport and distribution |
| | <input type="checkbox"/> Property services | <input type="checkbox"/> Utilities and energy. |

Check out the Australian Apprenticeship website at:

www.australianapprenticeships.gov.au



School-based Australian Apprenticeships (ASbAs)

Students can commence an apprenticeship or traineeship, part-time, while completing their studies.

This allows students to gain an advantage when they enter the workforce because they have already developed a range of entry-level skills and experience.

Sometimes students might do a **pre-apprenticeship** to improve their chances of entry into the industry and occupation of their choice.

Sounds like a good idea. What do you think? And who can you ask?



Image: AndreyPopov/Depositphotos.com



Australian Apprenticeships 3K

1. What are the 3 different 'types' of **Australian Apprenticeships**?
2. What are the **differences** between these?
3. List some **examples** of **occupations** that can be entered using these different types of **Australian Apprenticeships**.
4. Explain if **you** are **interested** in any of these types of **Australian Apprenticeships**.
5. Where can you find out more **information** about these, and **who** could **help** you?



1.		
2.		
3.		
4.		
5.		

FULL DRAFT PREVIEW SAMPLE

3.25 Building a Career

Vocational education 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, but some occupations require further **specific licensing** and **certification** to meet different state-based legal guidelines to be eligible and qualified to work in that occupation or industry.

TAFE courses are usually delivered at multiple sites and campuses across metropolitan and regional Australia.

In Victoria, training is offered by TAFEs such as Kangan Institute, Box Hill Institute and Federation TAFE as well as many others. Some courses can be completed partly, or even wholly, online.

Vocational training and education offered through TAFEs 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**'. As part of **lifelong learning** employees may go back to TAFE to **upskill** or to develop their career pathway.

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



Image: photography33/
Depositphotos.com

Private providers

The vocational training and education sector also extends to **accredited private providers** (or colleges) such as the Australian Institute of Fitness, Elly Lukas Beauty Therapy College and SAE.

Private providers normally charge higher fees than TAFE institutes because many government TAFE courses are subsidised by the government.

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.



Image: wordlux.depositphotos.com

Vocational education 3L

Complete this table about different **education providers**.



TAFE	Private providers	RTO
What does it do?	What does it do?	What does it do?
A good choice for me?	A good choice for me?	A good choice for me?
Possible examples for me.	Possible examples for me.	Possible examples for me.

3.27 Graduated Assessment

AT3 Employment Opportunities in a Workplace - Employment opportunities and workplace conditions

Overview:

For this assessment task, you are required to prepare a report that summarises **employment opportunities** in a **workplace**. You will also need to describe the **training** needed for these **occupational roles**.

Your report is based on your **research** and **applied investigation** this unit; as well as on responses, feedback and advice that you get by **interviewing** an **employee** in a relevant **workplace**.



Interview and Report

Complete **tasks 1-10** from the **table**.

- Choose a suitable **workplace** to investigate.
- Arrange to **interview** an **employee** from that workplace.
- Describe the main types of **occupations** within that workplace.
- Outline the **training** and **qualifications needed** for these occupations.
- Get **advice** on the **actions** you need to take to **improve your entry-level opportunities** for occupations in this workplace.

Name:		Key dates:		UNIT 1 MODULE 2	
Tasks - AT3: Employment Opportunities in a Workplace		Must Do?	Due Date	Done	Level
Complete					
	Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	1. Choose a suitable workplace.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	2. Arrange to interview an employee.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	3. Develop interview questions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	4. Conduct the interview and make notes.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	5. Describe the main occupations in the workplace.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	6. Discuss why these occupations might suit me.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	7. Outline the training and qualifications needed.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	8. Discuss how and when I might access this training.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	9. Summarise any advice given to me.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	10. Explain the steps or actions I should take next.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	⇒ Prepare and submit my final report	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Present my report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Pay and Conditions

4

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4.11 Other Conditions.....	82		

Activities 4: Pay and Conditions		p.	Due date	Done	Comment
4A	Workplace rights & responsibilities	73	<input type="checkbox"/>	<input type="radio"/>	
4B	Workplace conditions	74	<input type="checkbox"/>	<input type="radio"/>	
4C	Workplace agreements	75	<input type="checkbox"/>	<input type="radio"/>	
4D	NES & minimum pay rates	77	<input type="checkbox"/>	<input type="radio"/>	
4E	Pay: Employee interview	77	<input type="checkbox"/>	<input type="radio"/>	
4F	Traineeship wage	80	<input type="checkbox"/>	<input type="radio"/>	
4G	Apprenticeship wage	80	<input type="checkbox"/>	<input type="radio"/>	
4H	Workplace conditions: Employee interview	83	<input type="checkbox"/>	<input type="radio"/>	
4I	PACT tool	84-85	<input type="checkbox"/>	<input type="radio"/>	
AT4	Investigation: Employment, Training and Conditions	86-87	<input type="checkbox"/>	<input type="radio"/>	
R4	Review and Reflection	88	<input type="checkbox"/>	<input type="radio"/>	

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Comments:

4.01 Rights and Responsibilities

Rights and responsibilities

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. This helps to create a positive **workplace culture** with minimal conflict. A **win-win** situation!

These rights and responsibilities can also extend to **external stakeholders** of the enterprise, such as customers, clients, suppliers and others.



“How do we find out our rights and responsibilities?”

Basic Employee Rights

Safe work practices that minimise harm.

Access to appropriate training and career development.

A safe and healthy workplace environment.

Minimum working conditions such as personal leave and other basic entitlements.

Fair and proper pay.



To be treated with respect and dignity.

Freedom from discrimination, 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).

Image: nialowwa/Depositphotos.com

Basic Employee Responsibilities



- To act in the best interests of employers.
- To undertake relevant training as directed by your employer.
- To carry out work duties safely, by following workplace procedures.
- To not disclose confidential information about the employer, clients, customers and processes.
- To perform a fair day's work.
- To follow relevant legal guidelines and rules.
- To appropriately, safely and correctly use equipment, tools and machinery.
- To not harass, bully or intimidate other workers, customers or suppliers.
- To contact and inform the employer of absences and other issues in accordance with workplace guidelines.

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Workplace rights & responsibilities 4A

1. List what you believe to be the 4 most **important rights** and 4 most **important responsibilities** of an employee.

2. What is the **role** of the **employer** in making sure these rights and responsibilities are met?

4.03 Workplace Conditions

Workplace conditions

Workplace conditions refer to both the **monetary** and **non-monetary benefits** and **rewards** that an employee obtains from working. Workplace conditions are set down in **law**, and will vary depending on the type of **workplace agreement** that you are employed under.

The two main types of workplace agreements are **awards** and **registered agreements** (sometimes still called EBAs). About 70% of all Australian employees are employed under a registered agreement or by a national award.

The main workplace conditions include:

- ⇒ wages and salaries
- ⇒ bonuses, commissions and piece-rates
- ⇒ casual loadings
- ⇒ junior rates of pay
- ⇒ personal leave
- ⇒ annual holiday leave
- ⇒ long service leave
- ⇒ superannuation
- ⇒ family leave provisions
- ⇒ prescribed days and hours of work, and minimum shift lengths
- ⇒ allowances; and many other workplace conditions.



💡 It might surprise you, but finding out the correct rate of pay and other workplace conditions can be complex. So your teacher may lead you through this section.

4B Workplace conditions

Match each of the **statements** below to the matching **term** from above.

- | | |
|---|----------------|
| a. Income paid to a worker calculated on an hourly basis. | w _____ |
| b. Income paid to a worker calculated on an annual amount. | s _____ |
| c. A set % of an adult pay rate paid to workers aged under 21. | j _____ |
| d. Extra amounts paid by the employer to help fund a worker's retirement. | s _____ |
| e. An extra amount paid for achieving a target or internal goal. | b _____ |
| f. An extra % pay loading given to workers on flexible work arrangements. | c _____ |
| g. Paid (and unpaid) days off for sick leave, caring and other situations. | p _____ |
| h. An amount paid to a worker for performing an extra role or special duty. | a _____ |
| i. Paid leave that a worker accrues over the course of their working year. | a _____ |

Workplace agreements

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

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

The type of workplace arrangement that workers are employed under depends on a number of factors. As you have learned most employees in Australia are covered under either a **registered agreement** or by an **industry award**.

Many trades and manual workers who work for larger employers will be on **registered agreements** (formerly known as EBAs). Some industries and workplaces have a history of successful unionisation, and as such are more likely to have negotiated registered agreements. Others will be paid according to national **industry awards**.

Many medium-sized and large organisations use registered agreements; or they might have employees covered under industry **awards**, or even national **minimum pay rates**.

Some small businesses rely on national awards under the federal system, or the minimum conditions of the **National Employment Standards**, (or relevant state awards for WA).

In most cases, senior managers and other highly skilled professionals are likely to be on **individually negotiated contracts**.

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

Workplace agreements 4C

Use the **key terms bolded** above to complete this **passage**.

Many employees are unaware of the type of w_____ a_____ they are employed under. The best way to find out is by asking your employer which t_____ applies to you.

Many workers employed by large firms are likely to be covered under either a r_____ a_____ or an i_____ a_____.

Workers who are not covered by either of these arrangements will be paid according to m_____ pay rates.

The employment conditions of all workers, regardless of their workplace arrangement, must meet the National E_____ S_____.

4.05 Workplace Conditions

National Employment Standards

As at late-2022, all employees working in Australia are protected by a set of 11 minimum workplace rights and conditions of employment called the **National Employment Standards** (NES).

The **NES** are the basic entitlements that apply to all full-time employees, and to part-time employees (on a **pro-rata** basis).

The NES acts as a '**safety net**' and apply in conjunction with the **minimum pay rates** reviewed annually.

Many employees might be entitled to other and better conditions than those in the NES, as well as higher rates of pay, depending on the type of workplace arrangement (registered agreement or award) they are employed under.

Therefore, workers who are employed under awards, and those employed under registered agreements, are likely to have more favourable conditions and higher rates of pay than the NES provides.

However, the 11 National Employment Standards act as a minimum.

Hence the NES is a safety net!

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Image: samuraitop/Depositphotos.com

National Employment Standards

1. Standard full-time working week of 38 hours, plus 'reasonable' additional hours.
 2. A right to request flexible working arrangements to care for a child under school age, or a child with a disability.
 3. Casual employees who have worked for their employer for 12 months (and who meet eligibility) to be offered the option to convert to relevant permanent employment (excludes small business employers).
 4. Parental and adoption leave of 12 months (unpaid), with a right to request an additional 12 months.
 5. Four weeks paid annual leave each year (pro-rata).
 6. Ten days paid personal/carer's leave each year (pro-rata), two days paid compassionate leave and two days unpaid carer's leave, when permissible.
 7. Community service leave for jury service (paid up to 10 days); or activities dealing with certain emergencies or natural disasters (unpaid).
 8. Long service leave.
 9. Paid days off on public holidays unless required to work.
 10. Notice of termination and redundancy pay.
 11. The right for new employees to receive the Fair Work Information Statement.
- (Note: As at November 2022)

Minimum pay rates

So you know a little about **registered agreements** and **awards**, as well as the **National Employment Standards**. The final piece of the 'Workplace Conditions' puzzle is **minimum pay rates**.

A national minimum wage applies to most of the other employees who aren't covered by an award or a registered agreement. Sometimes they are called **award-free** workers.

No employee can be paid less than the minimum pay rates because minimum pay rates are just like the NES and act as a **safety net**. However, workers employed under an award, or a registered agreement, are usually paid more than these minimum rates.

Many workers employed by small or micro businesses might find they are paid according to the national minimum wage rate. This could be you.

It is also important to understand that some independent **contractors** (such as food delivery drivers), are not considered employees, and fall outside of this minimum safety net. They have their own pay and conditions set by the business that engages them.

The Australian government agency, the **Fair Work Commission**, reviews minimum wages each year. Any increases to the minimum wage also flow onto pay rates in awards.

- ⇒ From July 2022, the minimum wage rose to \$21.38/hour for 2022/23 (approx. \$812.44 for a 38-hour week) for adults – a 5.2% rise from \$20.33/hour in 2021/22.
- ⇒ Junior employees under 21 get a percentage of this minimum based on their age.
- ⇒ Minimum pay rates in modern awards were increased by 5.2% as well.
- ⇒ Casuals get an extra 25% hourly. Apprentices get between 55-95% of this rate.
- ⇒ Junior trainees qualify for 1 of 3 different National Training Wage classifications based on their level of school completion and years out of school (from \$363.40 to \$706/week). There are also adult and part-time trainee rates.

Source: *Annual Wage Review, Fair Work Australia, 2022 & 2021.*

NES & Minimum pay rates 4D

1. Based on the 2022 **minimum wage**, how much would an **adult** employee be **paid** for a 38 hour **week**, and for a **year**?
2. Find out the **current minimum wage** amounts. How much would an **adult** employee be paid for a 38 hour **week**, and for a **year**?




4.07 Pay

Pay

The most basic work condition that workers need to know about is their correct rate of pay. Remember that it is your right to receive a fair day's pay for your work. It is a **legal responsibility** of your employer to ensure that they are paying you at the appropriate and correct **pay rate**. Some of the different types of pay are summarised below.

You are most likely to be paid a set wage as a younger or new worker. But we are seeing too many cases of workers, especially younger or casual workers, being underpaid.

In some cases this is accidental, because the boss hasn't kept up with, or properly checked out, the correct pay rate, or recent changes to pay rates. But in other cases workers are being deliberately ripped-off by dodgy employers. And this seems to be happening more in workplaces that consider themselves 'hip', 'cool' or 'on trend'.

 You have a responsibility to check that you are being paid the correct rate of pay. But how do you know? And how can you find out what is the correct pay?

Types of 'Pay'

Wages

- ⇒ Wages are income amounts paid for an employee's labour and determined on an hourly basis. e.g. \$12.50 per hour.
- ⇒ Wages normally apply in **factories**, for skilled and semi-skilled employees, and other employees.
- ⇒ Junior wage rates usually apply to workers aged under 21. e.g. 55% of the adult rate for a 15 year-old.

Salaries

- ⇒ Salaries are income amounts paid to professionals and 'higher-skilled' or managerial employees.
- ⇒ Salaries are calculated (but not paid) on a yearly (annual) basis. e.g. \$52,000 per year.
- ⇒ Salary workers do not necessarily earn more than wage earners; but many higher-level jobs are paid according to a salary.

Allowances

- ⇒ Allowances are extra amounts given to employees based on special requirements, specific skills needed, or other duties related to their jobs
- ⇒ e.g. Uniform allowance, tool allowance, travel allowance, meals allowance (for extended working hours), first-aid allowance, (dangerous) site allowance, etc..

Commission/Retainer

- ⇒ A commission is an incentive payment usually based on a proportion of sales, fees or revenue,
- ⇒ It is often used for people in sales roles.
- ⇒ A retainer is a base level of payment made in conjunction with a commission. e.g. Retainer \$20k pa plus 10% of monthly sales amount.

Payment-in-kind

- ⇒ Payment-in-kind refers to non-monetary payments given in return for labour. e.g. A caretaker who is employed at an island resort might receive payment-in-kind of accommodation and food in addition to their wages. A nanny might also receive similar payment-in-kind, as well as their wages.

Image: prettyvectors/
Depositphotos.com



Finding out your relevant workplace conditions can be quite complex! The easiest way to get help is by calling the **Fair Work Infoline** on **13 13 94** between 8am - 5:30pm, Mon to Fri. You should do this before starting a new job.

Another way is by **asking employers** and **employees** who are working. Complete the table about **wage** and **pay rates** by **interviewing** an employer of, or an employee working as, an occupation in a **workplace** in which you are interested.

Interviewee:	
Workplace:	Occupation:
Full-time/part-time or casual?	How long been working in this job?
Award name? or Registered Agreement name: (if other?)	
Rates of pay: (Include penalties, issues, including any junior rates if applicable).	
Superannuation:	Allowances or bonuses:
Other pay-related conditions:	

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4.09 Pay

Traineeship wage rates

Hundreds of thousands of young people start their long-term career development by undertaking a traineeship type of Australian Apprenticeship. These are paid according to the **National Training Wage** and based on the *Miscellaneous Award 2020, Schedule E*. This is, of course, updated annually.

Traineeship wages are set down on a weekly basis. The standard full-time working work in Australia is 38 hours. But a traineeship has a shorter 'working' week. A traineeship work week is 4 days instead of 5, as one day a week is allocated for training.

So, to calculate the wage rate per hour for a traineeship, you need to divide the weekly wage by 30.4 (and not 38) (e.g. $\$363.40/30.4 = \11.95).

4F Traineeship wage

Given below are National Training Wage rates for a non-adult trainee as applicable to 2022/23, based on school level, and years out of school.

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

Note: To calculate wage per hour you will need to divide the weekly wage by 30.4.

National Training Wage Pay Rates: 2022/23 According to the Miscellaneous Award 2020, Schedule E			
School Leaver Wage Level A	...and has completed Year 10	...and has completed Year 11	...and has completed Year 12
Just left school	Week: \$263.40	Week: \$300.10	Week: \$475.90
	Hour: \$11.95		Hour:
	Year: \$18,896.80	Year:	Year:
Plus 1 year out of school	Week: \$400.10	Week: \$475.90	Week: \$553.90
	Hour:	Hour: \$15.65	Hour:
	Year:	Year: \$24,746.80	Year:

2. Find out the **current rates** for this year. Complete the same type of table.

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

Apprenticeship wage rates

Many young people also start their long-term careers by undertaking a 3-4 year 'trade' Australian Apprenticeship. Shown in the table are rough approximations of what non-adult apprentices might earn at different stages of their training.

Note: These percentages are only a general guide and are not relevant to all jobs and industries. The percentages might vary slightly for apprenticeships in different occupations within different industries. Variations exist because different industries and types of work might be covered under specific industry awards, or registered agreements. These hourly pay rates also don't include allowances, penalty rates and other conditions.

Apprenticeship wage 4G

Given below are rough approximations of what **non-adult apprentices** might earn at different stages of their training.

- Calculate how much each would **earn per hour, per week (38 hours) & per year**.

'Adult' wage	1st year 55%	2nd year 60%	3rd year 80%	4th year 95%
\$20	Pay: \$11/hour	Pay: \$12/hour	Pay: \$16/hour	Pay: \$19/hour
	Week: \$418	Week: \$456	Week: \$608	Week: \$722
	Year: \$21,736	Year: \$27,120	Year: \$31,616	Year: \$37,544
\$25	Pay:	Pay: \$15/hour	Pay:	Pay:
	Week:	Week:	Week:	Week:
	Year:	Year:	Year:	Year:
\$30	Pay:	Pay:	Pay: \$24/hour	Pay:
	Week:	Week:	Week:	Week: \$1,083
	Year:	Year:	Year:	Year:

- Research the **hourly pay rate** associated with an **occupation** related to an **Australian Apprenticeship** you are interested in. If you find out different percentages, then change those in the table. Complete this table.



Australian Apprenticeship/ Occupation				
'Adult' wage	1st year 55%	2nd year 60%	3rd year 80%	4th year 95%
	Pay:	Pay:	Pay:	Pay:
	Week:	Week:	Week:	Week:
	Year:	Year:	Year:	Year:

4.11 Other Conditions

Other conditions

Pay is only one of the working conditions that workers are entitled to as part of their conditions of employment.

You were introduced to other workplace conditions including personal (i.e. sick) leave, annual leave, long-service leave, hours of work, RDOs (rostered days off), shift lengths, meal breaks, toilet breaks, as well as many other workplace conditions specific to an industry or occupation.

Many of these workplace conditions are set down in law as part of a registered agreement, in an award, or through that minimum set of conditions (NES).

Some workplaces offer extra benefits and conditions to their workers - which is good! However, employers cannot offer less than the national minimum standards - that is against the **law!**

Part-time workers are entitled to these workplace conditions on a **pro-rata** basis (i.e. in proportion to the amount they work, such as 0.5).

But **casual** employees normally give up some of these conditions in order to receive a higher base rate of pay. This is common for many younger workers as they are often employed as casuals.

Workers who are building a longer-term career often seek out jobs that have better non-wage workplace conditions, rather than simply higher rates of pay. For example, getting an RDO each month might be valued much more by some workers, compared to simply being paid an extra dollar an hour.

Now that you know more about pay, let's look at some of the most common non-pay workplace conditions, discuss as a class how these might apply to workers you know.

Other Workplace Conditions

Personal leave

Annual leave

Parental leave

Working hours

Shifts times and shift lengths

Bonuses



Allowances

Long-service leave

Meal breaks

Toilet breaks

Rostered days off (RDOs)

Flexitime

Workplace conditions: Employee interview 4H



Again, finding out your specific other workplace conditions can be very hard! One way to get help is by calling the **Fair Work Infoline** on **13 13 94** between 8am - 5.30pm, Mon to Fri. You should do this before starting a new job.

Another way is by **asking employers** (your boss) and/or **employees**. Complete the table by **interviewing** an employer or employee to find out **other conditions** that apply to an **occupation** in a **workplace** in which you are interested.

Interviewee:	
Workplace:	Occupation:
Full-time/part-time or casual?	How long been working in this job?
Award title? or Registered Agreement Title? or (other)	
Personal and carer's leave:	Family leave:
Long-service leave:	Other leave:
Hours of work:	Shift lengths and times:
Break lengths:	Other condition:
Other condition:	Other condition:

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4.13 Putting It All Together

Finding out

It is not always easy to find out about the correct wages and other conditions associated with an employment position.

Wages and other **conditions vary** depending on the type of job, the classification level of the job role, the age of the worker, whether the worker is employed as a casual, whether the employer's organisation operates using registered agreements, awards or award-free conditions; and other influencing factors including apprenticeship and traineeship status.

But it is your responsibility to find out as much information as possible. You can **ask** your **employer** to clarify, especially about the type of **workplace arrangement** that applies (e.g. registered agreement, award, award-free).

You should also ask about your specific **job classification**, e.g. Retail Worker - Level 2. If you know those two key bits of information then you can check your pay rates and other conditions with **Fair Work Australia** (Fair Work Ombudsman).

However, if you don't, you can still use Fair Work Australia's information tools to help you establish the correct rates of pay and other conditions that might apply.

4I PACT tool

Fair Work Australia is responsible for managing Australia's industrial relations system. This includes legislated rates of pay and other conditions. On their website they host the **PACT tool**. PACT enables you to find out the correct rates of pay and other **conditions** for occupations covered under the Fair Work System - which covers you if your employer is using the **award system**.

However, if your employer is using **registered agreements**, then it is important to know that the pay rates, etc. are likely to be higher than for awards. And this is relevant for many young workers who are employed by the major retailers, take-away franchises and similar large businesses that have established their own registered agreements and had these approved by Fair Work Australia.

Use the PACT tool to find out pay and other conditions for these occupations. Add 1 of your own. <https://calculate.fairwork.gov.au/>



PACT step	Retail Worker Level 1	Take-away worker Level 1	Your choice
Select: Pay Calculator			
Choose: Employee (the default)			
Do you know your award? Choose: No/yes.	Award is:	Award is:	Award is:

Putting It All Together 4.14

PACT step	Retail Worker Level 1	Take-away worker Level 1	Your choice
What is your occupation? (Or search by industry.)			
Choose if: Trainee/ support wage/ apprentice			
What is your classification?			
Type of employment status: Choose: Full-time, part-time, casual.			
Choose: Age			
View: <u>Hourly</u> & Weekly Your award is:			
Penalties			
Allowances (if relevant)			
View pay guide This includes all the relevant rates.			

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Registered agreements: You can find registered agreements by searching through:

<https://www.fwc.gov.au/agreements-awards/enterprise-agreements/find-enterprise-agreement>

You'll need to enter key words including the employer and/or the industry.

But perhaps it might be better to call Fair Work Ombudsman:

Fair Work Infoline 13 13 94 8am - 5:30pm Mon to Fri.



4.15 Module Assessment

AT4 Investigation: Employment, Training and Conditions - Employment opportunities and workplace conditions

Overview:

For this assessment task, you are required to prepare an investigative report that;

- ✓ summarises **employment opportunities** in a **workplace**
- ✓ describes the **training** needed for these **occupational roles**
- ✓ identifies **pay** and other **workplace conditions** for a specific **occupational role**
- ✓ summarises the **rights** and **responsibilities** of both **employees** and **employers** in relation to **pay** and **conditions**.

Your report is based on your **research** and **applied investigation** this unit; as well as on responses, feedback and advice that you get by **interviewing** an **employee** in a relevant **workplace**.

Required

Stage 1: Interview (Note: You might have already completed this for AT3)

- Choose a suitable **workplace** to investigate.
- Arrange to **interview** an **employee** from that workplace.
- Describe the main types of **occupations** within that workplace.
- Outline the **training** and **qualifications** needed for these occupations.
- Get **advice** on the **actions** you need to take to improve your **entry-level opportunities** for occupations in this workplace.

Stage 2: Research - Occupational roles and conditions

- Select an **occupation** from that workplace that matches your **career goals**.
- Outline the **training** and **qualifications** needed for this occupation.
- Research and outline the main **rights** and **responsibilities** of:
 - ⇒ **employees** related to **pay** and **conditions**
 - ⇒ **employers** related to **pay** and **conditions**


Stage 3: Summary

- Evaluate the **suitability** of this **occupation** for you.
- Explain the **actions** you need to **do next** to improve **your** chances of gaining **employment** in this **occupation**.



What I need to do, key dates, websites and resources I will use.

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Name:		Key dates:		UNIT 1 MODULE 2	
Tasks - AT4: Employment, Training and Conditions		Must Do?	Due Date	Done	Level
Stage 1: Interview - Employment opportunities and training.					
a. Choose a suitable workplace.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Arrange to interview an employee. 		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Develop interview questions.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Conduct the interview and make notes. 		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Describe the main occupations in the workplace.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Discuss why these occupations might suit me.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
g. Outline the training and qualifications needed.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
h. Discuss how and when I might access this training.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
i. Summarise any advice given to me.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
j. Explain the steps or actions I should take next.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 2: Occupation - Pay and conditions.					
a. Select an occupation that matches my career plan.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Outline training and qualifications needed for this role.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Research pay rates for this occupation.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Research other conditions for this occupation.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Explain pay and conditions generally by:					
- Outlining key employee rights and responsibilities		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
- Outlining key employer rights and responsibilities.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 3: Summary					
a. Explain whether this occupation is suitable for me.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Explain actions to help improve my employment chances.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Prepare and submit my final report					
⇒ Draft my report.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Submit my final report.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Present or report to the class (if required).		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

4.17 Review and Reflection

Review and Reflection

Which Work-Related Skills did I develop during this unit?

→ _____

→ _____

→ _____

How have my Work-Related Skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have Work-related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

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My performance in developing my Work-Related Skills this unit was:

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

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

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

Signed: _____ Date: _____

What About Me?

5

5.01 Module 3 - Introduction.....	90	5.09 My Technical Skills.....	98
5.03 What Can I Offer	92	5.11 My Skills-Gaps	100
5.05 My Interpersonal Skills.....	94	5.13 Graduated Assessment	102
5.07 My Industry-Specific Skills.....	96		

Activities 5: What About Me?	p.	Due date	Done	Comment
5-6 Module 3: My Requirements	91	<input type="checkbox"/>	<input type="checkbox"/>	
5A Prove it!	92	<input type="checkbox"/>	<input type="checkbox"/>	
5B My employability skills	93	<input type="checkbox"/>	<input type="checkbox"/>	
5C My interpersonal skills	95	<input type="checkbox"/>	<input type="checkbox"/>	
5D Industry-specific skills	96	<input type="checkbox"/>	<input type="checkbox"/>	
5E My industry-specific skills	97	<input type="checkbox"/>	<input type="checkbox"/>	
5F Technical skills	98	<input type="checkbox"/>	<input type="checkbox"/>	
5G My technical skills	99	<input type="checkbox"/>	<input type="checkbox"/>	
5H My skills-gaps	101	<input type="checkbox"/>	<input type="checkbox"/>	
AT5 My Skills Audit	102	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

5.01 Module 3 - Introduction

Module 3 - Applying for an Employment Opportunity

In Section 5: What About Me? you will:

- ⇒ identify what you can offer potential employers by describing your employability skills, interpersonal skills, industry-specific skills and technical skills
- ⇒ identify skills-gaps.

At the end of this section, you will conduct a Skills Audit to identify and describe your most valuable skill-sets, as well as your skills-gaps.

In Section 6: Job Application Skills you will:

- ⇒ develop a pathways plan
- ⇒ investigate different types of résumés
- ⇒ prepare a résumé to clearly communicate your work readiness
- ⇒ understand and apply the elements and conventions of application letters to prepare an application letter
- ⇒ investigate informal and common selection criteria
- ⇒ explain the evolving requirements of digital application processes.

At the end of this section, you will complete a module assessment task that involves the following applied tasks.

- ✓ Prepare a properly formatted draft entry-level résumé.
- ✓ Apply feedback to refine and improve your draft résumé.
- ✓ Complete a final résumé using appropriate software.
- ✓ Identify a suitable employment opportunity.
- ✓ Prepare a draft cover letter to apply for the job opportunity and apply feedback to refine and improve your cover letter.
- ✓ Complete your final cover letter using appropriate software.

M3: Applying for an Employment opportunity		S5: What About Me?	
What Can I Offer?		92	
My employability skills	My interpersonal skills	My industry-specific skills	My technical skills
My Skills-Gaps		100	
AT5: My Skills Audit (p.102)			

M3: Applying for an employment opportunity		S6: Job Application Skills	
My Pathways Plan		104	
Sources of jobs	Networking	Community work	
Writing Résumés		108	
Tips	Sections	Sample	Template
Application Letters		114	
Application letters	Cover letter	Sample letter	
Selection Criteria		120	
Informal selection criteria	Common selection criteria		
Digital Applications		124	
AT6: My Résumé and Application Letter (pp.126-127)			

Module 3: My Requirements 5-6

Your teacher will discuss **your unit requirements** for **Module 3** with the class. List the important information, and make diary notes and reminders where relevant.



Requirement	Activities/ Resources/ Applied	Assessment

5.03 What Can I Offer

My employability skills

As you have learned, you can develop employability skills in a range of personal, education, social and recreational settings, as well as through work experience, work placement, volunteer and community work, and of course paid employment.

The development of your suite of employability skills is ongoing. You will continue to build and enhance your skills throughout your entire **career pathway**, especially through both **on-the-job** and **off-the job training** as part of **lifelong learning**.


When you are ready to seek and apply for potential **job opportunities**, either for **part-time** or **casual** roles, or perhaps to secure **entry-level employment** in your preferred career pathway, you need to be able to reflect on how your suite of employability skills might make you suitable for the job role.

You also have to be able to **communicate** to potential employers how your employability skills make you a suitable **candidate** for that job opportunity. To do this you will also need to consider how your varied employability skills can be **transferred** to work-related situations.

As part of a **job application process**, you are likely to need to communicate this in writing through a **job application** letter, or as answers to **selection criteria**.

You will also need to clearly describe your demonstration of employability skills in a **résumé**. And you will definitely have to be able to communicate this verbally in an **interview** situation.

In some particular occupations and industries, you may need to illustrate your employability skills through more visual media, such as a creative **portfolio**, a showreel, a photo-essay, links to your website or video channel, and other more creative methods.

 The key to succeeding at this whole process, is to always remember: **don't just say it, prove it!**

Everyone says that they are a team player - how so?

Everyone says that they are enthusiastic - got any evidence of that?

Everyone says that they are a good communicator - what examples make you shine?



Image:
Lisa F. Young/Thinkstock

5A Prove it!

i. Enthusiastic?	Now prove it!
ii. Team player?	Now prove it!
iii. Good communicator?	Now prove it!

My employability skills 5B

Reflect on your own skills in relation to the 8 employability skills. Think about what you would like to communicate to a potential employer about your skills.

1. Outline 2 clear examples to describe your own **skills strengths** for each of the 8 **employability skills**. Remember, your skills might cross over more than one employability skill.

Planning & organising	i.	ii.
Self-awareness	i.	ii.
Technological	i.	ii.
Learning	i.	ii.
Teamwork	i.	ii.
Communication	i.	ii.
Problem-solving	i.	ii.
Initiative & enterprise skills	i.	ii.

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2. Choose 4 of your **skills strengths** from your examples. Think like you are **communicating with** a potential **employer**. For each one, create 1 clear sentence to **describe your skill** in this area for a **work-related situation**.



e.g. Worked effectively as part of a customer service team by dealing with customers when volunteering at Minnies Community Opportunity shop throughout March 2023.

i.
ii.
iii.
iv.

5.05 My Interpersonal Skills

My interpersonal skills

Employers don't employ skills, they employ people.

When an employer is looking to fill a position, of course they need someone who they think can perform the role effectively.

But employers are prepared to provide initial **induction** and **training**, as well as ongoing training, to skill the person up.

When interviewing you for a job, employers will want to see if you might be a good fit for their workplace culture. In other words, they will assess your **attitude to work**.

They want to know if you are likely to be the type of worker who **adds value** to their **team**.

Remember, you can train skills but you can't train an attitude.

Some of the personality traits employers consistently ask for are **reliability**, **initiative**, **willingness to learn**, good **communication**, **resilience** and the ability to **work with** and **support** other **team members**.

The diagram below shows a number of generic interpersonal skills and attitudes that employers want.

So what type of person are you?

How do you rate on each of these?

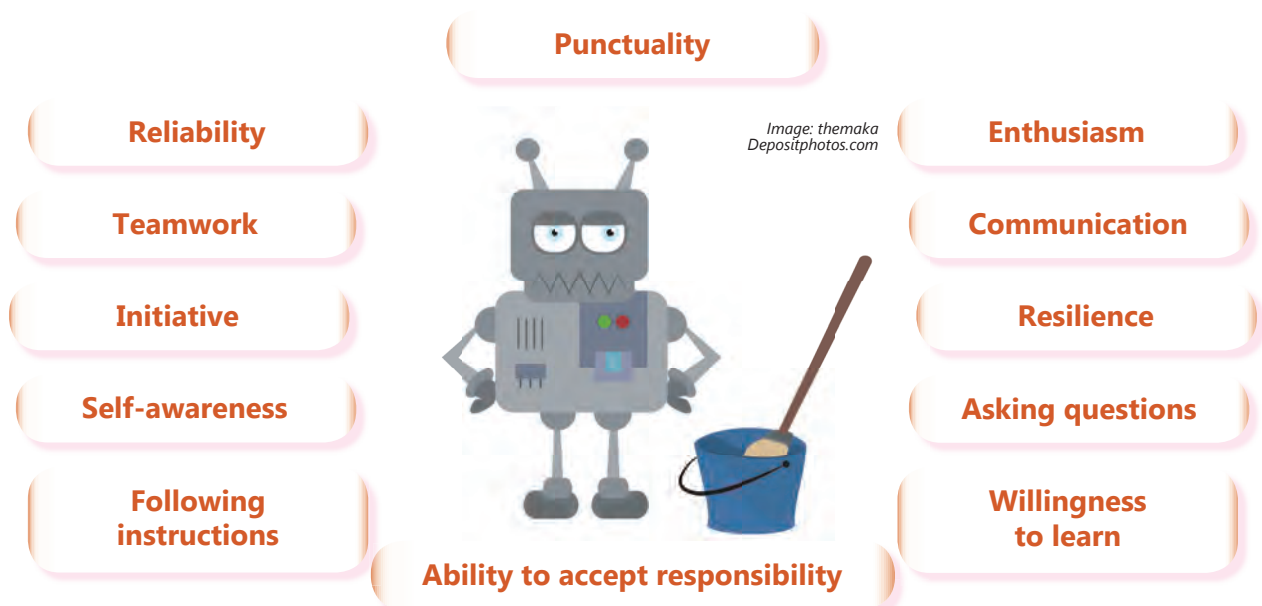
- As a class, have a discussion about the types of examples that you can give to 'prove' this.

What is it about your attitude that makes you stand out from the crowd?

Image: Dean Mitchell/Thinkstock



Interpersonal Skills & Attitudes



Reflect on **your own interpersonal skills**. Think about what you would like to **communicate** to a potential **employer** about **your skills**.

1. Outline 2 clear **examples** to describe **your own interpersonal skills strengths** for each of these categories. Remember, these skills might also match some of the employability skills.

Reliability and punctuality	i.	ii.
Working with others	i.	ii.
Communicating face-to-face	i.	ii.
Communicating using technology	i.	ii.
Seeking & acting on feedback	i.	ii.
Learning new skills	i.	ii.
Overcoming problems	i.	ii.
Showing initiative	i.	ii.

FULL DRAFT
PREVIEW
SAMPLE

2. Choose 4 of your **best interpersonal skills** from your examples. Think like you are **communicating with** a potential **employer**. For each one, create 1 clear sentence to **describe your skill** in this area for a **work-related situation**.



e.g.
i.
ii.
iii.
iv.

5.07 My Industry-Specific Skills

My industry-specific skills

When we work, we work within an **industry** setting. Some key examples are retail, hospitality, community services, construction, or even sport and recreation.

Industry-specific skills refer to particular skills (or competencies) that an individual must demonstrate for a **specific occupation** within an industry.

Many of these industry-specific skills are closely related to the eight **employability skills**. But the difference is that industry-specific skills require a worker to develop **specialised knowledge** for **occupations** and **work tasks** in their industry.

For example, in the Construction industry a carpenter would need to know how to use technology. Specifically for this industry this may include hand and power tools, safety harnesses and measuring tools and equipment.

In the Accommodation and Food Services industry a chef also would need to know how to use technology; specifically ovens, fryers, cutting tools, etc.. These are industry-specific competencies and relevant for that occupation in that industry.

- So as a class, discuss the types of industry-specific skills that you already have (i.e. through **VET**), those that you can **develop** further, and how you can best **communicate** these to a potential **employer**.



5D Industry-specific skills

Choose an **occupation** that you are interested in as part of **your future career** pathway. List 5-8 of the most relevant **industry-specific skills** needed for this occupation.

Occupation:	

Reflect on **your own industry-specific skills**. Think about what you would like to **communicate** to a potential **employer** about **your skills**.

- Outline 2 clear **examples** to describe **your own industry-specific skills strengths** for each of these categories. Remember, these skills need to be related specifically to a job, a workplace or an industry.

Planning & organising	i.	ii.
Self-awareness	i.	ii.
Using technology	i.	ii.
Learning new skills	i.	ii.
Teamwork and collaboration	i.	ii.
Communicating effectively	i.	ii.
Problem-solving	i.	ii.
Initiative & enterprise skills	i.	ii.

FULL DRAFT
PREVIEW
SAMPLE

- Choose 4 of your **best industry-specific skills** from your examples. Think like you are **communicating with** a potential **employer**. For each one, create 1 clear sentence to **describe your skill** in this area for a **work-related situation**.



e.g.

i.

ii.

iii.

iv.

5.09 My Technical Skills

My technical skills

Technical skills are vital for success in the contemporary world of work. All occupations within all industries rely on the appropriate and **safe** use of technology by workers.

Think of the day-to-day duties of a vet nurse, a carpenter, a gardener, a train driver and a chef. They each face different industry-specific **technical requirements**.

And what about a tattooist, a designer, a sports coach, a retail manager and an aged-care worker? Again lots of very different **technical skills** required by each occupation.

All occupations require some level of **practical**, **manual** and **technical** expertise.

However, there are certain occupations that are very technical and/or scientific in nature.

These include medical and health-care jobs, trades, manufacturing, outdoor work, anything involving tools, equipment and machinery; and of course all the workers involved in ICT, engineering, design, and heavy industry - just to name a few.

- So as a class, discuss the types of technical skills that you already have (i.e. **VET**), those that you can **develop** further, and how you can best **communicate** these to a **potential** employer.



5F Technical skills

Choose an **occupation** that you are **interested** in as part of **your future career** pathway. List 5-8 of the most relevant **technical skills** needed for this occupation.

Occupation:

Reflect on **your own technical skills**. Think about what you would like to **communicate** to a potential **employer** about **your skills**.

1. Outline 2 clear **examples** to describe **your own technical skills strengths** for each of these categories. Remember, these skills might also match some of the employability skills. Add 2 more examples that are specifically relevant to you.

Using computers and software	i.	ii.
Using portable ICT devices	i.	ii.
Using tools and equipment	i.	ii.
Using powered machinery	i.	ii.
Working safely with others	i.	ii.
Working safely by myself	i.	ii.
	i.	ii.
	i.	ii.

FULL DRAFT
PREVIEW
SAMPLE

2. Choose 4 of your **best technical skills** from your examples. Think like you are **communicating with** a potential **employer**. For each one, create 1 clear sentence to **describe your skill** in this area for a **work-related situation**.



e.g.
i.
ii.
iii.
iv.

5.11 My Skills-Gaps

Skills-gaps

Skills-gaps occur when a person does not have the necessary skills to gain or maintain employment in a particular job role, occupation or industry. Skills-gaps in individuals, and in the workforce generally, are commonly caused by one or more of these **factors**.

- ⇒ Not yet having gained suitable qualifications.
- ⇒ A lack of work-related experience(s).
- ⇒ A lack of life experience and maturity.
- ⇒ Under-developed employability and generic skills.
- ⇒ A lack of opportunity, or an inability to develop industry-specific skills.
- ⇒ A lack of opportunity, or an inability to master technical skills.
- ⇒ Redundant job skills that do not suit the changing world of work.
- ⇒ De-skilling caused by a lack of on-the-job and off-the-job training.
- ⇒ Not being able to transfer personal skills and abilities effectively enough for the demands of work-related roles and jobs.

When it comes to skills-gaps, it is important to realise that we all have **weaknesses** holding us back from career progression. The key is to create an **action plan** to try to overcome some of these skills-gaps. More **training**, more **experience**, more **skills-development**.

And sometimes it might mean choosing different career aspirations. Because in life, there's some things that we enjoy doing but we just cannot do them good enough, fast enough or even safe enough to make a career out of doing that!

Overcoming Skills-Gaps

Completing TAFE units and relevant courses.

Completing industry-specific licensing.

Learning new skills through online tutorials and videos.

Building generic and personal development skills.

Seeking personal help, support and assistance.

Completing vocational education qualifications.



Undertaking on-the-job training and coaching.

Gaining paid employment and experience.

Doing work experience and work placements.

Doing volunteer and community placements.

Re-training for new job roles and interests.

Taking on more work-related responsibilities.

Image: GoodluzDepositphotos.com

Reflect on your **skills-gaps**. Think about what you would like to **improve** to make yourself **more employable**. You might seek **advice** on this.



- Outline 2 clear **examples** to describe **your own skills-gaps** for each of these categories. Add 2 more examples that are specifically relevant to you.

lack of qualifications	i.	ii.
lack of experience	i.	ii.
work-related literacy	i.	ii.
work-related numeracy	i.	ii.
lack of industry-specific skills	i.	ii.
lack of technical skills	i.	ii.
	i.	ii.
	i.	ii.

FULL DRAFT
PREVIEW
SAMPLE

- Choose 5 of **your skills-gaps** from your examples. What **actions** could you take to **improve** your skills, and/or overcome each of these skills-gaps, e.g. training, experience, etc.?



e.g.
i.
ii.
iii.
iv.
v.

5.13 Graduated Assessment

AT5 My Skills Audit - Applying for an employment opportunity

Overview:




For this assessment task, you are required to undertake a **Skills Audit** to identify and describe your most valuable **skill-sets**, as well as your **skills-gaps**. You need to identify and use **examples** to describe your key skills in each of these areas.

- Your **employability** skills.
- Your **interpersonal** skills.
- Your **industry-specific** skills.
- Your **technical** skills.

You also need to honestly reflect on your:

- Your **skills-gaps** and **actions** you can take to **overcome** these skills-gaps.

As part of your Skills Audit you are strongly advised to include **images** and/or **short videos** to illustrate your key skills strengths.

Name:		Key dates:		UNIT 1 MODULE 3	
Tasks - AT5: My Skills Audit		Must Do?	Due Date	Done	Level
Complete					
	Negotiate the task details with your teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
1.	Identify my key interpersonal skills. Describe examples to illustrate my interpersonal skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
2.	Identify my key industry-specific skills. Describe examples to illustrate my industry-specific skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
3.	Identify my key technical skills. Describe examples to illustrate my technical skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
4.	Identify my key skills-gaps . Describe actions to take to overcome my skills-gaps.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	⇒ Appropriate use of digital media.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Get feedback on a draft, and advice from teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	⇒ Prepare and submit my final Skills Audit.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

Job Application Skills

6

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6.05 Writing Résumés.....108	6.21 Digital Applications124
6.07 Résumé Sample and Template .110	6.23 Module Assessment Task.....126
6.11 Application Letters.....114	6.25 Review & Reflection128

Activities 6: Job Application Skills	p.	Due date	Done	Comment
6A Sources of jobs	105	<input type="checkbox"/>	<input type="radio"/>	
6B My networks	106	<input type="checkbox"/>	<input type="radio"/>	
6C Community volunteering	107	<input type="checkbox"/>	<input type="radio"/>	
6D My résumé	108	<input type="checkbox"/>	<input type="radio"/>	
6E Job applications	115	<input type="checkbox"/>	<input type="radio"/>	
6F Cover letters	118	<input type="checkbox"/>	<input type="radio"/>	
6G Job application draft		<input type="checkbox"/>	<input type="radio"/>	
6H Job application letter	119	<input type="checkbox"/>	<input type="radio"/>	
6I Selection criteria	121	<input type="checkbox"/>	<input type="radio"/>	
6J Common selection criteria	123	<input type="checkbox"/>	<input type="radio"/>	
6K Digital applications	125	<input type="checkbox"/>	<input type="radio"/>	
AT6 My Résumé and Application Letter	126-127	<input type="checkbox"/>	<input type="radio"/>	
R6 Review & Reflection	128	<input type="checkbox"/>	<input type="radio"/>	

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Comments:

6.01 Job-Seeking

Introduction

In this section you will build a range of skills that will help develop your job-seeking abilities. Some tasks will include:

- ⇒ investigating **sources of jobs**
- ⇒ identifying and building your **job network**
- ⇒ writing a job **application letter**
- ⇒ preparing a **résumé**.



Image: Hamri Mohammed Samir/ Photos.com

Successful job-seeking

Finding a job is hard work! You have to plan what you want to do, and then work hard to organise your time.

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** or **volunteer** opportunity related to your longer-term career goals; and/or
2. Finding a **casual** or **part-time** job.

These outcomes might be directly related to your career pathways. For example, a casual job as a waitperson might lead to a long-term career goal in hospitality.

Or a work placement as a trade assistant might lead to an opportunity for an Australian Apprenticeship.

Volunteer work in a charity shop might be the first step in a career in retail customer service.

FULL DRAFT
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SAMPLE

Sources of Jobs

Online employment
job sites & portals

Work placements
and trials

Local newspapers
and/or digital sites

Volunteer work
opportunities

Professional and
personal networks

Online employment
advertisements



Image: lisafx/
Photos.com

Youth-oriented
agencies

Business websites &
online applications

Direct approach/
cold-calling

Social media
call-outs &
community pages

Workforce Australia
(Aust. Government)

Employment
agencies

Sources of jobs 6A

After discussing these sources of jobs as a class, **match** the correct 'source' from p.104, with the most appropriate **description**. Find an example(s) for each of these.



Job source	Description	Example
direct approach/ cold-calling	This is when you show initiative and approach potential employers by visiting or calling them. You must have all your information ready.	
	You can register with these organisations such as Drake and Skilled who can match you to jobs and potential employers.	
	You can use your contacts, friends and relatives to help you find employment. It is one of the best ways to find jobs and work placement opportunities.	
	Most jobs are advertised online; e.g. www.adzuna.com.au www.seek.com.au www.careerone.com.au and www.workforceaustralia.gov.au	
	Increasingly, employers looking to fill casual or lower-level jobs are using social media networks to reach potential applicants.	
	You can use your network contacts developed through working as part of work placements. This can also extend to the use of LinkedIn as you build your career.	
	Most large organisations have dedicated online careers pages and digital application processes that enable you to apply directly for employment.	
	This is when you perform unpaid work for a charity, welfare or community service provider. It helps you to build skills and a professional network.	
	This is when you do a placement organised through your school study program. This helps you to become more work-ready.	
	Some specialise in Australian Apprenticeships using group training arrangements (such as MEGT), while others might focus on students at risk of not finishing school	
	Local papers and their digital sites might still offer some opportunities for entry-level workers, but increasingly these types of ads are used mainly for professional, higher-level positions.	
	This is the Commonwealth Government's system of employment agencies that try to find jobs for the unemployed. Start with Workforce Australia www.workforceaustralia.gov.au	

6.03 Job-Seeking

Networking

When it comes to successful job-seeking we know one thing for sure. Nobody is ever going to come knocking on your door to offer you a job. You have to get out there and actively search for work.

Networking involves using all of your contacts, friends and relatives to help you find employment.

Networking is a very useful way to find out about job, work placement and volunteer opportunities.

Networking might sometimes even be the most effective way to find work, just as many professionals do by using online networking portals such as LinkedIn.

There are three main networks that can provide contacts for someone at your stage of career development.

1. **Personal network:** Family, friends, social contacts and others.
2. **Community network:** Neighbours, other residents, social contacts, sporting, community and faith contacts, online friends, local traders, your classmates and others.
3. **Professional network:** Employers, employees, business owners, teachers, professionals, managers and supervisors, mentors and others.



Image: denphumi/Photos.com

6B My networks



List the full **name** and contact **details** of **4 people** who could be a part of your job-seeking **network**. Consider personal, community and professional contacts.

The job-seeking network of...

Community work

When young people are trying to develop their careers they are often asked, “What experience do you have?” And often the answer is, “none!” This can make it hard to get your first job! However, there is one sure way to build experience. Volunteer and community work is an ideal platform to help develop your career pathway.

There are a number of benefits of volunteer and **community work**. **Volunteering** and community service can help you to:

- ✓ gain real **work-related experience**
- ✓ develop demonstrable **work-related skills** and **competencies**
- ✓ develop **team-based skills** by working with others
- ✓ learn and apply **industry-specific competencies**
- ✓ demonstrate **responsibility, initiative** and **leadership**
- ✓ broaden your **job-seeking network** and find a **mentor**, and of course,
- ✓ help **contribute** to the **community**.



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SAMPLE

Community volunteering 6C

Community and volunteer organisations exist in many forms throughout your local and broader community including sporting, religious, environmental, performing arts, charity, welfare, community service and other types of organisations.

1. Research 2 **community organisations** and complete the table below.
2. Prepare a **report** to the **class** about one of these organisations. Describe the types of **volunteer work** that you could perform for them.

Name/location/key people/contact details:	Name/location/key people/contact details:
Main services provided:	Main services provided:
Employee and volunteer jobs and tasks:	Employee and volunteer jobs and tasks:



6.05 Writing Résumés

Résumés

A résumé (or CV) 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!

There are some **common sections** that you should use for your résumé. These are shown opposite. Your teacher will explain these in more detail when you do your own draft.

There are some useful résumé **templates** online. Find one that suits you. However, the internet is filled with American-style one-page résumés. Give them a miss!

Your teacher or the Careers teacher might also present you with a preferred résumé format they recommend. That's fine, as there's more than one suitable format to use.

In the age of **digital applications**, many application processes require you to enter your résumé details section-by-section in pre-formatted **field boxes**, often within a **character length**. This means you will have to copy and paste your key résumé information to suit different processes.

Also, your résumé is not a static document. You will need to **update** it at least every six weeks, especially as you do more training, build skills and gain experience.



When it comes to preparing a good-looking résumé, a computer, and not a tablet, and definitely not your phone, might just be your 'bestie'!

Image: omgimages; Photos.com

FULL DRAFT
PREVIEW
SAMPLE

Four Résumé: Tips

What to do: Formatting...

- ✓ Use a word processing package.
- ✓ Use a 12-point plain font. Times New Roman is ok, Calibri is good, Arial looks good when printed.
- ✓ Use one consistent font only; and use no more than 2 font sizes.
- ✓ Use headings and sub-headings.
- ✓ Use size, bold and italics to show different information/headings.
- ✓ Insert page numbers at the bottom.
- ✓ Include plenty of white space.
- ✓ Use tabs to indent and line up sections.

What to do: Content...

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

6D My résumé



Draft your **résumé** using a computer (not a tablet). Get your teacher and/or the Careers Advisor to give you **feedback** to improve your résumé.

1. Clear personal details

- ⇒ Make sure your personal details are shown 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

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

3. School and VET subjects and units

- ⇒ List main subjects that you are studying.
- ⇒ List the main units that you are studying as part of VET. Pick those that match the job type you are applying for.
- ⇒ Help@ <https://myfuture.edu.au>



4. Other qualifications & certificates

- ⇒ List any extra non-school certificates you have obtained, such as VET.
- ⇒ These might through work, or at TAFE, but they should be listed separately.

5. Brief career ambition

- ⇒ Include a short 'Career Ambition', but make sure it is directly related to the occupation you are applying for.
- ⇒ You might need different ones.

6. Employment/work experience history

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

7. Employment tasks/competencies

- ⇒ State clearly what your job position was and when.
- ⇒ List 3-5 main tasks that you did on a day-to-day basis. i.e. What did you do?
- ⇒ Also list 5-8 work-related skills that you developed doing this work. State 'ings'; tasks that you can be relied upon to do competently.

8. Your other transferable skills

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

9. Your professional/technical skills

- ⇒ Include all of your other skills under the heading 'Professional Skills'.
- ⇒ If you are applying for a trade job add a section 'Technical Skills'.
- ⇒ 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 sport or community participation.
- ⇒ One line is enough for hobbies, your boss might be into these too!

11. Referees

- ⇒ 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 direct family members!

6.07 Résumé Sample and Template

Résumé: Ethelred Johnson, Mar 2023

Ethelred Johnson
215 Fredson Place, Springtown, 3523
DOB: 1/4/2006
P: (03) 9222 1111 M: 0412 0412 0412
ethelred@gmail.com.au

(1)

Education

(2)

2023: Springtown College, currently completing VCE Victorian Pathways Certificate (Yr 11) and Certificate II in Retail.

VCE: VPC subjects include:

(3)

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

Certificate II in Retail units include:

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

2019-2022: Completed Years 7-10, Springtown College

Qualifications & Training

(4)

- Apr 2021: Certificate in Basic First Aid
- Nov 2022: Certificate I in Customer Service

Career Ambition

(5)

I wish to enter the retail industry and develop a career, supported by vocational training in customer service and operations, eventually moving through to management.

Employment History

(6)

Employment

→ The \$3 Shop, 202 Elcheapo St, Mayloika

Position: Retail sales assistant Duration: July 2022 - current

Tasks: Serving customers, answering phones, managing stock, cleaning, and working on registers.

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

(7)

- Effective communication with customers
- Working with other staff as part of a sales team
- Using electronic point-of-sale equipment and balancing register
- Maintaining stock levels and completing stocktakes
- Being flexible, working evenings and weekend shifts
- Following store OH&S processes
- Solving customer problems and complaints.

Page 1 of 2

6.09 Résumé Sample and Template

Résumé:

(1)

Education (2)

(3)

Qualifications & Training (4)

Career Ambition (5)

Employment History (6)

Employment

→

Position: _____ Duration: _____

Tasks:

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

→

(7)

Page 1 of 2

Résumé:

Employment History (cont.) (6)



Position:

Duration:

Tasks:

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



(7)

Transferable Skills (8)

Leadership

Clubs

Professional Skills (9)

Achievements (10)

Hobbies/Interests

Referees (11)

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6.11 Application Letters

Application letter

An important part of successful job-seeking is writing a job **application letter**.

Many job advertisements ask you to submit a letter along with a **résumé**.

The advertisement might sometimes even ask for this letter to be in your own **handwriting**.

You might also have to create an application letter for a **volunteer**, **work placement** or **work experience** position.

When applying for a position electronically or online, you might also have to submit a letter by **email** or as part of the application.

When you apply, the site might also ask you to attach a brief personal **cover letter**.

Application letters are very important. Employers use these letters to test your **interest** in the job, your **suitability**, as well as your ability to use correct **grammar** and **spelling**.

An application letter is your first stage in addressing the key **selection criteria**.



Your teacher is likely to show you a few **sample** application/cover letter formats.

Cover letter

Many jobs will ask that applicants attach a cover letter.

A cover letter is a brief introductory letter that summarises:

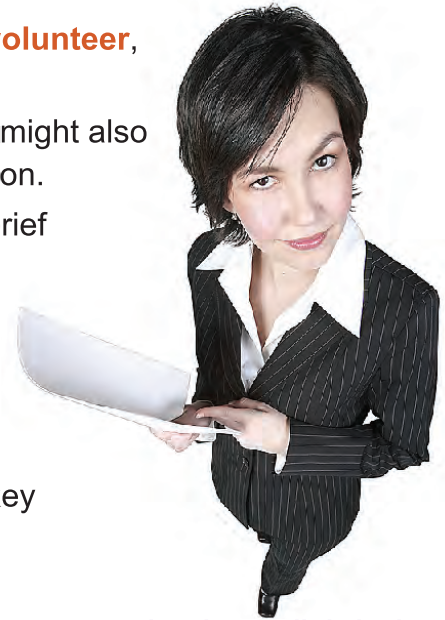
- ✓ **who** you are,
- ✓ the **role/position** you are applying for,
- ✓ **why** you are applying; and
- ✓ a very brief **outline** of why you may be **suitable**.

Cover letters are usually **emailed**, or entered into an early form field on a digital application.

Cover letters are assessed for grammar and accuracy, as well as your suitability. So they should always be written formally.

Cover letters are a way for you to make a good **first impression**.

It is important to understand that although a good cover letter won't immediately get you a job (or even an interview), a bad cover letter will pretty quickly **not** get you a job.



“Let me just have a little look at your application letter.”



Image: mybaitshop/
Depositphotos.com

Application Letters

Be set out as a formal business letter or email.

Use plain fonts and spacing between paragraphs.

Be typed, unless you are asked to handwrite your letter (which is rare).

Include the correct addressing, spelling and titles of anyone named in the advertisement.



Relate specifically to the position and organisation.

Clearly explain how you could be a benefit to the organisation, (i.e. what can you offer that will make you a suitable employee?).

Show how your skills, competencies and experience make you able to do the job (or learn to do the job).

Job applications 6E

1. Use the terms to complete the following paragraphs about job application letters.

- | | | | |
|---------------------------------------|--------------------------------------|----------------------------------|---------------------------------------|
| <input type="checkbox"/> application | <input type="checkbox"/> experience | <input type="checkbox"/> offer | <input type="checkbox"/> titles |
| <input type="checkbox"/> asset | <input type="checkbox"/> formal | <input type="checkbox"/> plain | <input type="checkbox"/> typed |
| <input type="checkbox"/> competencies | <input type="checkbox"/> handwriting | <input type="checkbox"/> skills | <input type="checkbox"/> specifically |
| <input type="checkbox"/> copy | <input type="checkbox"/> learn | <input type="checkbox"/> spacing | |

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

Discussion: Do you think that in the digital age any employer would still want you to **handwrite** a letter? What **jobs** might need **very good handwriting**?



6.13 Application Letters

6F Cover letters



In pairs, take a look at these **cover letters**. They're not all bad, but they do need a bit of **improving**.

1. What **type of jobs** do you think each applicant is applying for?
2. Edit these cover letters to **make them better**.

Dear Jack Smithson

I am applying for your job as a casual gardener that I saw online. I have attached my resume and a character references as asked you for.

And yes i am very fit and hardworking and love the outdoors and leaning from people who know more about the industry, such as old people like you.

I hope to hear from you soon.

Larry

Hi Naomi

I saw the advertisement for weekend waiter in the window and followed the QR link. I have uploaded my resume to the link and am now following up with a cover letter.

I really want to work at Crazees Eats it sounds fun and exciting and I am a good team player with lots of enthusiasm. My referees will back that up and said you can call them when you want. I'm doing a vet course in for VPC in hospitality. If you want to discuss this further you can call me on my mobile, except during school hours of course.

Look forward to a good response and love your work!

Sinnomin Pepper

Applied

1. Create a **typed** cover letter to respond to this job advertisement.
2. Assume the employer has asked you to send them a social media **DM** or **PM**. **Change your cover letter to suit** a social media message format.
3. Would you make any **other changes** if they asked you to send an **SMS message**? Explain.



Formal Application Letter

106 Lumbuk Place,
SPRINGTOWN, VIC, 3523

March 24th, 2023
Ms. Onga Parinka
Owner
Gourmet Scavenger Café
17 Lemtack Avenue
Springtown Heights VIC 3521

Dear Ms. Parinka

I am applying for the position of casual café assistant that was listed on www.seek.com.au on March 20th, 2023.

I am currently undertaking my VCE: Vocational Pathways Certificate (Year 11) at Springtown College. As part of this I am studying a Certificate II in Hospitality. I am hoping to develop a long-term career in the hospitality industry in a café or restaurant.

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

- Prepare and serve espresso coffee
- Follow health, safety and security procedures
- Provide food and beverage services
- Provide responsible service of alcohol
- Follow workplace hygiene procedures

Last year I completed work placement for 2 weeks at Foodies Larder in Springtown Plaza. During my placement I built competencies by dealing with customers, controlling stock and using equipment safely.

My work experience made me interested in a career in customer service because I really enjoyed the pace of the shop and being able to make customers happy. My ongoing enjoyment of my hospitality course means that I want to work in a food and beverage environment that satisfies customers.

I have a range of retail and hospitality skills that can contribute positively to the Gourmet Scavenger Café. But I really welcome the chance to gain more training to improve my skills-sets.

I have included my résumé which gives more details of my skills and referees, and I look forward to hearing from you about the possibility of working at the Gourmet Scavenger Café.

Yours Sincerely

Hyrem Weably
enc: Résumé

1a. Your address, note the format!

1b. Date of writing the letter.

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

2. Intro title of letter.

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

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

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

6. Any relevant experience and competencies that you have.

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

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

9. The sign-off.

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

FULL DRAFT
PREVIEW
SAMPLE

6.15 Application Letters

6G Job application draft

Use the table below to start **drafting** your relevant information for a **job letter**. The numbers match the sample on p.117. (If you need more space use your workbooks).

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

**FULL DRAFT
PREVIEW
SAMPLE**

Draft a **job application letter** for a **position** you are **interested in**, or a **work experience/placement** opportunity, or a **job ad** your teacher has provided.

When your teacher has checked over this letter, prepare a final copy using a computer. (Tip: You could make a copy of this page and enlarge to A3.)



**FULL DRAFT
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SAMPLE**

6.17 Selection Criteria

Selection criteria

Some application processes require you to respond to **selection criteria**. This means that you will need to provide more information in your **application letters** than what is contained on your résumé.

Your 'responses' will help show or 'prove' the likelihood of your ability to fulfil the requirements of the specific job.

You are more likely to encounter **formal selection criteria** for higher-level, career-focused positions. However, **informal selection criteria** are also being increasingly used due to the switch to online applications.

Many e-applicants are applying for jobs that they are not qualified for by simply attaching their CVs as part of the online process. Selection criteria enable employers to 'cull' prospective applicants and eliminate applicants who are not suited to that job.

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

Informal criteria for selection

All positions are filled using a pre-determined set of criteria to guide the selection of applicants. These are the qualities and characteristics that the employer is looking for in a suitable applicant for the job.

For **entry-level positions**, these criteria for selection might include an applicant's:

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



Work in **pairs** to provide **responses** for each of these **selection criteria** questions.



Selection criteria	My response
Education level	
Vocational qualifications	
General experience & transferable skills	
Industry-specific experience	
Licenses & industry-specific certifications	
Practical or technical skills	
Safe use of equipment & technologies	
Evidence of successful teamwork	
Leadership experience	
Community participation	
Punctuality & reliability	
Communication skills	
Health and fitness (If relevant)	
Age (If relevant)	
Understanding the roles of the job	
Understanding of the industry	

**FULL DRAFT
PREVIEW
SAMPLE**

6.19 Selection Criteria

Common 'Selection Criteria'

As you can see, it's quite a task to be able to both demonstrate and communicate that you 'tick all of the boxes' when it comes to selection criteria.

That's why the labour market is so competitive for young job-seekers.

From here on, we will refer to these informal criteria for selection as 'selection criteria' rather than that more formal definition. This is because you are more likely to experience these examples of selection criteria at this stage of your career pathway.


However, there are common selection criteria that seem to pop up time and time again for nearly all job application situations.

You need to be able to provide clear concise statements that 'prove' your abilities in each of these areas. Every applicant says they are reliable, a positive team member and a good communicator. But in order to be considered for the job, you have to prove these statements!

So how can you **prove** that you are reliable?

How can you show when have you worked effectively in teams?

And what examples can you give to demonstrate that you are a good communicator?

 Your teacher will discuss these common selection criteria with you as a class.

Everyone says it, but how will you prove it?



Image: kentoh/
Depositphotos.com

Common 'Selection Criteria'

Reliability
and
punctuality.

Experience working
in, or being
part of a team.

Management
or leadership
experience.

Ability to
communicate
effectively.



Skills in the use
of work-related
technologies and
devices.

Ability to work safely
and to protect the
safety of others.

Demonstrable
industry-related
experience.

Well-developed
customer/client service
skills.

Common selection criteria 6J

1. Rephrase the 8 'Common Selection Criteria' on p.122 into how they might be asked in a **job interview** as **questions**. (Your teacher will help if you need it.)
2. How would **you respond** to each of these questions?



You will need to relate some of your answers to a specific industry and job in which you might be interested.

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

FULL DRAFT
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SAMPLE

Applied



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

6.21 Digital Applications

Check your digits

In the contemporary world of work, most people find jobs using **digital application processes**. This involves a combination of some, or even all, of the following job-seeking requirements.

1. Digital job advertisement sites.
2. Digital 'company' job application portals.
3. Digital networking, as well as direct 'informal' contact, through social media.
4. Digital 'bulk' call-outs through social media.
5. Social media community neighbourhood noticeboards.
6. Digital networking megasites where job-seekers upload and 'advertise' their own profiles.

Additionally, nearly all job applicants are required to submit an 'application' formatted and sent using ICT; i.e. job application letters, application templates, *résumés*, expressions of interest, selection criteria, etc..

🧠 So as a class, discuss examples of each of these digital job-seeking opportunities that you are, or will be, aware of!

Digital applications

- ✓ Sign up and register on appropriate job-seeking sites and portals.
- ✓ Turn your job-seeking information into digital copies, such as PDFs.
- ✓ Get familiar with online job application portals.
- ✓ Modify your job-seeking information to suit and 'fit' digital job application portals.
- ✓ Don't disclose or share personal information unless you are sure of the person/enterprise.
- ✓ Get support from your Careers Advisor.



Bruti
"It seems that most jobs are advertised online. But which sites are the best to use?"



Dorinda
"I see many businesses asking for CVs on Facebook. How should I respond to these?"



Vyndham
"My mate told me to email all the shops in my town and say I'm looking for a job. I don't know if this would work."



Ang
"If I have to email a job application and my *résumé*, what digital formats should I use?"



Kel
"I've heard that the big companies have their own online job application processes. How does that work?"



Valentine
"I see a lot of teens put job wanted ads on Gumtree with a cool selfie and their personal details. Is that really what I should be doing too? And I'm way hotter than them anyway!"

Image: monkeybusiness/Depositphotos.com

Form into pairs and discuss each of the **digital job-seeking 'questions'** that these young guys are asking.



1. How **accurate** is what each of these are **saying**? How would you find out?
2. What **advice** would **you give** each of these teens?
3. What would **you do** in each of these situations? Why so?

1. Bruti	2. Doris
3. Vyndham	4. Alf
5. Kel	6. Valentine

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SAMPLE

4. Turn your pairs into teams of 4. As a team develop a list of 10 digital job-seeking tips you would give young people (and rank these in importance).



Consider online job sites, signing up and registering, youth agencies and support, push notifications, social media, digital networking, employment application portals, digital CVs, digital applications, privacy, online safety, misinformation and JOB SCAMS!

Present your list to the class, and then develop a master list! And of course, follow these tips, don't just be one of the digital millions hoping 'blithely' for a job!

6.23 Module Assessment Task

AT6 My Résumé and Application Letter - Applying for an employment opportunity

Overview:

For this assessment task you are required to complete the following tasks:

Stage 1: Your résumé

- Prepare a properly formatted **draft entry-level résumé**.
- Get **feedback** to **refine** and **improve** your **draft** résumé.
- Complete a **final résumé** using appropriate **software**.



Specific tasks required and dates

Stage 2: Application letter

- Identify a suitable **employment opportunity**. (Your teacher might provide a mock opportunity for the class to work on.)
- Prepare a **draft cover letter** to apply for the **job opportunity**.
- Get **feedback** to **refine** and **improve** your **cover letter**.
- Complete your **final cover letter** using appropriate **software**.



Specific tasks required and dates

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Module Assessment Task 6.24

Name:	Key dates:	UNIT 1 MODULE 3		
Tasks - AT6: My Résumé and Application Letter	Must Do?	Due Date	Done	Level
Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 1: My Résumé				
a. Identify different types of suitable résumé formats.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Discuss and choose a format to suit me.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Draft the personal and educational details of my résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Draft the work experiences details of my résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Draft key skills and competencies details of my résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Draft other sections of my résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
g. Contact and include details of suitable referees.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
h. Discuss my draft with my teacher/Careers Advisor.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
i. Use feedback to improve my résumé.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
j. Complete my final résumé using software.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 2: My application letter				
a. Identify a suitable employment opportunity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Summarise the key selection criteria.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Prepare a draft cover letter.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Discuss my draft with my teacher/Careers Advisor.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Use feedback to improve my cover letter.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Complete my final cover letter using software.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Prepare and submit my final résumé and job letter				
⇒ Send my résumé and letter (if appropriate).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Submit my final résumé and cover letter.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present, discuss or report to other(s) (as required).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

6.25 Review and Reflection

Review and Reflection

Which Work-Related Skills did I develop during this entire unit?

→ _____

→ _____

→ _____

How have my Work-Related Skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have Work-related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

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My performance in developing my Work-Related Skills this entire unit was:

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

What were my strongest areas of performance over the entire unit? What should I work on improving?

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

Signed: _____ Date: _____

Exploring Work-Related Activities

7

7.01 Unit 2 - Introduction.....	130	7.15 Collaboration and Teamwork ...	144
7.03 Work-Related Activity	132	7.17 Brainstorming.....	146
7.09 Work-Related Skills	138	7.19 Graduated Assessment	148
7.13 Industry-Specific Skills	142		

Activities 7: Exploring Work-Related Activities	p.	Due date	Done	Comment
7-8				
9-11 Unit 2 Requirements 12	130- 131	<input type="checkbox"/>	<input type="checkbox"/>	
7A Work-Related Activity	134	<input type="checkbox"/>	<input type="checkbox"/>	
7B What could we do?	135	<input type="checkbox"/>	<input type="checkbox"/>	
7C My unit requirements	135	<input type="checkbox"/>	<input type="checkbox"/>	
7D Competencies	137	<input type="checkbox"/>	<input type="checkbox"/>	
7E Transferable skills	139	<input type="checkbox"/>	<input type="checkbox"/>	
7F Employability skills	139	<input type="checkbox"/>	<input type="checkbox"/>	
7G Key words	140	<input type="checkbox"/>	<input type="checkbox"/>	
7H Applying employability skills	141	<input type="checkbox"/>	<input type="checkbox"/>	
7I Industry-specific skills	142	<input type="checkbox"/>	<input type="checkbox"/>	
7J What can I do?	143	<input type="checkbox"/>	<input type="checkbox"/>	
7K Collaboration	145	<input type="checkbox"/>	<input type="checkbox"/>	
7L Brainstorming	146	<input type="checkbox"/>	<input type="checkbox"/>	
7M Brainstorming in action	147	<input type="checkbox"/>	<input type="checkbox"/>	
AT1a Exploring Activity Possibilities	148	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

7.01 Unit 2 - Introduction

Introduction

Welcome to Unit 2 of Work Related Skills: VPC. During Unit 1 you developed a range of skills by investigating workplace skills and capabilities, through researching employment opportunities for a workplace, and by undertaking various tasks as part of developing your career pathways portfolio.

In Unit 2 you will have more chance to develop your own work-related skills by planning, completing, reviewing and reporting on one or more small-scale work-related activities.

Your school might also expect you to undertake a structured work placement related to your future career pathway, or VET certificate.

Module 1 - Identifying and planning for a work-related activity

The first module requires you to develop and apply the skills of collaboration and planning to establish a suitable small-scale work-related activity.

Key tasks include working with others, planning and organising, seeking and using feedback, identifying required technology and resources, applying employability skills and allocating suitable roles and responsibilities.

7-8 Module 1: My Requirements



Your teacher will discuss your unit requirements for **Module 1** with the class. List the important information, and make any notes and reminders where relevant.

Requirement	Resources / Applied	Assessment

Unit 2 - Introduction 7.02

Module 2 - Completing and reviewing a work-related activity

Module 2 requires you to implement your plan and successfully undertake your work-related activity. You will also have to review your effectiveness, as well as the effectiveness of your team.

Module 2: My Requirements 9-11

Your teacher will discuss your unit requirements for **Module 2** with the class. List the important information, and make diary notes and reminders where relevant.



Requirement	Activities/ Resources/ Applied	Assessment

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Module 3 - Reporting on a work-related activity

Module 3 requires you to prepare a report on your work-related activity. You will apply and use communication skills to create your report and to deliver a multimedia presentation to the class or another audience.

Module 3: My Requirements 12

Your teacher will discuss your unit requirements for **Module 3** with the class. List the important information, and make diary notes and reminders where relevant.



Requirement	Activities/ Resources/ Applied	Assessment

7.03 Work-Related Activity

Small-scale Work-Related Activity

Throughout Unit 2 you are required to demonstrate achievement of a range of learning outcomes by planning and organising, implementing, reviewing and reporting on one or more work-related activities.

This means that you will be expected to negotiate suitable work-related activities with your Work Related Skills teacher and/or Coordinator.

Some possible work-related activities that might suit Unit 2 include:

- planning, organising and completing a school-based activity, as part of a team, investigating a work-related issue or problem
- participating in a one-off or ongoing community or volunteer project
- participating in a one-off or ongoing fundraising activity
- undertaking a goods-related 'making' activity
- undertaking a service-related 'doing' activity
- undertaking a retail 'buying and selling' activity
- participating in a teams-based, small-scale Work-Related Activity planned under direction from your teacher
- a specialised applied activity developed by your school, and completed on a whole-class basis.

Activity skills


In all cases you must undertake effective planning, organising and managing of your Work-Related Activity.

The activity will also require you to show effective:

- ✓ **collaboration**
- ✓ **communication**
- ✓ **problem-solving**
- ✓ **time management**
- ✓ **delegation**, and
- ✓ **use of technology** and **resources**.

Some examples of possible work-related activities are shown opposite, but there are many more.

And some schools already have set up applied activities that may crossover all of your vocational subjects.

 Why not discuss the suitability of some of these now as a class?



Some Possible Work-Related Activities



- | | | |
|--|---|---|
| <input type="checkbox"/> relevant industry/workplace simulations | ⇒ Good Friday Appeal | <input type="checkbox"/> catering for staff luncheon |
| <input type="checkbox"/> industry design competitions | ⇒ Jeans for Genes Day | <input type="checkbox"/> primary school mentoring |
| <input type="checkbox"/> creating occupation videos | ⇒ World's Greatest Shave | <input type="checkbox"/> OH&S/WHS audit |
| <input type="checkbox"/> peer-support leadership | ⇒ Pink Ribbon | <input type="checkbox"/> school signage |
| <input type="checkbox"/> first-aid course and training | ⇒ Movember | <input type="checkbox"/> school furniture rejuvenation |
| <input type="checkbox"/> industry-specific training | ⇒ Live Below the Line | <input type="checkbox"/> car wash |
| ⇒ RSA | ⇒ CanTeen | <input type="checkbox"/> street-art mural |
| ⇒ various licenses and certification | ⇒ _____ | <input type="checkbox"/> publications/websites such as: |
| ⇒ fitness instruction | ⇒ _____ | ⇒ careers factsheets |
| ⇒ barista training | ⇒ _____ | ⇒ comics/zines |
| ⇒ 'White Card' | ⇒ _____ | ⇒ youth guides |
| ⇒ _____ | <input type="checkbox"/> school formal organisation | ⇒ school magazine/blogs |
| ⇒ _____ | <input type="checkbox"/> radio station | ⇒ ICT/device guides |
| ⇒ _____ | <input type="checkbox"/> fashion show | ⇒ safety factsheets |
| <input type="checkbox"/> cross-age tutoring for: | <input type="checkbox"/> school uniform design | <input type="checkbox"/> school functions/expos |
| ⇒ primary school kids | <input type="checkbox"/> visual arts shows | <input type="checkbox"/> open-day activities |
| ⇒ Year 7&8s | <input type="checkbox"/> enterprise activities | <input type="checkbox"/> school marketing design |
| ⇒ older people | <input type="checkbox"/> catering | <input type="checkbox"/> sporting competitions |
| ⇒ new migrants | <input type="checkbox"/> make business | <input type="checkbox"/> eisteddfods |
| <input type="checkbox"/> volunteer activities | <input type="checkbox"/> organising businesses such as: | <input type="checkbox"/> school environment cleanup |
| <input type="checkbox"/> team-building activities | ⇒ school canteen | <input type="checkbox"/> media/video productions |
| <input type="checkbox"/> outdoor education activities | ⇒ second-hand books | <input type="checkbox"/> community TV and radio |
| <input type="checkbox"/> mentoring programs | ⇒ retail enterprise | <input type="checkbox"/> school band |
| <input type="checkbox"/> community work projects | ⇒ catering/breakfasts | <input type="checkbox"/> music recording |
| <input type="checkbox"/> environmental programs | ⇒ environmental work | <input type="checkbox"/> dance performances |
| <input type="checkbox"/> landcare programs | ⇒ shopping services | <input type="checkbox"/> sporting and fitness seminars |
| <input type="checkbox"/> coaching clinics | ⇒ office administration | <input type="checkbox"/> martial arts displays |
| <input type="checkbox"/> fund-raising activities such as: | ⇒ hair and makeover | <input type="checkbox"/> drama/theatre productions |
| ⇒ child sponsorship | ⇒ VET-related skills | <input type="checkbox"/> school environmental audits |
| ⇒ Red Shield | ⇒ _____ | <input type="checkbox"/> school beautification programs |
| ⇒ Red Cross | <input type="checkbox"/> recycling program | <input type="checkbox"/> water-saving programs |
| ⇒ Clean Up Australia | <input type="checkbox"/> school website design | <input type="checkbox"/> student competitions |
| ⇒ RSPCA | <input type="checkbox"/> community gardening | <input type="checkbox"/> _____ |
| ⇒ Smith Family | <input type="checkbox"/> cultural days | <input type="checkbox"/> _____ |
| ⇒ Red Nose Day | <input type="checkbox"/> parent-teacher night hosts | <input type="checkbox"/> _____ |
| | <input type="checkbox"/> school guides/ambassadors | <input type="checkbox"/> _____ |

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7.05 Work-Related Activity

Work-related tasks

As part of your Work-Related Activity you might have to:

- plan, organise and manage work-related responsibilities and tasks
- safely complete tasks in a work environment
- identify, develop and apply suitable employability skills
- organise and manage time, and delegate
- work effectively and collaboratively with others as part of a team
- complete tasks related to an enterprise activity or community project
- develop specific work-related competencies on the job
- deal effectively with work-related issues and problems
- collect, analyse and record work-related information
- communicate effectively with stakeholders such as colleagues, customers, supervisors and others
- safely use equipment and technology
- review and evaluate performance
- prepare and deliver a presentation.

Your specific requirements will be set through negotiation with your teacher, supervisor and other relevant people.

-  So you should consider how you might go about fulfilling these tasks by discussing the suitability of potential work-related activities listed on p.133.

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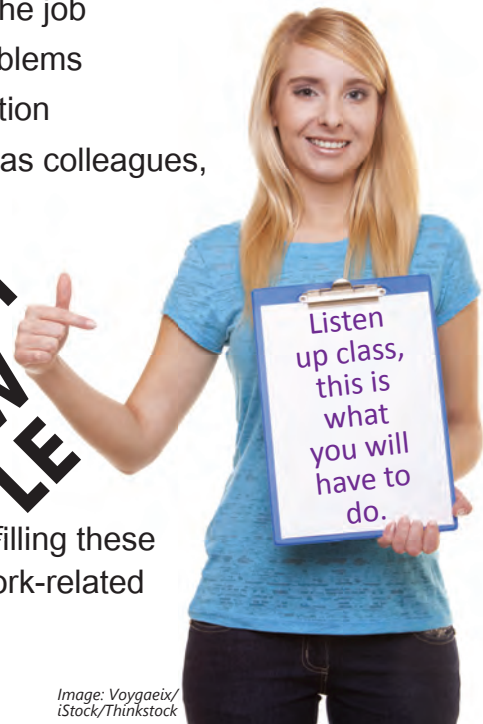



Image: Voygaeix/
iStock/Thinkstock

7A Work-Related Activity

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

Tip: Some possible activities are listed on p.133. First **discuss** as a **class**, and then in **smaller groups**.

Work-Related Activity 7.06

What could we do? 7B

Choose **2 possible work-related activities**. For each list some **reasons for**, and some **reasons against**, undertaking this as your small-scale, Work-Related Activity.

Possible Work-Related Activity 1	Possible Work-Related Activity 2
Reasons why this <u>might be a good choice</u> .	Reasons why this <u>might be a good choice</u> .
Reasons why this <u>might not be a good choice</u> .	Reasons why this <u>might not be a good choice</u> .

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My unit requirements 7C

After consulting with your teacher, list the main **tasks** that need to be **completed** for you to **satisfy** the **learning goals** for this unit.



Update these **throughout** the **unit** as you get more information.

7.07 Work-Related Skills

Skills-sets

One of the aims of this unit is for you to develop a suite of work-related skills by participating in at least one small-scale Work-Related Activity. Work-related skills can be developed through lifelong learning, on-the-job and off-the-job training, work placement, volunteer work and by other methods, including your Work-Related Activity. It is important that you also recognise that work-related skills are both interdependent and complementary. This means that you don't just develop one single skill in isolation. Skills are developed in clusters or groups. For example, if you improve your customer service skills, you are also likely to develop communication and problem-solving skills. When we talk about work-related skills we can generally consider three different types of skills-sets. You will be expected to apply these to your Work-Related Activity.

1. **Transferable skills** that represent your personal and social competencies.
2. **Employability skills** expected of all employees in all jobs.
3. **Industry-specific skills** related to an industry, or occupations within an industry.

1. Transferable skills

Transferable skills are all of those skills and abilities that you develop naturally through your personal, social, recreational, sporting and leisure activities. You can refine these over the course of your life, and also apply them to work-related situations. You can also build transferable skills at school, especially through applied learning activities.

Personal competencies are those skills that you have a natural ability for, and are usually the things that you enjoy doing.

Personal competencies usually reflect your personality and come from your abilities. Consider things such as managing your finances, looking after children, cooking, playing sport, fixing engines, using computers, art, music, dancing, and many more.

Social competencies refer to your skills in dealing with people, your ability to communicate and interact with others, and how you cope in social situations.

Personal and social competencies are transferable to your job.

So you should be aware of how these things you are both good at, and enjoy, can be applied to your work life.


The idea is to build a career based on the things that you are naturally good at, while also developing skills and competencies through on and off-the-job training.

Image: Jaimie Duplas/
iStock/Thinkstock



**Are you naturally good with kids?
If so, this can be transferred to
work in child-care, teaching,
nursing, children's retailing and
other occupations.**

Competencies 7D

Complete the following statements about **you**; and for **one other person** in the class. 

⇒ A **personal competency** I seem to have developed really well is...

⇒ A **social competency** I seem to have developed really well is...

⇒ A **personal competency** that _____ seems to have developed well is...

⇒ A **social competency** that _____ seems to have developed well is...

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Transferable skills 7E

For each of these images identify **transferable skills** that this person could **apply** to **work-related situations** in **at least 3 other possible jobs** as well.

 <p><i>Image: AntonioGullem/iStock/Thinkstock</i></p>	 <p><i>Image: Jupiterimages/Creatas/Thinkstock</i></p>	 <p><i>Image: Photo Disc/Digital Vision/Thinkstock</i></p>
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7.09 Work-Related Skills

2. Employability skills

Remember the set of eight employability skills? It is expected that all employees in all jobs, throughout all industries, will be able to demonstrate these eight key employability skills.

You should develop and improve in each of these eight skills throughout your entire career. These skills can be developed through working, education, training and your personal life experiences.

When workers develop their employability skills they become more **productive** employees for their organisation.

This then makes them even more **employable**.

So it follows that as you build your employability skills, you too will become more employable.

For your Work-Related Activity you are expected to **apply** your existing employability skills, as well to **develop** new facets of these employability skills.

Image: monkeybusiness/
depositphotos.com

A key to developing employability skills is the ability to work effectively with others.



Employability skills

Planning and Organising

Managing your own and other people's time, meeting deadlines, being responsible and carrying out activities successfully.

Teamwork

Being able to work effectively with others, help out, ask questions and seek feedback from others.

Self-awareness

Honestly knowing your strengths and weaknesses, and being able to take steps to improve yourself.

Communication

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

Technological

Being able to use ICT computing devices, machinery, equipment and tools safely and effectively.

Problem-solving

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

Learning

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

Initiative and enterprise skills

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

1. For each of these images, identify **2 employability skills** that the **employee** might be **demonstrating**. What **job(s)** might they be doing? (Try to identify all 8 skills).



Image: mangostock/depositphotos.com



monkeybusiness/iStock/Thinkstock

Image: monkeybusiness/iStock/Thinkstock



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Image: monkeybusiness/depositphotos.com



2. Briefly outline how **you** have **demonstrated** each of the 8 **employability skills** in **work-related situations** this year.

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

7.11 Work-Related Skills

7G Key words



1. One way to develop the ability to **apply** your existing **employability skills** and **capabilities** to your **work-related activity** is to think of **key terms** that match each employability skill. So do this now.

To help you, ask yourself this question.

“When it comes to this (insert employability skill), why is it important that workers are able to do this?

e.g. “When it comes to problem-solving, it is important that workers can **think on their feet** to help customers.

<p>Planning and organising</p> <p>⇒</p> <p>⇒</p>	<p>Self-awareness</p> <p>⇒</p> <p>⇒</p>
<p>Teamwork</p> <p>⇒</p> <p>⇒</p>	<p>Technological</p> <p>⇒</p> <p>⇒</p>
<p>Communication</p> <p>⇒</p> <p>⇒</p>	<p>Learning</p> <p>⇒</p> <p>⇒</p>
<p>Problem-solving</p> <p>⇒</p> <p>⇒</p>	<p>Initiative and enterprise skills</p> <p>⇒</p> <p>⇒</p>

2. Choose **12 letters** of the **alphabet**. For each one, list 1 ‘ing’ word that is **important** when **applying employability skills** in different situations.

e.g. A = Asking, M = Making, T = Testing

Now that you have some key words, discuss in small groups how you might need to **demonstrate each** of the 8 **employability skills** as part of **planning, organising** and **doing** your **Work-Related Activity**. Report back to the class.



Remember also that you will normally demonstrate **more than one employability skill** at the **same time** (e.g. communicating and teamwork rely on each other!).

Employability Skill	How could/should we demonstrate this in our Work-Related Activity?
Planning and organising	(Possibly consider: Overall goal, objectives, timelines.)
Teamwork	(Possibly consider: Roles, responsibilities, delegation.)
Communication	(Possibly consider: Being respectful, team meetings, use of ICT.)
Technological	(Possibly consider: Work-related equipment and use of ICT.)
Learning	(Possibly consider: Your own skills-gaps, your training, training others.)
Problem-solving	(Possibly consider: Safety, stress, conflict.)
Self-awareness	(Possibly consider: Strengths and weaknesses, skills-gaps.)
Initiative and enterprise skills	(Possibly consider: Developing an idea, reviewing performance.)

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7.13 Industry-Specific Skills

3. Industry-specific skills

Industry-specific skills refer to particular skills (or competencies) that an individual must demonstrate for a specific occupation within an industry. You were introduced to industry-specific skills in Unit 1.

Many of these industry-specific skills are closely related to **employability skills**, and require a worker to develop **specialised task** knowledge.

For example, in the Accommodation and Food Services industry, a chef would need to know how to use technology (an employability skill). However, specific Accommodation and Food Services industry technology may include fryers, ovens and cutting equipment and tools.

Therefore, chefs must show that they can competently use the items of technology that are related to their industry, and for their specific job tasks.

In the Construction industry, a carpenter would also need to know how to use technology (an employability skill). However, specific Construction industry technology may include hand and power tools, platforms and ladders, and measuring tools and equipment.

Construction workers such as carpenters must show that they can competently use the items of technology that are related to their industry, and for their specific job tasks.

Each employability skill can be developed and learned in many ways as **industry-specific competencies** when supported by **training, workplace learning** and **work-related experiences**.

71 Industry-specific skills



What **jobs** might these workers be doing? Which **industry-specific skills** might they **need** for their jobs? **Add** and explain **1 image** of your own.



Image: Wavebreakmedia Ltd/
Wavebreak Media/Thinkstock



Image: Steve Mason/Photodisc/Thinkstock

What can I do? 7J



Now is a good time to consider how your various skills and competencies could be useful for your Work-Related Activity. What could **you contribute** as an effective **member of a team**?

List your top **10 work-related skills or competencies**. Briefly **explain** how each could be **used** for various **tasks** associated with a **Work-Related Activity**.

My best skills and competencies are...	For a Work-Related Activity I could...
e.g. I am able to create Canva presentations and use ICT audio-visual equipment.	I could be responsible for setting up the PowerPoint and the AV equipment as part of a group presentation about our activity.
1.	1.
2.	2.
3.	3.
4.	
5.	
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

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7.15 Collaboration and Teamwork

Collaboration

The key skill you need to develop and apply to your Work-Related Activity is that of collaboration. Collaboration involves working with others as a part of a team or group.

In all work-related situations, workers have to collaborate with other workplace stakeholders. These stakeholders include **colleagues** and **workmates**, **managers** and **supervisors**, **suppliers**, **contractors** and even **customers** and **clients**.

The ability to work effectively with other people is one of the most vital employability skills. Effective collaboration is supported by good **communication**.

Some of the guiding principles of working collaboratively include these, but your class might come up with more.

1. A shared **goal**.
2. A **united** focus.
3. A willingness to accept **responsibility**.
4. The self-knowledge to **delegate**.
5. The ability to **organise** your own and other people's **time**.
6. A commitment to **supporting** and **helping**.
7. The combining of people's **strengths** and **weaknesses**.
8. Respectful **communication**.
9. Preparedness to **learn** and **solve problems** as a team.
10. An understanding that you're all in this **together**.

🧠 So how do you think each of these could be important for your Work-Related Activity?

Collaboration

Teamwork

Communication

Skills

Learning

Organising

Responsibility

Leading

Questions

Feedback

Supporting

Guidance

Helping

Delegating

Consideration



Image: michaeljung/
istock/Thinkstock

Work in groups to answer these questions about **collaboration**.



1. Shared goal

When have you had a shared goal?

Why is this important for your Work-Related Activity?

2. United focus

When have you had a united focus?

Why is this important for your Work-Related Activity?

3. Responsibility

When have you had to accept responsibility?

Why is this important for your Work-Related Activity?

4. Delegation

When have you had to delegate?

Why is this important for your Work-Related Activity?

5. Organise time

When have you had to organise time?

Why is this important for your Work-Related Activity?

6. Support and help

When have you had to support and help others?

Why is this important for your Work-Related Activity?

7. Strengths and weaknesses

When have you had to recognise strengths and weaknesses?

Why is this important for your Work-Related Activity?

8. Respectful communication

When have you had to ensure respectful communication?

Why is this important for your Work-Related Activity?

9. Learn and solve problems

When have you had to learn and solve problems?

Why is this important for your Work-Related Activity?

10. Togetherness

When have you had to share a sense of togetherness?

Why is this important for your Work-Related Activity?

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7.17 Brainstorming

Brainstorming

Brainstorming is a **problem-solving** technique that you can use to help you to move forward when tackling a problem or issue.

With brainstorming, you **list** whatever **thoughts** come into your head that you associate with a key **concept**. During the brainstorming process, no suggestion is criticised or rejected.



Image: Marek Uliasz/Hemera/Thinkstock

The initial idea is to generate a list of **words/phrases related** to a concept, issue or problem. This way, brainstorming acts as a great starting point to develop ideas.

Brainstorming is useful for generating creative ideas because one word, leads to another, and then to another. This can help people come up with new ways of thinking about a concept, issue or problem. This could help you to determine a suitable Work-Related Activity to undertake for this unit.

In team brainstorming situations, the words of other people can drive you, or someone else, to come up with new solutions. When the **task** is finished the brainstorming process, the group then focuses on the 'best' ideas.

We all naturally brainstorm all the time. When we think of something specific we then start to think of other words, pictures and ideas. This enables our minds to follow different directions and to 'see' possible solutions to problems.

Two key **employability skills** developed when brainstorming are **problem-solving**, and demonstrating **initiative and enterprise**.

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Effective Brainstorming

- ⇒ Write the key idea large and bold for everyone to see on a poster or whiteboard.
- ⇒ Set a short time limit, between 60 seconds and 2-3 minutes.
- ⇒ Get someone to write down the responses for all to see.
- ⇒ Use 'hands-up' for ideas.
- ⇒ Ideas are not criticised or rejected during the process.
- ⇒ Encourage everyone to contribute.

7L Brainstorming



You have 120 seconds to list **12 words/terms** associated with the **key concept** of:
"How to work effectively with other people in a team."

Brainstorming in action 7M

1. Use this page to record all of the **words** or **terms** that your team (or your class) generates in response to a key **problem** related to your **Work-Related Activity**.
2. Highlight key **words/terms** which will be **further investigated** as part of the problem-solving process. (Tip: You should make a copy of this pro-forma before beginning, and possibly enlarge it to A3.)



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7.19 Graduated Assessment










AT1a Exploring Activity Possibilities - Identifying and planning for a work-related activity

Overview:

For this assessment task, you are required to work in teams and groups to investigate potential small-scale Work-Related Activity(ies).

You need to actively participate in this planning process and keep an evidence portfolio, including feedback. At this stage you need to:

- Propose and evaluate a potential small-scale **Work-Related Activity**.
- Propose and evaluate a **2nd** potential small-scale **Work-Related Activity**.
- Identify how **transferable skills** can be applied to the activity.
- Identify how the **8 employability skills** can be applied to the activity.
- Identify how **industry-specific skills** might be applied to the activity.
- Explore and discuss the key principles and skills of **collaboration**.
- Participate in a **brainstorming** session.
- Seek and apply **feedback**.

Name(s):		Key dates:		UNIT 2 MODULE 1	
Tasks - AT1a: Exploring Activity Possibilities		Must Do?	Due Date	Done	Level
Successful completion of planning tasks.					
	Propose and evaluate a Work-Related Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Propose and evaluate 2nd Work-Related Activity.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Identify transferable skills for the activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Identify employability skills for the activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Identify industry-specific skills for the activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Explore and discuss collaboration.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Participate in a brainstorming session.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Seek and apply feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Participate in class discussion and investigation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Work collaboratively with others.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Submit or discuss my evidence portfolio.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

Planning and Organising

8

8.01 Goal-Setting.....	150	8.17 Work-Related Activity - Organising	166
8.05 Planning	154	8.21 Work-Related Activity - Doing	170
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Activities 8: Planning and Organising		p.	Due date	Done	Comment
8A	Goal-setting: 7 steps	151	<input type="checkbox"/>	<input type="radio"/>	
8B	Work-Related Activity planning	152-153	<input type="checkbox"/>	<input type="radio"/>	
8C	PODR planning	155	<input type="checkbox"/>	<input type="radio"/>	
8D	Planning in action	157	<input type="checkbox"/>	<input type="radio"/>	
8E	To-do list	159	<input type="checkbox"/>	<input type="radio"/>	
8F	Management guidelines	160	<input type="checkbox"/>	<input type="radio"/>	
8G	Budgeting	163	<input type="checkbox"/>	<input type="radio"/>	
8H	Work-Related Activity - Planning	164-165	<input type="checkbox"/>	<input type="radio"/>	
8I	Work-Related Activity - Organising	166-169	<input type="checkbox"/>	<input type="radio"/>	
8J	Work-Related Activity - Doing	170-171	<input type="checkbox"/>	<input type="radio"/>	
8K	Work-Related Activity - Reviewing	172-173	<input type="checkbox"/>	<input type="radio"/>	
AT1b	Planning and Organising the Work-Related Activity	174-176	<input type="checkbox"/>	<input type="radio"/>	

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Comments:

8.01 Goal-Setting

Work-Related Activity

To undertake a successful Work-Related Activity you need to carefully plan the activity to meet your goals and objectives. This involves both **planning** and **organising**. When it comes to **completing** your Work-Related Activity you will need to **organise** all of your resources, including people, as part of **doing** the activity. You will also have to **review** your performance.

Finally, you will have to **report** on the outcomes of the activity, which also involves an element of **reviewing**.

Work-Related Activity

AOS1: Identifying and planning

- Planning**
- Organising**

Consider:

- ✓ goals
- ✓ objectives
- ✓ timelines
- ✓ skills
- ✓ roles
- ✓ delegation
- ✓ resources
- ✓ safety
- ✓ problems.

AOS2: Completing and reviewing

- Organising**
- Doing**
- Reviewing**

Consider:

- ✓ objectives
- ✓ milestones
- ✓ skills and delegation
- ✓ roles and delegation
- ✓ resources
- ✓ timelines
- ✓ safety
- ✓ checking
- ✓ problems.

AOS3: Reporting

- Reviewing**

Consider:

- ✓ the planning
- ✓ the implementation
- ✓ the evaluation
- ✓ feedback
- ✓ summarising
- ✓ communicating
- ✓ reporting
- ✓ presenting
- ✓ improving.

Goals

A goal (or objective) is something positive you are aiming to achieve. It might be a personal goal such as getting your driver's license, or a career goal such as getting your first paid job.

But the good things in life don't just happen by accident. Sometimes we hear people say, "Well, it just wasn't meant to be." However, some things in life are meant to be. You can enable these positives if you **plan** for them (providing they are realistically achievable of course).

Planning is the key to achieving goals. Planning involves setting **realistic goals**, then **organising yourself** and your **resources** so as to achieve those goals over appropriate **timeframes**.

All of our goals are much easier to achieve when they are broken down into smaller, bite-sized pieces. Planning involves setting **small achievable goals**, which when added together, add up to one big achievement. Just like planning for and completing a successful Work-Related Activity.

Goal-Setting Process: 7 Key Steps

1. Break longer-term goals down into a series of **smaller achievable** goals (objectives).

2. **Visualise** your goals and **yourself** in these roles; (but don't just daydream).

3. **Aim** high but still keep your goals **realistic**.

4. Find out as much **information** as possible about what you need to do in order to achieve your goal.

5. Make short-term **sacrifices** to achieve a longer-term **investment** in yourself.

6. **Plan** and use your **time** efficiently.

7. Ask for **help** and get **advice** when needed.



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Goal-setting: 7 steps 8A

List each of the 7 goal-setting steps. What are the key words to focus on?

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

8.03 Goal-Setting

8B Work-Related Activity planning



Now that your class has had some discussion about the Work-Related Activity and goal-setting, **identify** a **possible Work-Related Activity** you would like to complete for this unit. Write this concisely here.

With your teacher leading the class, complete this **planning pro-forma**. This is the **first stage** of preparing for your Work-Related Activity. Note: This planner should **focus** on **you** and **your participation** in this activity.

(Tip: You can copy this and enlarge to A3 for more space if needed.)

Choosing the Right Goals - Planner	
Goal	- What <u>goal</u> do I/we want to achieve? I want to complete a small-scale Work-Related Activity that involves...
Why?	- <u>Why</u> do I/we want to achieve this goal?
Strengths	- What <u>strengths</u> do I/we currently have that might help me/us to achieve this goal?
Weaknesses	- What <u>weaknesses</u> do I/we have that might prevent me/us from achieving this goal?

Choosing the Right Goals - Planner	
Opportunities and Threats	- What <u>opportunities</u> and <u>threats</u> exist in the wider world that might impact on my/our ability to achieve this goal?
Learn	- What skills do I/we need to <u>learn</u> and develop to help me/us achieve this goal?
Resources	- What <u>resources</u> do I/we need to access in order to achieve this goal?
Help	- Who can I go to me/ us to achieve this goal?
Sacrifices	- What <u>sacrifices</u> do I/we need to make in order to achieve this goal?
Realistically Achievable?	- Is this a <u>realistically achievable</u> goal for me/us at this stage of my/our education/life?

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8.05 Planning

Achieving goals

The best way to deal with a significant or long-term goal, such as your Work-Related Activity, is to break it down into a series of smaller, achievable, bite-sized objectives.

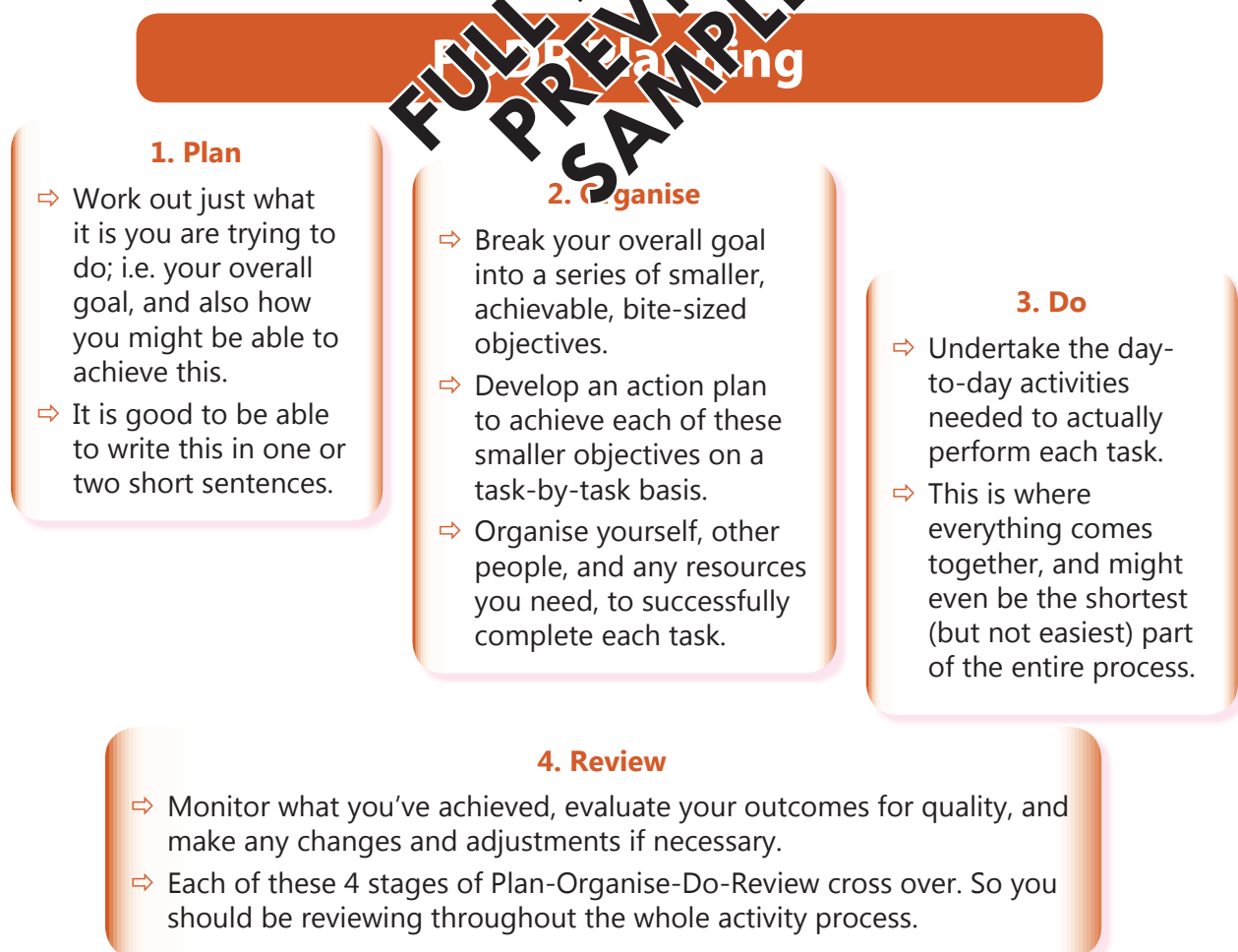
The **Plan-Organise-Do-Review Process** can help you tackle any task or activity.

The **PODR Process** is a natural process that comes easily. This is why it's such a simple and useful tool to use when planning and making decisions. **PODR steps** are:

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

The PODR Process is a continuous process. Planning leads to organising, which leads to doing, which leads to reviewing, which leads back to planning and so on. Also, each of the 4 stages of the Plan-Organise-Do-Review process cross over. As part of planning you might be organising - which is doing, and also checking progress - which is part of reviewing.

What you need to remember, is that for everything you need to do, just think: Plan-Organise-Do-Review!



The most effective way to achieve and/or complete a 'big' activity or task is to **break it down** into a series of **smaller, achievable goals**. Then you can use PODR to help manage yourself to achieve your overall activity goal.

In your personal life you might do this:

- ⇒ when you are getting ready to go out, or
- ⇒ if you are planning a party for your friends, or
- ⇒ even as you are learning to drive a car.

With each of these activities, as with just about everything else you do in life, it helps to break a large and difficult activity or task into a series of smaller, more manageable goals.

1. Why is it **good** to **break big activities/tasks down** into smaller, achievable goals?

2. Pick **one** of the 3 **tasks** listed **above**, and **break** it down into **5 smaller** achievable **goals**. Identify if the particular goal is part of **planning**, or **organising**, or **doing**, or **reviewing**. Give **time estimates** for each of your goals. Make sure that the tasks are in the **correct order**.



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Task:	Smaller achievable goal	PODR stage?	Estimated time?
1.			
2.			
3.			
4.			
5.			

8.07 Planning

Effective planning


If you want to achieve your goals you will need to become good at planning. In the workplace, goal achievement is about being able to properly **manage** all of your **resources**. The same is true for your Work-Related Activity.

Four main types of resources consist of:

- ⇒ **time**
- ⇒ **people (labour)**
- ⇒ **resources (inputs), equipment and technology**
- ⇒ **money (capital).**

A good manager has to plan to manage all of these resources effectively as part of all work-related tasks.

Indeed, many of the management issues shown in the four categories below might be relevant to your Work-Related Activity.

 Your teacher will lead you through a discussion of these, so tick those that are relevant for you.

Time management

- Timelines
- Deadlines
- Diaries
- Appointments
- Rosters
- Travel times
- Delivery times
- Production times
- Delegation

People management

- Tasks to do
- Roles and responsibilities
- Delegation
- Training and support
- Team dynamics
- Supervision
- Mentoring
- Motivation
- Stress

Resources, equipment and technology management

- Consumables and raw materials
- Ingredients
- Stock
- Technologies
- Sourcing equipment
- Appropriate training
- Workplace safety (OH&S/WHS)

Money management

- Budgeting
- Revenue and income
- Expenses and costs
- Profit and loss
- Pricing
- Market forecasts
- Petty cash and security
- Banking and borrowing



Images: Jorge Enrique Villalobos Hemera/Thinkstock



As part of your Work-Related Activity you will have to plan, organise and manage a number of issues related to time, people, inputs, equipment and technology; and in some cases, money.

1. Discuss these examples in **your team**, and **identify** some of the **key issues**. (Some possible examples are given).
2. Develop **strategies** to **deal** with each of **these issues**, as part of managing your Work-Related Activity.

<p>Time management issues to consider: e.g. We are going to need to plan a timeline for the activity.</p>	<p>People management issues to consider: e.g. We will need to work out who is best suited for different tasks, and delegate.</p>
<p>Resources/equipment/ technology management issues to consider: e.g. We will need to organise digital devices for our presentation.</p>	<p>Money management issues to consider: e.g. We will need to calculate all of our expected costs.</p>

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8.09 Activity Management Skills

Effective time management

Managing time is one of the most important parts of effectively completing your Work-Related Activity.

Each of us only has the same amount of hours available every day. It's how a person uses their time that leads to effective time management.

Some key **time management** and **delegation** issues related to your Work-Related Activity are outlined below.



Image: IvelinRadkov/
iStock/Thinkstock

- Discuss these as a class, and think of how they might relate to the management of your activity. And don't forget to bring in and apply your Numeracy skills!

1. Timelines and deadlines

A timeline outlines the overall timeframe required to complete a project. A **deadline** is the actual date and time when a task needs to be completed. There might be a number of deadlines (**milestones**) to meet throughout an activity's overall timeline.

- ⇒ A timeline should consider and outline long-term, mid-term and short-term goals.
- ⇒ All team members need to be made aware of their deadlines.
- ⇒ Back-up plans may need to be considered if a task isn't completed by a certain time.

2. Rosters

A roster is used to **allocate** people, **activities** and **tasks** as part of delegation.

- ⇒ Rosters need to be planned and communicated well in advance.
- ⇒ Rosters should take into account the availability of different people.
- ⇒ Rosters should ensure that workers with appropriate skills, training and authority are rostered on where needed, and when appropriate.

3. Delegation

Managers don't ever have time to do all the tasks required of them.

So they need to delegate tasks. Workplace delegation is when a person **assigns tasks** to others, such as lower-level managers, employees, and even outside contractors.

- ⇒ Someone else is given responsibility for doing the task by the manager or management team.
- ⇒ However, the person who delegated is still accountable for the task being done!
- ⇒ Delegation cannot be used to shift all of your tasks onto another worker.
- ⇒ Team members need adequate training to ensure that they can complete tasks delegated to them.



Image: Stockbyte/
Stockbyte/Thinkstock

8.11 Activity Management Skills

Managing people

As part of your Work-Related Activity you might have the opportunity to act as a manager or leader, as well as a worker. You will not only need to manage yourself effectively, but you will need to manage other people effectively and **delegate**.

Managing people is the hardest part of being a manager and is actually most of the job!

There are some basic tips to follow when managing both yourself and others. Refer to these tips whenever you have management responsibility. If you are struggling, try to find out which of these you are not doing so well at, seek feedback, and make changes and improvements.



Image: Polka Dot/
Polka Dot Images/Thinkstock

Self-management

- ⇒ Clearly identify your key goals and objectives.
- ⇒ Break larger tasks down into smaller, achievable, 'bite-sized' objectives.
- ⇒ Plan a realistic timeline to achieve your objectives and goals, and use a diary to record this.
- ⇒ Construct and use a daily 'to-do' list.
- ⇒ Be honest about your strengths and weaknesses, and get help and advice where needed.



Managing others

- ⇒ Clearly communicate key objectives and goals.
- ⇒ Identify and communicate peoples' roles and responsibilities.
- ⇒ Delegate agreed tasks to others.
- ⇒ Ensure that everyone has a printed copy of any deadlines and timelines.
- ⇒ Put anything important in writing.
- ⇒ Don't tell people off for what they have done wrong...instead show them how to do things right.

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8F Management guidelines



Develop a list of key tips, **guidelines** or **rules** that your **team** will follow for the Work-Related Activity. These must relate to **managing people effectively**.

e.g. 1. Everyone has an equal right to have their say and be listened to.	e.g. 2. We will rotate and share key roles as part of the Work-Related Activity.

Managing equipment

It is vital to plan to ensure that you have suitable tools, equipment, technology and facilities so that you can organise and do your Work-Related Activity.

All workers (team members) who use this equipment and technology must do so effectively and safely.

If you are hiring equipment, it is also important to analyse costs associated with the equipment and technology, such as:

- ⇒ how much it costs to buy or hire, and install and set up (**fixed costs**),
- ⇒ the cost of electricity and other inputs to use the equipment and technology (**variable costs**).

Equipment and technology issues

When planning and organising your equipment and technology needs you should consider these eight issues relevant to equipment management.

The best way to do this, is for your team to ask a series of questions related to each issue.

Three main questions might be.

- ⇒ “What are the most **suitable** items of equipment and technology, and why?”
- ⇒ “What **training** do we need to learn how to use this equipment and technology?”
- ⇒ “Who is going to be **responsible** for looking after the equipment and technology?”

Equipment management

8 Key issues are:

- ⇒ Suitability
- ⇒ Cost
- ⇒ Durability
- ⇒ Training
- ⇒ Safety
- ⇒ Availability
- ⇒ Supervision
- ⇒ Responsibility

Image: Wavebreakmedia Ltd//Thinkstock

Inputs and resources

Inputs are all of the **resources** that go into the production of a good or service.

For your Work-Related Activity, any physical items that get used up or consumed as part of doing the activity are your inputs.

Resource inputs include items such as:

- ⇒ **raw materials** such as flour (for baking) or mince (for hamburgers)
- ⇒ **components** such as fabric (for clothing) or circuit boards (for electronics)
- ⇒ **stock** such as soft drinks or hotdogs (for an event)
- ⇒ **consumables** such as paper bags (for packing) and paper (for advertising).

When you purchase inputs, you will find that the cost per item decreases if you buy in bulk. This is why the prices of groceries are much lower in supermarkets than in milk bars. This is called **economies of scale**.

Discuss this concept as a class. Is it fair? 🗣️

8.13 Activity Management Skills

Managing money

For some of you, your Work-Related Activity might involve dealing with money. If so, you will need to create a **budget**.

As you may already know from Financial Numeracy, a budget lists all of the forecasted **revenue** and **expenses** over a period of time.

A budget allows you to see if you expect to have more money coming in (a **surplus**); or more money going out (a **deficit**).

Budgets are used for managing personal and household finances. Budgeting helps you plan more **responsibly**, and enables you to take control of your finances.

Budgets can also be used for planning and managing any financial aspects of your Work-Related Activity.

You also need to **compare** your budgeted amounts with what actually occurs as part of **reviewing**. This will help you plan more accurately in the future.

Budgeting tips: Before

- Be realistic.
- Find out costs of all items before doing the budget.
- Always underestimate revenue.
- Always overestimate expenses.
- Include amounts and allowances for unknown and 'other' items.
- Calculate forecasted surplus/deficit.

Budgeting tips: During and After

- Keep all receipts.
- Record daily expenses in a diary.
- Tally and record the actual amounts.
- Calculate variations; and find out why these are happening.
- If the budget is way off then change plans, or implement a back-up.
- Seek financial advice if needed.



Image: adrian825/iStock /Thinkstock

Cash Budget/Financial Planner							
Name(s): Jenny Moneybags							
Activity: Personal life				Date(s): July 2023			
Revenue items	Forecast \$	Actual \$	Variance \$	Expenditure items	Forecast \$	Actual \$	Variance \$
Work 40 hrs @\$12	480	364		Phone	30	30	0
Birthday	100	50		Socialising	80	120	40
				Snacks	40	80	40
				Subscriptions	25	50	25
				New runners	120	0	-120
				Transport	45	60	15
				Other	60	120	60
Total Revenue	580	414	-166	Total Expenditure	400	460	+60
Forecasted Surplus	180			Forecasted Deficit			
Actual Surplus				Actual Deficit		-46	
Variation				Variation			-226

Look at the cash budget on p.162 and answer the following questions.

1. How much did Johnny **forecast** as a **surplus**? What was the **actual result**?

2. Why did the **forecast vary** from the actual result?

3. Advise Johnny to **help him manage** his personal **finances better**.

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Case Study: Budget, Financial Planner							
Name(s):							
Activity:				Date(s):			
Revenue items	Forecast \$	Actual \$	Variance	Expenditure items	Forecast \$	Actual \$	Variance
Total Revenue				Total Expenditure			
Forecasted Surplus				Forecasted Deficit			
Actual Surplus				Actual Deficit			
Variation				Variation			

8.15 Work-Related Activity - Planning

8H Work-Related Activity - Planning



Now is the time to clearly identify your plans for the Work-Related Activity.

At this stage, your group should undertake active brainstorming and record key information as planning notes and drafts. Your teacher will come around and check on your progress.

Then when your group is happy with the responses, record these clearly and succinctly in the relevant parts of this **planning pro-forma**.

Planning - Getting help, support, advice and feedback	
Ask your Numeracy teacher for advice about which Numeracy skills you can apply to this stage of your Work-Related Activity.	Ask your Personal Development teacher for advice about which PDS skills you can apply to this stage of your Work-Related Activity.
Ask your Literacy teacher for advice about which Literacy skills you can apply to this stage of your Work-Related Activity.	Who else could give you advice and feedback, and how could they help you with this stage of your Work-Related Activity?

Planning - Applying skills	
Communication tools and techniques to use for the planning stage of the activity.	
Problem-solving tools and techniques to use for the planning stage of the activity.	
Time management tools and techniques to use for the planning stage of the activity.	
Delegation tools and techniques to use for the planning stage of the activity.	
Technological tools and techniques to use for the planning stage of the activity.	

Work-Related Activity - Planning 8.16

Work-Related Activity - Planning

1. Write a brief description of your Work-Related Activity.

2. What is the key goal/objective as part of this Work-Related Activity?

3. Which students are involved in the Work-Related Activity?

4. What skills/expertise/background do you, and they, have?

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5. What technology and other resources are needed for the Work-Related Activity?

6. List other important information, including the overall timeline/deadline.

8.17 Work-Related Activity - Organising

8I Work-Related Activity - Organising



A plan is like a big picture goal. But a plan cannot be achieved unless you are able to organise yourself, your team, and your resources. So let's start organising.

Your group should again do active brainstorming and record key information as notes and drafts. Your teacher will check on your progress.

Then when your group is happy with the responses, write these clearly and succinctly in the relevant parts of this **organising pro-forma**.

Organising - Getting help, support, advice and feedback	
Ask your Numeracy teacher for advice about which Numeracy skills you can apply to this stage of your Work-Related Activity.	Ask your Personal Development teacher for advice about which PDS skills you can apply to this stage of your Work-Related Activity.
Ask your Literacy teacher for advice about which Literacy skills you can apply to this stage of your Work-Related Activity.	Who else could give you advice and feedback, and how could they help you with this stage of your Work-Related Activity?

Organising - Applying skills	
Communication tools and techniques to use for the organising stage of the activity.	
Problem-solving tools and techniques to use for the organising stage of the activity.	
Time management tools and techniques to use for the organising stage of the activity.	
Delegation tools and techniques to use for the organising stage of the activity.	
Technological tools and techniques to use for the organising stage of the activity.	

Work-Related Activity - Organising 8.18

Work-Related Activity - Organising

1. What is the overall timeline, and by when do tasks need to be done (milestones)?
(Attach page if needed.)

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

3. What are the potential safety hazards and risks associated with the activity?

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

5. List other potential work-related issues or problems that might arise. How will you deal with these?

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8.19 Work-Related Activity - Organising

Work-Related Activity - Organising

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

--	--

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

--	--

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8. What other types of technology will you need to use? How will these be supplied? What are the costs?

--	--

Work-Related Activity - Organising 8.20

Work-Related Activity - Organising

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

Team member	Roles and Responsibilities	Duties

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10. List other important information, including training, and dealing with skills-gaps.

8.21 Work-Related Activity - Doing

8J Work-Related Activity - Doing



Once you have done all your planning and have sorted your pre-organising, you will get to the doing stage to implement and complete your activity.

Right now you are pre-planning and pre-organising the specific tasks that might be required when implementing your activity. You will revisit these later in Section 11. So for now try to anticipate and record the main roles, responsibilities, tasks and activities that would be required in the **doing** stage of your Work-Related Activity.

Doing - Getting help, support, advice and feedback	
Ask your Numeracy teacher for advice about which Numeracy skills you can apply to this stage of your Work-Related Activity.	Ask your Personal Development teacher for advice about which PDS skills you can apply to this stage of your Work-Related Activity.
Ask your Literacy teacher for advice about which Literacy skills you can apply to this stage of your Work-Related Activity.	Ask your Other teacher for advice and how could they help you with this stage of your Work-Related Activity?

Doing - Applying skills	
Communication tools and techniques to use for the doing stage of the activity.	
Problem-solving tools and techniques to use for the doing stage of the activity.	
Time management tools and techniques to use for the doing stage of the activity.	
Delegation tools and techniques to use for the doing stage of the activity.	
Technological tools and techniques to use for the doing stage of the activity.	

Work-Related Activity - Doing 8.22

Work-Related Activity - Doing

1. When will the Work-Related Activity take place/what is the timeline?

2. What resources and equipment are needed when undertaking the specific tasks?

3. Who will be responsible for ensuring that different safety procedures are followed?

4. Who will do specific tasks, and by when do these have to be done? Identify what tasks will need to be done, by whom, and by when, for your specific activity. (Attach planner)

5. List other important information, including a back-up plan, to deal with problems/issues.

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8.23 Work-Related Activity - Reviewing

8K Work-Related Activity - Reviewing



For your Work-Related Activity you will need to undertake **reviewing** of your progress ‘as you go’, throughout your activity. This will involve checking, assessing, seeking feedback and advice. You will have to monitor your own progress, as well as the progress of the team through honest self-reflection.

After your Work-Related Activity is completed you will then need to complete a more **formal review** and include this in your final report.

Reviewing - Getting help, support, advice and feedback	
Ask your Numeracy teacher for advice about which Numeracy skills you can apply to this stage of your Work-Related Activity.	Ask your Personal Development teacher for advice about which PDS skills you can apply to this stage of your Work-Related Activity.
Ask your Literacy teacher for advice about which Literacy skills you can apply to this stage of your Work-Related Activity.	Who else could give you advice and feedback, and how could they help you with this stage of your Work-Related Activity?

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Reviewing - Applying skills	
Communication tools and techniques to use for the reviewing stage of the activity.	
Problem-solving tools and techniques to use for the reviewing stage of the activity.	
Time management tools and techniques to use for the reviewing stage of the activity.	
Delegation tools and techniques to use for the reviewing stage of the activity.	
Technological tools and techniques to use for the reviewing stage of the activity.	

Work-Related Activity - Reviewing

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

2. Which criteria/key performance indicators will be used to monitor and evaluate **progress** of the Work-Related Activity?

3. Which criteria/key performance indicators will be used to monitor and evaluate **completion** of the Work-Related Activity?

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4. What are the requirements for our report and presentation about the Work-Related Activity?

5. List other important information, including an action plan for future improvement.

8.25 Module Assessment

AT1b Planning and Organising the Work-Related Activity - Identifying and planning for a work-related activity

Overview:

Now it is time for you to clarify your plans for your small-scale **Work-Related Activity**.

Complete each of these pre-planning tasks using the pro-formas on pp.164-173, and other tools as directed by your teacher.



Your teacher will go through each of the pre-planning steps with the class.

You have to make sure that you outline:

- how you will collaborate by defining your **roles and responsibilities** in the activity
- the **resources** and **technology** required for the activity
- the key **employability skills** required for the activity (or **AT1 p.148**)
- evaluation **strategies** to **pre-assess** the potential of your work-related activity.



Small-scale Work-Related Activity is:

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Other resources:
Key notes:

1. (Pre-) Planning your Work-Related Activity

Required:

Roles & responsibilities	Resources & technology	Key employability skills

2. (Pre-) Organising your Work-Related Activity

Required:

Roles & responsibilities	Resources & technology	Key employability skills

3. (Pre-) Doing your Work-Related Activity

Required:

Roles & responsibilities	Resources & technology	Key employability skills








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4. (Pre-) Reviewing (assessing) your Work-Related Activity

Required:

Roles & responsibilities	Resources & technology	Key employability skills

8.27 Module Assessment

Name(s):		Key dates:	UNIT 2 MODULE 1		
Activity:			Must Do?	Due Date	Done
Tasks - AT1b: Planning & Organising Work-Related Activity					
	Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 1: Planning					
	Complete Work-Related Activity - Planning pro-forma.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Identify roles and responsibilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Explain resources and technology.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Clarify the use of employability skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Get help, support, advice and feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 2: Organising					
	Complete Work-Related Activity - Organising pro-forma.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Identify roles and responsibilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Explain resources and technology.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Clarify the use of employability skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Get help, support, advice and feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 3: Doing (Pre-plan)					
	Complete Work-Related Activity - Doing pro-forma.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Identify roles and responsibilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Explain resources and technology.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Clarify the use of employability skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Get help, support, advice and feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 4: Reviewing (Pre-plan)					
	Complete Work-Related Activity - Reviewing pro-forma.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Identify roles and responsibilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Explain resources and technology.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Clarify the use of employability skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Get help, support, advice and feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Prepare and submit the planning documents.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Apply feedback to refine and improve	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Teamwork & Communication

9

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9.05 Working in Teams182	

Activities 9: Teamwork & Communication		p.	Due date	Done	Comment
9A	Teamwork in action	179	<input type="checkbox"/>	<input type="checkbox"/>	
9B	My strengths and weaknesses	181	<input type="checkbox"/>	<input type="checkbox"/>	
9C	Effective teams	183	<input type="checkbox"/>	<input type="checkbox"/>	
9D	Our team rules	184- 185	<input type="checkbox"/>	<input type="checkbox"/>	
9E	Types of communication	187	<input type="checkbox"/>	<input type="checkbox"/>	
9F	Methods of communication	189	<input type="checkbox"/>	<input type="checkbox"/>	
9G	Planning our communication	191	<input type="checkbox"/>	<input type="checkbox"/>	
9H	Formal & informal communication	193	<input type="checkbox"/>	<input type="checkbox"/>	
AT2a	Strategies for Teamwork and Communication	194	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

9.01 Effective Teamwork

Introduction

One of the most important employability skills that workers need to have is the ability to work as an effective member of a team. As part of this unit you are expected to plan, organise, manage and review your collaborative Work-Related Activity as part of a team.

This will require you to be able to:

- ⇒ identify team roles and responsibilities, and delegate
- ⇒ work in a united way to plan and meet deadlines
- ⇒ reflect on the benefits of working in a team, and
- ⇒ review the effectiveness of both your own, and your team's performance.

Work teams

All work environments are team environments. If you are having an interview for a job then you will very likely be asked to give examples of how you have worked effectively with others, or even have led others, in teams-based situations.

Working with other people can be difficult. It's hard to deal with different communication styles, varied personalities and a clash of values. Sometimes we might think that working with our friends can be easier. However, this might lead to conflict, and can end personal friendships.

An effective team can create synergy.

Synergy happens when people with complementary strengths and weaknesses work in a united way to create a much more effective outcome than if they simply worked alone. Listed below are some of the actions associated with working in teams.

Team-Related Actions



1. Consider each of the images below. What sort of **teamwork** and/or team-related **actions** might be occurring?
2. List a possible **job** that each image might represent.
3. Find and explain one image of your own.



Image: monkeybusiness/depositphotos.com



Image: Purestock/Thinkstock

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Image: monkeybusiness/istock/Thinkstock

9.03 Multiple Intelligences

Multiple intelligences

The real purpose of working in teams is to combine people to create a much better outcome than simply working alone. Of course, we can't all be good at everything. That's how teamwork acts to build **synergy**.

When you work in a team, each member is expected to bring varied sets of skills. These skills might be specific to the task, such as being able to change a car tyre safely. Some skills might be more general, such as being able to communicate effectively with people.

One way to identify your potential strengths (and of course weaknesses) is to consider the various **multiple intelligences** that you might have.

Professor Howard Gardner of Harvard University developed these eight 'multiple intelligences'. Gardner said that people have varied skills and abilities much different from 'the usual IQ'. Each of us is likely to have different levels of intelligence in each of these eight categories.

It is important that you don't just see yourself as being strong in only one category of multiple intelligence. Rather, it is important that you identify your potential strengths (and weaknesses) across a range of co-related intelligences. Then you should assemble a team to ensure that you have all bases covered!

🗨️ So which of these sound like you?

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?

Musical-Rhythmic

Are you good with music, rhythms and sounds?

Visual-Spatial

Are you good with shapes, patterns and drawing?

Naturalistic

Are you good in outdoor environments in the natural world?

Bodily-Kinesthetic

Are you good at physically using your body and hands?

Logical-Mathematical

Are you good at problem-solving, maths and using logic?



Image: George Doyle/Stockbyte/Thinkstock

My strengths and weaknesses 9B

1. Identify 3 of **your strengths** that you can **offer** your team for your **Work-Related Activity**. Ask yourself the question, “What am I good at that might be useful for our Work-Related Activity?” This helps build your self-awareness.
2. Identify 3 **areas of weakness** that **you** might have for your **Work-Related Activity**. Ask yourself the question, “What skills and abilities would I rely on other members of the team to have for our Work-Related Activity?”

1.	1.
2.	2.
3.	

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3. Discuss and then **list** each **multiple intelligence**. Rank yourself using: *very low, low, medium, high, very high*. Tabulate and discuss these results as a class.



My multiple intelligence rankings.			
Interpersonal			
⇒	⇒	⇒	⇒
⇒	⇒	⇒	⇒

4. Match each of the **8 intelligences** to the following **occupations**.

physiotherapist _____	social worker _____
musician _____	ICT programmer _____
park ranger _____	author _____
architect _____	entrepreneur _____

9.05 Working in Teams

Interpersonal relationships

People tend to take on **roles** when working in teams. The role(s) a person plays is influenced by a combination of their:

- ⇒ personality
- ⇒ position and responsibility
- ⇒ skills and experience
- ⇒ enthusiasm and motivation.

The way people interact in teams is a part of interpersonal relationships. It is the combination of differences that makes teams successful. Once again this is an aspect of synergy.

However, teams must be managed successfully. By following the '**8 Tips For Effective Teams**' you will function as a more effective, and therefore valuable, team member. This will also help minimise conflict.

But note: you don't need to be best friends with everyone in team-based situations. However, just because someone isn't your friend, it doesn't make them your enemy.

In order to minimise interpersonal conflict in team and group situations, you need to be tolerant and cooperative and professional rather than personal. This is what collaboration and teamwork are all about.

Team roles

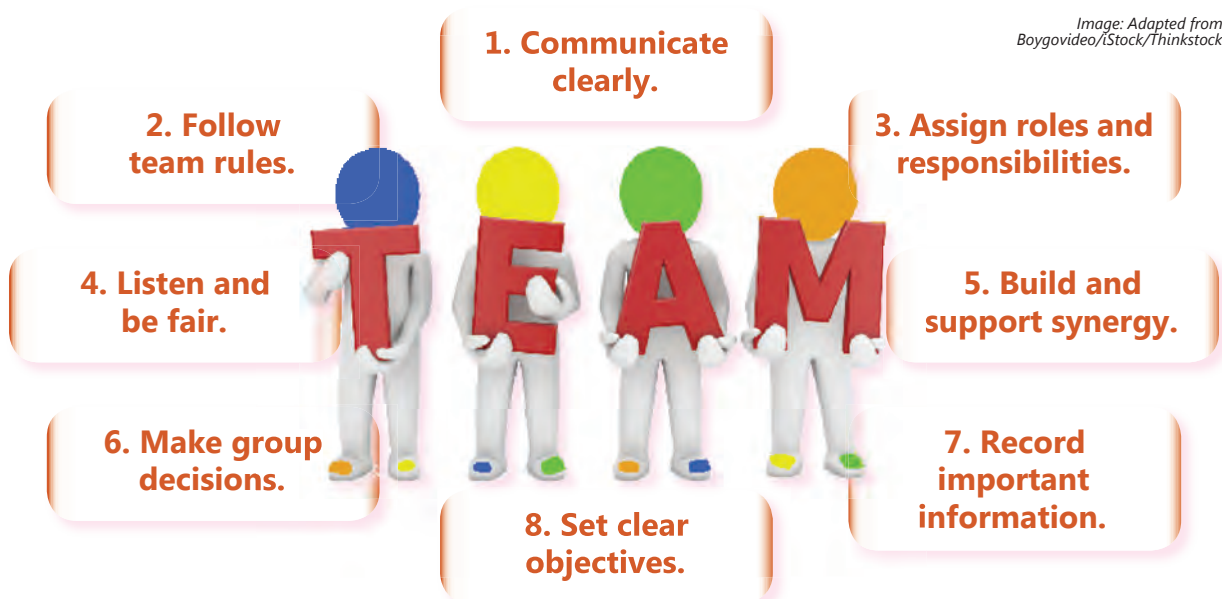
People often take on one, or more, roles in team-based situations.

Your teacher might explain these in more detail.

Which of these roles sound like you?

- ⇒ **Driver**
- ⇒ **Facilitator**
- ⇒ **Innovator**
- ⇒ **Timekeeper**
- ⇒ **Peacemaker**
- ⇒ **Critic**
- ⇒ **Influencer**
- ⇒ **Supporter**
- ⇒ **Recorder**

8 Tips For Effective Teams



It is important that whenever you work as part of a team that you function as a cohesive unit.



Match the '8 tips for effective teams' on p.182, with the appropriate **examples** below. These will help you to work effectively with each other.

- ✓ Be willing and able to communicate effectively with people; including those from different backgrounds.
- ✓ Pay careful attention to what people say.

- ✓ Clearly understand and know the goals/objectives of the team.
- ✓ Write down goals and objectives, and make sure everybody has a copy.

- ✓ Assign roles and responsibilities to team members, including the role of the leader.
- ✓ Rotate team roles and share responsibilities, including being the leader.

- ✓ Establish a set of rules or agenda for group meetings and stick to them.
- ✓ Follow team meeting rules/agenda, and get people to report on their progress.

- ✓ Someone must always take notes (minutes) of meetings. Share this responsibility around so that everyone gets a go.
- ✓ Record important information, dates and responsibilities.

- ✓ Listen to, and consider other team-members' points of view.
- ✓ Put aside personality differences and work together. Don't ever yell or get personal.

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

- ✓ Decide on a decision-making process that everyone agrees to.
- ✓ You might choose a majority vote and then stick with that, or some other method.

FULL DRAFT PREVIEW SAMPLE


9.07 Working in Teams

Team skills

As you have seen, teamwork is a fundamental **employability skill** expected from all workers. All workplaces consist of teams of people working together. Whether you are working in paid employment, undertaking a work placement, or participating in volunteer and community activities, you need to develop **applied team skills** for varied work situations.

You will also develop your ability to function as an effective member of a team through your Work-Related Activity. As part of your activity you will need to **communicate**, plan and organise, delegate roles and responsibilities, make decisions, deal with issues and problems, as well as work with others to complete specific task roles.

Effective teamwork relies on the development and demonstration of **interpersonal skills**. You can also develop these as **social competencies** outside of work-related situations. Then you can **transfer** these competencies to the workplace.

 So as a class, brainstorm a list of key words that drive and support effective teamwork for your Work-Related Activity. Then list these in the diagram below.

Effective Teamwork Involves...

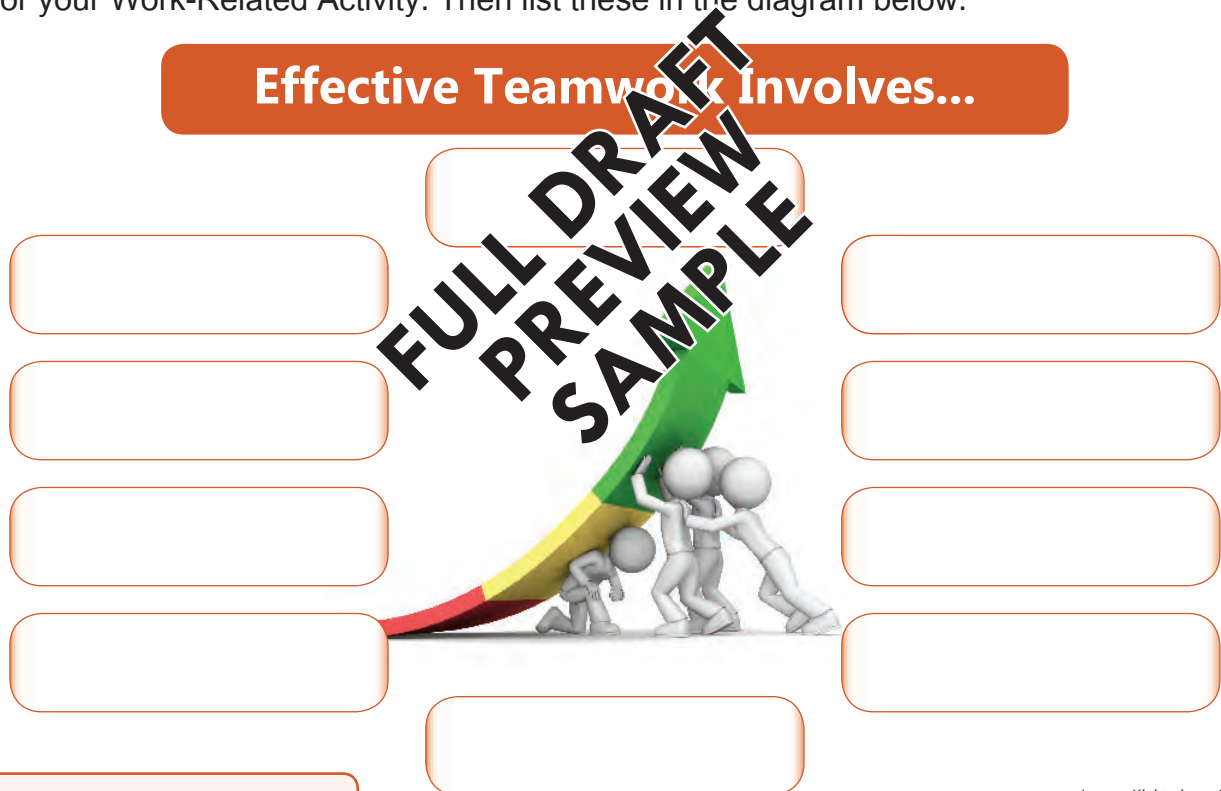


Image: Klektadarya/
depositphotos.com

9D Our team rules

Come up with a list of **team rules** to manage how you and your team members will work effectively together.

Consider the 8 tips for effective teams, team members' multiple intelligences, team roles (including leadership), as well as the specific roles and responsibilities for your Work-Related Activity related to the 8 employability skills.

Some categories are given on p.185 to guide you, but you can also create rules that are more relevant for your own team's Work-Related Activity.

Our team rules.	
How will we communicate?	How often will we meet?
How will we record information?	How will we allocate roles & responsibilities?
How will we make decisions?	How will we choose a leader?
How will we solve problems?	How will we deal with conflict?
How will we cover for absences?	How will we use ICT?

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Outline examples of when **you** either **have** (or could) use or experience **each** of these **types of communication** in:



- ⇒ **workplace** situations; and
- ⇒ your **Work-Related Activity**.

Communication	Workplace Situation	Work-Related Skills Activity
instruction		
sign		
email		
facial expression		
signal		
meeting		
record		
SMS		
your choice		
your choice		
your choice		

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9.11 Communicating Effectively

Communication

Effective communication is the 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.

Effective communication will also be the key employability skill needed for the success of your **Work-Related Activity**. If your team members don't communicate, then your team won't get anything done! So it is vital that you develop your skills of communication to the fullest.

Changing communication

As you investigated in both Literacy and Personal Development Skills, one of the most significant changes that is affecting contemporary workplaces is the evolution in **digital** 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 led to **over-communication** and ineffective communication!

In fact, a lot of relevant and timely work-related communication goes unseen, or is drowned out by incessant advertising, marketing and social media notifications.

And people are increasingly reluctant to talk to someone either face-to-face or over the phone.

They can be digitally assertive, but not personally assertive. That is not effective work-related communication.



Let's communicate!



Which do you use? Which do you avoid?

- | | | | |
|---|--------------------------------------|--|------------------------------------|
| <input type="checkbox"/> verbal | <input type="checkbox"/> reports | <input type="checkbox"/> memo | <input type="checkbox"/> semaphore |
| <input type="checkbox"/> non-verbal | <input type="checkbox"/> landlines | <input type="checkbox"/> bulletin boards | <input type="checkbox"/> blogs |
| <input type="checkbox"/> meetings | <input type="checkbox"/> mobiles | <input type="checkbox"/> print media | <input type="checkbox"/> Facetime |
| <input type="checkbox"/> briefings | <input type="checkbox"/> pagers | <input type="checkbox"/> websites | <input type="checkbox"/> Twitter |
| <input type="checkbox"/> seminar | <input type="checkbox"/> 2-way radio | <input type="checkbox"/> advertising | <input type="checkbox"/> YouTube |
| <input type="checkbox"/> webinar | <input type="checkbox"/> email | <input type="checkbox"/> posters | <input type="checkbox"/> Facebook |
| <input type="checkbox"/> tele-conferences | <input type="checkbox"/> SMS | <input type="checkbox"/> PR | <input type="checkbox"/> Instagram |
| <input type="checkbox"/> Zoom | <input type="checkbox"/> apps | <input type="checkbox"/> sticky notes | <input type="checkbox"/> TikTok |
| <input type="checkbox"/> instructions | <input type="checkbox"/> fax | <input type="checkbox"/> signs | <input type="checkbox"/> SnapChat |
| <input type="checkbox"/> manuals | <input type="checkbox"/> broadcast | <input type="checkbox"/> warnings | <input type="checkbox"/> WhatsApp |
| <input type="checkbox"/> diagrams | <input type="checkbox"/> podcast | <input type="checkbox"/> mime | <input type="checkbox"/> 'Teams' |

1. Which **methods** of **communication** do **you prefer** using? When? Why?



Communication Method - When & Why?	Communication Method - When & Why?

2. Which **methods** of **communication** have **you never used**? Why not?

Communication Method - Why not?	Communication Method - Why not?

3. Choose **5** of the **communication methods** listed on p.188. For each one, **describe** when it might be **suitable** and **effective** to use for your **Work-Related Activity** (even if you haven't used it before!).

Method	Suitability for Work-Related Skills Activity

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9.13 Communicating Effectively

Communicating effectively

Modern workplaces have a growing range of different communication tools and devices at their disposal. Many (but not all) digital communication devices improve communication speed, making some workers instantly contactable.

However, technology is only the means of communicating the message. Using technology does not automatically make for a good message.

Effective communication is more about having good **people skills**. And good people skills are what you need to develop and apply to make your Work-Related Activity more successful.

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.

Work-related communication is different

As young people growing up in a world where mobiles, texts, Zoom, FaceTime, WhatsApp, TikTok, Instagram, Twitter, Facebook and other electronic and social media processes dominate, you are naturally attuned to these methods of communication.

However, communicating in the workplace is very different from communicating with your friends and peers.

In order to deliver an effective work-related communication message, you need to consider 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.

You can't just use the communication method that you prefer or that most suits your communication style. You have to think of the needs of the person, or the parties, with whom you are communicating.

Aliyah knows that not all types of communication work for everyone.



Image: shock/Depositphotos.com

Planning Your Communication

1. What are you going to 'say'?
What is your message?

2. How are you going to 'say' it?
What method will you use?

3. How will you make sure 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?

Sending does not equal receiving

It is also important to emphasise that people are increasingly expecting that once they have 'sent' a message, then the receiver will 'get' the message straight away.

This is far from the reality of what might happen.

Not everyone is connected 24-7. Not everyone will look at all messages. Not everyone will understand all messages. Not everyone will respond to all messages.

And some people will ignore a message if it interferes with what they are doing right then, or if it causes them too much bother, or if they just don't want to do what is required or asked of them. And then some people, well they simply forget!

So what can you do to make sure that your communication for your Work-Related Activity is effective?



Image: LanaStock/Depositphotos.com

What if you text a team member and they've gone to sleep early that night?

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Planning our communication 9G

In your team or group, develop lists of how you **should communicate** for your **Work-Related Activity**, how you **shouldn't communicate**, and a list of 'maybes' that **depend on the situation** and the people involved.



Do's	Don'ts	Maybe/ it depends on...

9.15 Communicating Effectively

Communication methods

It is vital that you are able to choose the most appropriate methods of communication to target your information and message to your intended audience.

One of the first areas to consider is the use of both formal and informal methods of communication. Some work-related situations require you to have skills related to formal communication; whereas others might only need informal communication skills.

Formal communication

Formal communication refers to a range of communication methods and styles that are used by workplace stakeholders on a day-to-day basis.

Formal communication is recommended when completing work-related tasks or when dealing with colleagues, managers and customers and clients in a professional capacity related to your work. For example, when you have a team meeting for your Work-Related Activity, or getting permission from your coordinator or principal to do essential tasks for your Work-Related Activity.

You can build your formal communication skills through:

- ⇒ practical workplace experience
- ⇒ on-the-job training by supervisors and managers
- ⇒ off-the-job training such as vocational courses
- ⇒ team meetings for your Work-Related Activity
- ⇒ Literacy and PDS activities
- ⇒ planning and presenting a report

Image: adapted from: illustratorgold/
Depositphotos.com



Informal communication

Informal communication refers to the ways that people might communicate when they know one another quite well.

Consider the way that you talk with family, friends and other personal and social contacts. The 'rules' of communication with personal friends and family are much different from how you communicate in the workplace.

Sometimes in the workplace it is OK to communicate informally, or 'behind closed doors', with trusted colleagues, or with a coach or mentor, especially when doing straightforward and less complicated tasks in a team situation.

Informal communication is also good for both checking in, and checking up, quickly. For example, sending an SMS to a team member. "Hey Joe, you bought the snags for our BBQ activity yet?"

However, informal communication should be used sparingly in important work-related situations when dealing with managers, customers, and with colleagues that you do not know very well - as well as any external parties for your Work-Related Activity.

Informal communication can lead to misunderstandings, embarrassment, cross-cultural insensitivity, or even discrimination and harassment.



1. Choose a **workplace** that you are familiar with. Complete the **table** for one **occupation** that exists within that workplace.
2. Now **apply** this to your **Work-Related Activity**.

Workplace: Occupation:	Work-Related Activity:
1. Describe 2 methods of communication that are used to do daily work activities. For the occupation.	Apply this to our Work-Related Activity.
2. Explain the importance of communication devices for these workers. For the occupation.	Apply this to our Work-Related Activity.
3. Discuss a key strength of these methods/devices for workplace stakeholders. For the occupation.	Apply this to our Work-Related Activity.
4. Discuss a key weakness of these methods/devices for workplace stakeholders. For the occupation.	Apply this to our Work-Related Activity.

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3. As a team, use each person’s responses to draft **communication guidelines** for your Work-Related Activity.
4. In groups, create and act out (and even video) a **scenario** that firstly shows **bad workplace communication**; but then **models good workplace communication**.

9.17 Graduated Assessment

AT2a Strategies for Teamwork and Communication - Completing and reviewing a work-related activity









Overview: Now is the time for your team to develop a series of guidelines to support effective teamwork, collaboration and communication for your Work-Related Activity.

Teams

- Team guidelines and 'rules'.
- How to identify and apply skills of team members.
- How to support one another.
- How to identify and deal with team-related issues.

Communication

- Communication guidelines and 'rules'.
- How to apply and use communications tools and techniques.
- How to check that everyone understands their roles and responsibilities.
- How to identify and deal with communication issues.

Name(s):		Key dates:		UNIT 2 MODULE 1	
Tasks - AT2a: Strategies for Teamwork and Communication		Must Do?	Due Date	Done	Level
Develop teamwork and collaboration strategies.					
 Create team guidelines and 'rules'	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 How to identify and apply skills of team members.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 Ways to support one another.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 Methods to identify and deal with team-related issues.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
Develop communication strategies.					
 Create communication guidelines and 'rules'.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 How to apply and use communications tools & techniques	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 Checking that everyone understands their responsibilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
 Methods to identify and deal with communication issues.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	

Applied Activity Skills

10

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Activities 10: Applied Activity Skills	p.	Due date	Done	Comment
10A Work-related problems	197		<input type="checkbox"/>	
10B What/How problem-solving	199		<input type="checkbox"/>	
10C Drilling-down in action	201		<input type="checkbox"/>	
10D Be LASER sharp	202		<input type="checkbox"/>	
10E Safety information	203		<input type="checkbox"/>	
10F Taking responsibility	204		<input type="checkbox"/>	
10G Asking questions	205		<input type="checkbox"/>	
10H Work-related safety communication	206-207		<input type="checkbox"/>	
10I Equipment and technology	208-209		<input type="checkbox"/>	
10J Managing time	211		<input type="checkbox"/>	
AT2b Applied Activity Skills	212		<input type="checkbox"/>	

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Comments:

10.01 Problem-Solving

Problem-solving tools

The ability to solve problems is an **employability skill** that can be built and developed. Solving problems will help you to better achieve your goals. But sometimes it's not easy to solve problems, especially work-related problems.

You are likely to encounter a number of problems in the workplace, or as part of your Work-Related Activity. Some of these are listed in the diagram below. But you could think of many more.

However, there are various tools and processes that can help you to become better at solving problems. As part of this unit, you will be required to use some of these tools to assist you to solve a problem associated with a Work-Related Activity.

Three useful problem-solving tools to help you with your Work-Related Activity are:

1. **Brainstorming** (see pp.146-147)
2. **What/How problem-solving** (pp.198-199)
3. **Drilling-down** (pp.200-201).

You can use brainstorming as a creative first step by generating words and phrases that can lead to ideas that might help solve problems. Taking a 'What/How' approach to problem-solving will enable you and your team to identify the type and nature of the problem you are dealing with. Finally, drilling-down gets started on analysing main issues and causes associated with a problem.

Of course, your teacher might also introduce you to other problem-solving tools, techniques and processes. You and your team might also research other ways of making your problem-solving more effective.

Potential Work-Related Problems



Work-related problems 10A

1. For each of the **3 categories** in the **table**, list **2 problems** that you might have to deal with in a **workplace** situation, and/or, as part of your **Work-Related Activity**.



Work-related problems...		
...related to: employees e.g. I don't know the roles of other workers, so I don't know who to ask for help.	...related to: customers and clients. e.g. Customers have to wait too long for service at the deli counter.	...to do with: equipment/technology. e.g. I can never find the pallet jacks to move heavy pallets.
1.	1.	1.
2.	2.	2.

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2. **Draw, or role-play, a scenario that illustrates a common work-related problem.**

Draft some ideas here:

10.03 Problem-Solving

What/How problem-solving

One approach to problem-solving is to decide whether the problem is a **'what'** problem or if it is a **'how'** problem.

This is a very useful first step when dealing with any problem.

It can also be used with other problem-solving tools and processes.



Image: robertprzybysz/
iStock/Thinkstock

A 'what' problem

A 'what' problem occurs when you don't know what to do to solve a problem.

This inability could be based on a lack of experience and skills, poor communication; or just having to deal with something you have never encountered before.

So this is a **skills-gap!**

For example, "Our group has to do a presentation to the class of our roster to build a herb garden for our Work-Related Activity. We've never done this before. We don't know what to do!"

In response you could ask for **help**, or ask for **advice** or where to get help, or get **trained**, **supervised** or **coached** on how to solve the problem of 'what to do?'

For this example your teacher might advise this.

"You are going to need to learn how to use the digital e-board. I want you to select two team members to stay back today and I will show them how to properly use this technology."

Once you know the 'what', then you can focus on the 'how'.

A 'how' problem

A 'how' problem occurs when you know what to do, it's just that you don't really know how to go about solving the problem.

This could happen due to a lack of experience, skills or knowledge. However, it might also be caused by **barriers** preventing you from coming up with the best **solutions**.

For example, "I know we have to use multimedia equipment for our presentation. But I'm not sure which equipment the school has and what format our presentation needs to be saved in."

So in this case this is a problem based on a lack of knowledge. "I know what to do, it's just that I don't know exactly how to do it."



Dealing with 'how' problems

In response to a 'how' problem you should ask yourself, "Why am I unable to do this?" Is your inability due to a lack of skills, time, commitment, budget, resources, support, permission; or a combination of these? By learning how to overcome this skills-gap you will be developing yourself personally!

For example, "I need to get support from my teacher so that I know the ins and outs of the digital projector we will be using."

What/How problem-solving 10B

Work in pairs to use the **What/How problem-solving process** to help you with two problems that you might have to deal with in your **Work-Related Activity**. Then report back to your bigger group.



Compare the problems that were chosen and the potential solutions to these problems.

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10.05 Problem-Solving

Drilling-down

A lot of problems seem too big and way too hard to overcome. The best way to tackle large problems is to break them down into smaller, more manageable, bite-sized chunks.

When you break a problem down into its smaller components, you are able to work out the main causes of that problem. This makes it easier for you to tackle these causes. This also makes it easier for you to try and solve that big problem. Because drilling-down breaks complex problems into smaller issues, it helps make complex problems easier to solve.

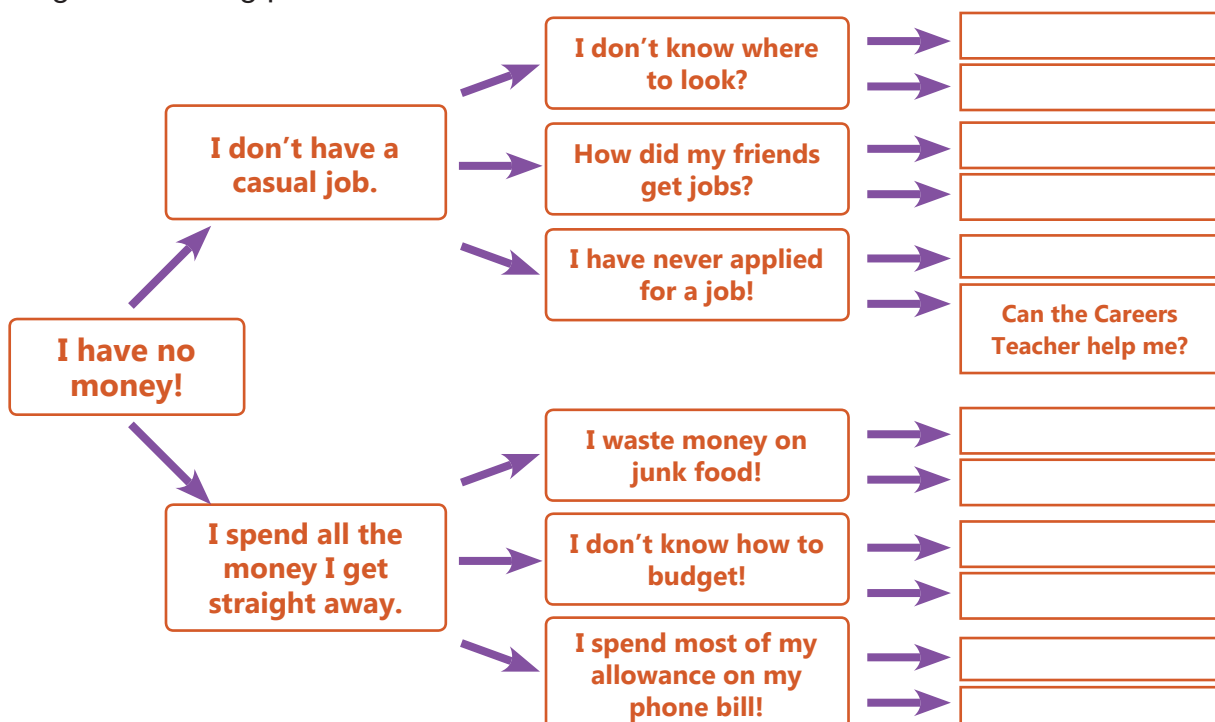
Here are five **drilling-down process steps** to follow.

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

When you 'drill-down' a problem, you will see that as you get closer to the right-hand side you might already be starting to come up with some solutions! And you might also find that once you've identified and dealt with all of those little problems, then you no longer have a big problem.



Image: YuliyaSemakova/iStock/Thinkstock



1. In your folios, **complete** the **right hand side** for the **problem** on p.200.
2. Use **drilling-down** for a **problem** you have to deal with as part of your **Work-Related Activity**. Turn this page to landscape, or complete your drill-down on a poster or A3-sized page.



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Work-Related
Problem?

10.07 Taking Responsibility

Be LASER sharp

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

If you are a paid employee, or undertaking work placement (or work experience), or even a volunteer worker, you are expected to take on key workplace safety responsibilities as part of your day-to-day work roles and duties.

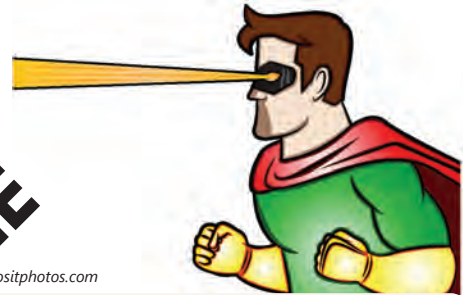
This responsibility also applies to your Work-Related Activity.

One way that you can apply this responsibility is to be a **Workplace Safety LASER**. Being a Workplace Safety LASER involves these 5 interrelated responsibilities.

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

So form into small groups and have a talk about what young workers such as yourselves, would have to do

to be a responsible **Workplace Safety LASER**.



10D Be LASER sharp

Use examples to outline the type of things that you would **need to do** for each of the **5 LASER responsibilities**, to ensure that you run a safe Work-Related Activity.

Work-Related Activity Safety LASER: Learning

Work-Related Activity Safety LASER: Actions

Work-Related Activity Safety LASER: Stakeholders

Work-Related Activity Safety LASER: Environment

Work-Related Activity Safety LASER: Reporting

Communicating safety information

A vital part of your workplace safety **LASER** responsibilities involves effective communication of workplace safety information.

The communication process involves you as a **message 'receiver'** (i.e. through your OH&S/WH&S induction and VET training); and as a **message 'sender'** (i.e. as a worker on the lookout for dangers).

So as a class have a discussion about how workplace safety information is communicated in workplaces with which you are familiar (and don't forget to include your experiences as a customer). You might be able to apply some of these methods in your Work-Related Activity.



Safety information 10E

1. Describe **examples** for each of these different types of **workplace safety information**. (Add 2 more of your own).

2. Explain how you might **apply these** for your **Work-Related Activity**.



Safety Information	Workplace Situation	Work-Related Activity
Safety advice		
Safety symbols		
Safety signs		
Emergency signs		
Operating instructions		
Personal protective equipment		
Safety training		
Safety monitoring		

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10.09 Taking Responsibility

Asking questions

When you start working, you are not expected to immediately know or understand everything about your workplace responsibilities.

But young people starting out in workplace situations can be reluctant to ask questions - especially about workplace safety.

This can happen because the young worker does not want to appear to be stupid or dumb. But even after participating in induction training, situations will come up where a young worker might not necessarily know or understand the correct safety procedures.

However, if you are a new worker and you don't ask questions, then your boss might think that you already understand workplace safety information, instructions and processes!

So that might lead to a situation that could jeopardise the safety of you, your co-workers, your customers and other work-related stakeholders.

A similar situation also applies to your **Work-Related Activity**. When you are planning and organising this, you are not expected to have all the answers straight away. In fact, it might take some time just to come up with the right questions. That's why your teacher will guide you.

However, there comes a time - in the **doing** stage of your activity - when you are expected to take clear **responsibility** for your actions.

So you need to make sure that all of your concerns, worries, issues and questions have been sorted out.

 So **what** do you need to **find out**? And **how** should you **ask**?

10F Taking responsibility

1. Assume it's your first day on the job and you see a safety issue happening. How would **you communicate** your **concerns**? Who would **you talk to** about this?

2. What would **you do** if you realise there is a **safety issue** that might happen in your Work-Related Activity that the **group hasn't anticipated**?

Taking Responsibility for...



If you are not sure, then ask!
It's as simple as that!

Image: monkeybusiness/
depositphotos.com

Asking questions 10G

Sometimes at work you might not know how to do something properly, or safely, do what is expected of you. Problems might also happen in your Work-Related Activity if team members aren't fully capable of meeting their responsibilities.

Describe **situations** at work, and in your Work-Related Activity, which might require **you** (or team members) to ask these questions.

1. Can you please show me the correct way to do (this work task) properly and safely?	2. Can you please watch me to make sure that I do (this work task) properly and safely?
3. What do I always need to check and make sure of before I do (this work task)?	4. What are the things that could go wrong if I don't do (this work task) properly and safely?
5. What do I do, if someone asks me to do something that is unsafe?	6. What do I do, if I see a potential safety hazard, or if something goes wrong?

10.11 Applying Safe Practices

10H Work-related safety communication



Part A: Communication is a vital employability skill. **Communication** of workplace **safety information** has to be **responsible, relevant, timely** and **accurate**.

1. Reflect on your workplace experiences this year. What methods of workplace **safety communication** were used at **your workplace(s)**?
2. Were these **formal** or **informal**; and/or through **training**?
3. How did **you** 'learn' information, and when did **you** have to 'warn' others?

Workplace Safety Communication	Example from workplace(s).	How was the information communicated?	How effective was this communication?
Instructions for safe work procedures.			
The meaning of safety warning signs.			
How to use PPE properly.			
Emergency procedures.			
Customer/client care.			
Dangerous and prohibited tasks and actions.			
(Your choice)			

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Part B: It is vital that you develop, apply and monitor safe work procedures as part of your **Work-Related Activity**.

1. What **methods** of workplace **safety communication** will **you** and your **team use**?
2. Will these be **formal** or **informal**? **Why** so?
3. Will you have to undertake any specific **training**? How will **you** ‘**learn**’ information, and when might you have to ‘**warn**’ others?

Workplace Safety Communication	Example(s) for Work-Related Activity	How will the information be communicated?
Instructions for safe work procedures.		
Delegation of roles and responsibilities to team members.		
The use of safety and warning signs.		
How to use PPE properly.		
Understanding and development of emergency procedures.		
Issues related to customer/client care.		
Understanding of dangerous and prohibited tasks and actions.		
(Your choice)		
(Your choice)		

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10.13 Using Technological Effectively

Equipment and technology issues

For your Work-Related Activity, you are expected to be able to use equipment and technologies effectively, safely and collaboratively. It is your responsibility to be aware of any likely issues that might arise from your use of equipment and technologies.

Your team or group needs to anticipate common potential problems as part of the planning stage, and then more task-specific potential problems as part of the organising stage.

You will need to consider **training issues** such as how you will learn to use new equipment or technology.

You will need to consider **safety issues** such as how you will ensure the safety of all team members who use the equipment and technology, as well as the safety of other people who might come into contact with the equipment and technology. You might even need an emergency plan.

You might need to consider **ethical issues** such as using other people's information and copyrighted materials and logos, as well as personal and customer/client privacy issues.

You might also need to consider **social media issues** including appropriate use of social media in line with your school's policies. This might be relevant if you are promoting your Work-Related Activity or using social media to communicate with external stakeholders, such as suppliers.

You will need to consider **team communication issues**, such as using technology in a way that enables your team members and/or colleagues to communicate effectively with each other. Some issues to consider are people's availability at reasonable times, including relevant team members in communications, sharing key information and notifications, and not overloading people with too much information - especially if they have other external responsibilities.


 Your teacher will give you an overview of the key equipment and technology issues you might need to plan and organise for.



Image: chuntise/
iStock/Thinkstock

101 Equipment and technology

Outline the **equipment** and **technology issues** you might have to deal with for **your Work-Related Activity**.

Training issues

Using Technological Effectively 10.14

Safety issues

Ethical issues

Social media issues

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Team communication issues

Other issues

10.15 Managing Time

Time management

Managing time is one of the most difficult, but important, skills for a more productive and satisfying personal, social, educational and vocational life. But we can all develop better time management skills by; estimating the time it might take to complete tasks, planning timelines, organising ourselves and others using timetables, schedules and rosters, and making diary notes and/or using e-reminders to keep us on track.

You have developed time management skills in Numeracy. So you should apply these skills to your vocational situations, as well as to your Work-Related Activity.

In **vocational** situations as a worker, people are relying on you to do your tasks both effectively and efficiently. This means you have the **responsibility** of making sure that you can manage your time. This starts with getting to work on time, and as you know, this requires pre-planning and organising.


This also applies to your collaborative **Work-Related Activity**. You will have been **delegated** specific roles which have various responsibilities you have to meet. Your team will have to plan an overall **timeline**, establish **deadlines** and **milestones** and develop a **roster** to allocate people to their tasks and responsibilities.

When it comes to time management it is important to understand that:

- ✓ people tend to **underestimate** the time it takes to do **difficult** tasks, and/or **delay** doing these
- ✓ all tasks are important, but some tasks are urgent and need to be **prioritised**
- ✓ some tasks need to be completed in a set order (**consecutively**) before something else can be done
- ✓ some tasks can be done **concurrently** at the same time, especially in teams
- ✓ **delegation** drives teamwork and makes for a more efficient and effective result.

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Form into groups of 4-5 team members. Assume you are responsible for planning, organising and doing a BBQ luncheon for your year level. 

Use these key **headings** to describe **your requirements** at different **stages** of the BBQ activity. **How long** might each specific task take? **Who** will have **responsibility** for doing these tasks? Then, complete an **overall timeline** for the entire activity.

Prioritising

Estimating

Milestones

Delegating

Timeline

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10.17 Graduated Assessment

AT2b Applied Activity Skills

- Completing and reviewing a work-related activity

Overview: Now is the time for your team to develop a series of guidelines to support effective problem-solving, safety, use of equipment and technology, and time management for your Work-Related Activity.

Problem-solving

- How to develop and apply problem-solving skills of team members.
- How to identify and deal with problems and issues.

Safety









- How to recognise and plan for safety issues.
- How to use the skills of team members to deal with safety issues.

Use of equipment and technology

- How to develop effective equipment and technology skills.
- How to apply skills of team members to equipment and technology.

Time Management

- How to plan and organise to meet timelines, milestones and deadlines.
- How to delegate effectively and support others.

Name(s):		Key dates:		UNIT 2 MODULE 1	
Tasks - AT2b: Applied Activity Skills		Must Do?	Due Date	Done	Level
	Develop and apply problem-solving skill.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Identify and deal with problems and issues.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Recognise and plan for safety issues.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Use skills of team members to deal with safety issues.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Develop effective equipment and technology skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Apply equipment and technology skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Plan and organise timelines, milestones and deadlines.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Delegate effectively and support others.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Doing and Reviewing

11

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Activities 11: Doing and Reviewing	p.	Due date	Done	Comment
11A Getting ready	214	<input type="checkbox"/>	<input type="radio"/>	
11B TEMP-O	215	<input type="checkbox"/>	<input type="radio"/>	
11C Activity Event Timeline	216-217	<input type="checkbox"/>	<input type="radio"/>	
11D Activity Event diagram	218	<input type="checkbox"/>	<input type="radio"/>	
11E Activity Event safety audit	219	<input type="checkbox"/>	<input type="radio"/>	
11F Activity Event to-do lists	220-221	<input type="checkbox"/>	<input type="radio"/>	
11G Activity Event Planner	222-223	<input type="checkbox"/>	<input type="radio"/>	
11H Self-Review	224-225	<input type="checkbox"/>	<input type="radio"/>	
11I Self-Review - Team	226-227	<input type="checkbox"/>	<input type="radio"/>	
11J Performance review - Self	228	<input type="checkbox"/>	<input type="radio"/>	
11K Performance review - Team	229	<input type="checkbox"/>	<input type="radio"/>	
11L Performance review - Employability skills	230	<input type="checkbox"/>	<input type="radio"/>	
11M Performance review - External	231	<input type="checkbox"/>	<input type="radio"/>	
AT2c Doing and Reviewing the Work-Related Activity	232	<input type="checkbox"/>	<input type="radio"/>	

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Comments:

11.01 Doing the Work-Related Activity

Completing the Work-Related Activity

Now it's time for you to put all your planning and organising into action to successfully complete your Work-Related Activity. As you have already realised, this might be the shortest part of the entire process, especially if you are doing a one-off activity.

However, this is of course the most important part of the entire process. Now is the time for you to use and **apply** all of your **employability** and **team skills** to achieve your **goals**.

You have planned for this. You have organised for this. So let's go!

A micro focus

In this doing stage, you now have to focus on the specific tasks required to successfully implement your activity.

Once again you should reflect on the PODR Process. The difference now is that you are dealing with the specific tasks required to do the Work-Related Activity.

This means your **planning** will now switch to a micro scale.

Your **organising** will be directly related to all the **objectives** needed for many different micro **activities** and **tasks**.

Your **doing** will be about each **team member** safely carrying out the **tasks** needed to successfully meet their **responsibilities**.

And your **reviewing** will switch to real-time **monitoring, assessment** and **judgement** that you are meeting your specific objectives, including the use of **immediate** and **supportive feedback**.

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11A Getting ready



OK. One sentence for each. As a team, clearly and concisely describe your key objectives for this **doing** stage of the Work-Related Activity.

What are we doing?

How will we ensure that everyone knows their roles and responsibilities?

How will we ensure that we have all our equipment, tools and inputs?

How will we check on progress throughout the doing stage?

How do we monitor and check for safety?

Now that you have got to the implementing stage, you can use this TEMP-O task organiser to **identify** the **specific** tasks, equipment, materials, and roles of team members needed to **do** your **Work-Related Activity**. Your teacher will check this.



1. 'Doing' Tasks
(What, when & how?)

2. Equipment for 'Doing'
(What, when & \$?)

3. Materials for 'Doing'
(What, when & \$?)

4. What people will 'Do'
(Who is responsible, who supports, who checks?)

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11.03 Activity Event Timeline

11C Activity Event Timeline



Now it is time to work on the doing stage of your activity.

Your previous planning and organising will have helped prepare you to deliver a one-off event for your activity. This event might be a BBQ, a one-off business, a service or work task, or some other Work-Related Activity organised by your teacher.

However, some of you might be doing your Work-Related Activity on an ongoing basis rather than just as a single event. If this is the case you will still need to complete these planners in the beginning of the doing stage. Then as you get more familiar with your work roles and responsibilities on an ongoing basis, you can update with any information as you progress through your activity.

Here are some key steps for this 'doing' stage that apply to your Work-Related Activity. Your teacher will guide you as to which ones you need to complete.

- Plan and draw an **Activity Event Timeline** (p.217).
- Develop a visual mind-map, or **Activity Event Diagram** (p.218). Include key roles, work stations, equipment location, safety issues and other information.
- Complete an **Activity Event safety audit** (p.219) and have this checked.
- Create and use **Activity Event to-do lists** (p.220-1) on paper or e-devices.
- Develop an **Activity Event Planner** (p.222-3), that lists all the tasks, the times and the people involved in preparing, in doing and in cleaning-up (or de-installing) the event.

**As a team, brainstorm all the time, scheduling and rostering requirements associated with doing the specific 'Activity Event'.
When finished arrange these on the Activity timeline.**

Activity Event Timeline

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11.05 Activity Event Layout & Safety

11D Activity Event diagram



Develop a visual mind-map, or **Activity Event diagram**. Include key roles, work stations, equipment location, safety issues and other information.

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You will have responsibility for ensuring that you do your Activity Event safely. Your safety responsibilities naturally include you and your team mates, but also extend to customers and clients, as well as any other stakeholders that might be affected by what you do for your **Activity Event**.

1. Complete this audit in each of the 4 safety categories. Identify who has **responsibility** and who acts as a **back-up**.
2. Submit to your teacher for feedback. Make any necessary changes.

1. Equipment, technology and materials safety.

Teacher feedback:

2. Training and skills-development that is needed prior to 'doing'.

Teacher feedback:

3. Activity Event Monitoring

Teacher feedback:

4. Emergency Management

Teacher feedback:

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11.07 Activity Event To-Do Lists

11F Activity Event to-do lists



When it comes to the doing part of your Work-Related Activity there will be lots of smaller tasks that need to be done by each team member.

Getting on top of these tasks requires careful pre-organising.

So it is good to develop lists that show:

- ✓ tasks that need to be done,
- ✓ clear communication of who is responsible for doing these, and
- ✓ easy identification of when these tasks need to be done.

So you need to develop **checklists** that can be **ticked-off** as each task is completed.

You might just use simple Post-it-note checklists and make sure that each team member completes one for each task they are responsible for.

You could also set e-reminders to help you out.

However, a more effective approach is to complete these pre-formatted to-do lists that include a bit more detail. This will help everyone stay on top of their task roles and responsibilities.

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_____ s To-do List					_____ s To-do List				
Task: _____ Date: _____					Task: _____ Date: _____				
Tasks I have to complete	Time	Contact info.	Task no.	Done init.	Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC	e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

Activity Event To-Do Lists 11.08

_____ 's To-do List				
Task: _____		Date: _____		
Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

_____ 's To-do List				
Task: _____		Date: _____		
Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

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_____ 's To-do List				
Task: _____		Date: _____		
Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

_____ 's To-do List				
Task: _____		Date: _____		
Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

11.09 Activity Event Planner

11G Activity Event Planner



One way to communicate all the individual tasks that need to be done is to create an **Activity Event Planner**. You should organise this into tasks required to **prepare** for the 'event', tasks **during** the 'event' and then tasks to complete **after** the 'event'. Every team member should have a copy of the Activity Event Planner so that they know who is doing what, when and where.

Activity Event Planner					
Activity/(Event): _____					
Task	Time	People	Equipment/materials	Other information	Done?
Divide this planner into 3 sections: 'Preparing for the event', 'During the event' and 'After the event'.					
Preparing for the event e.g. Cut-up onions	30 mins 11-11.30	Vlade	Knife, chopping board, goggles, bowl.	Must do in the Foods kitchen.	VT
During the event e.g. Take customer orders	60 mins 12-1pm	Khristy	Cash tin + 10 of change.	Cannot handle both food & money.	CB
After the event e.g. Clean-up serving area	60 mins 1-2pm	Nancine & Czarleah	Bins broken, spray clean & waxes.	All bins must be emptied in skip.	NR/ CB

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Activity Event Planner 11.10

Activity Event Planner (cont')

Activity/(Event): _____

Task	Time	People	Equipment/materials	Other information	Done?
------	------	--------	---------------------	-------------------	-------

Divide this planner into 3 sections: 'Preparing for the event', 'During the event' and 'After the event'.

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11.11 Self-Assessment

Reviewing your Work-Related Activity

An important part of working to achieve goals is to review your work performance to evaluate whether you are succeeding. **Feedback, review** and **self-assessment** help you identify areas of **strengths** and **weaknesses** to further develop and apply your employability skills and transferable skills.

You are required to self-assess as to how well you, and your team, performed at planning, organising and doing your Work-Related Activity.

So you need to reflect on what went well, and also, not so well! Your teacher might also provide you with specific review and reflection questions related to your activity and event.

11H Self-Review

Complete this self-reflection using specific examples from your Work-Related Activity.

Personal successes

Describe specific examples from your Work-Related Activity of when you **successfully achieved** your goals and objectives.



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Personal challenges

Describe specific examples from your Work-Related Activity of activities or tasks that you found **difficult** or **challenging**.



Personal communication successes

Use examples from your Work-Related Activity to describe how you **effectively** used communication to achieve positive outcomes.

- ☺
- ☺
- ☺

Personal communication challenges

Use examples from your Work-Related Activity to describe how your use of communication **did not achieve** the desired outcome.

- ☹
- ☹
- ☹

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Personal problem-solving and dealing with conflict and other issues - successes and challenges

Use examples from your Work-Related Activity to describe how you **effectively** dealt with problems, conflict and other issues.

- ☺
- ☺
- ☺
- ☺
- ☺

Use examples from your Work-Related Activity to describe how you **didn't do so well** at dealing with problems, conflict and other issues.

- ☹
- ☹
- ☹
- ☹
- ☹

11.13 Self-Assessment

11I Self-Review - Team



Complete this self-reflection on the **performance** of your **team** using specific examples from your Work-Related Activity.

Team successes

Describe specific examples from your Work-Related Activity of how **teamwork and collaboration** helped achieve a **better** outcome.



Team challenges

Describe specific examples from your Work-Related Activity of how **teamwork and collaboration** didn't help achieve a better outcome.



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Team communication outcomes

Describe examples from your Work-Related Activity when **team communication** helped to achieve a **better** outcome.



Describe examples from your Work-Related Activity when **team communication** didn't help to achieve a better outcome.



Team problem-solving and dealing with conflict and other issues - successes and challenges

Use examples from your Work-Related Activity to describe how your team **effectively** dealt with problems, conflict and other issues.

Use examples from your Work-Related Activity to describe how your team **didn't do so well** at dealing with problems, conflict and other issues.



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Team improvement strategies

After discussing your performance with your teacher, and getting constructive feedback, list 3 **improvement strategies** that can **help your team** develop in the future when working with others.



Personal challenges when working in teams

After discussing your performance with your teacher, and getting **feedback**, list 3 **improvement strategies** that can **help you** develop your team skills for the future.



11.15 Performance Review

11J Performance review - Self

You need to complete a performance review for **yourself** in relation to **your effectiveness** as part of the Work-Related Activity. Add 2 more review categories of your own choosing.

Work-Related Activity: _____

Name(s): _____ Date: _____

Work-Related Activity task	Strengths	Weaknesses	Strategies for improvement
My effectiveness at planning and organising the Work-Related Activity.			
My effectiveness at doing the Work-Related Activity.			
My effectiveness at using problem-solving to deal with issues as part of the Work-Related Activity.			
My contribution to our team during the Work-Related Activity.			
How well I managed time as part of the Work-Related Activity.			
How well I used technology and resources as part of the Work-Related Activity.			
My own development of employability skills as part of the Work-Related Activity.			

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Performance review - Team 11K



You need to complete a performance review for your team in relation to **team members' effectiveness** as part of the Work-Related Activity. Add 2 more review categories of your own choosing.

Work-Related Activity: _____

Name(s): _____ Date: _____

Work-Related Activity task	Strengths	Weaknesses	Strategies for improvement
Effectiveness of our team in planning and organising the Work-Related Activity.			
Effectiveness of our team in doing the Work-Related Activity.			
Effectiveness of our team at using problem-solving to deal with issues as part of the Work-Related Activity.			
The collaboration of our team during the Work-Related Activity.			
How well our team managed time as part of the Work-Related Activity.			
How well our team used technology and resources as part of the Work-Related Activity.			
How our team applied employability skills in the Work-Related Activity.			

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11.17 Performance Review

11L Performance review - Employability skills

Complete a review on the extent to which **you developed** and **demonstrated employability skills** when undertaking your Work-Related Activity.

How could these **be transferred** and applied to work-related situations?

Work-Related Activity: _____

Name: _____ Date: _____

Employability Skill	How well did I develop and demonstrate this skill in the Work-Related Activity?	How can I transfer and apply this skill to work-related situations?
communication		
teamwork		
problem-solving		
planning and organising		
self-awareness		
learning		
technological		
initiative and enterprise skills		

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Performance review - External 11M

An important part of feedback and review is to have **other** work-related **stakeholders**, (e.g. your supervisor) review your performance. This helps an employee develop by identifying future training needs and building skills.



Name:		Date:	
Skill	Performance in Work-Related Activity.	Example(s) of how this was demonstrated in WRS Activity.	Evaluated by/ person's role.
working with others and in teams			
communicating effectively with team members			
communicating effectively with others			
dealing with problems			
planning and organising			
learning and developing new skills			
developing and applying technological skills			
working safely			
showing initiative			
taking responsibility			
being self-aware			

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11.19 Module Assessment Task

AT2c Doing and Reviewing the Work-Related Activity - Completing and reviewing work-related activity



Now is the time to put your plan into action by doing the Work-Related Activity. Your teacher will inform you of your specific requirements that need to be met.

Names:		Key dates:		UNIT 2 MODULE 2	
Tasks - AT2c: Doing & Reviewing the Work-Related Activity		Must Do?	Due Date	Done	Level
WRS Activity:					
Stage 3: Doing: Pre-Organising Activity Event					
Create and communicate an Activity Event Timeline.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
Develop an Activity Event diagram	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
Conduct a safety audit and submit for feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
Develop Activity Event checklists and to-do lists.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
Develop an overall Activity Event plan.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
Stage 3: Doing: Implement the activity.					
⇒ Meet individual roles and responsibilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
Support team members in their roles and responsibilities.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
⇒ Use and manage inputs and resources effectively.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
⇒ Use equipment and technology effectively and safely.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
⇒ Use time effectively, and meet milestones.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
Apply effective communication strategies.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
⇒ Monitor for quality and effectiveness.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
⇒ Monitor for safety and communicate issues.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
Deal with any problems that arise, including safety.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
Stage 4: Reviewing					
Develop review criteria and methods.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
⇒ Complete self-review.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
⇒ Complete team review.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
⇒ Complete personal and team performance reviews.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
⇒ Complete skills review.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
Get an external review of your performance.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	

Reporting on WRS Activity

12

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12.03 Reports 236	12.21 Graduated Assessment 254
12.07 Graduated Assessment - Report. 240	12.23 Module Assessment Task 256
12.11 Communicating Effectively 244	12.25 Review and Reflection 258

Activities 12: Reporting on Activity	p.	Due date	Done	Comment
12A Getting ready	234	<input type="checkbox"/>	<input type="checkbox"/>	
12B TEMP-O	234	<input type="checkbox"/>	<input type="checkbox"/>	
12C Reports and language	239	<input type="checkbox"/>	<input type="checkbox"/>	
AT3a Drafting the Report about our Work-Related Activity	240-243	<input type="checkbox"/>	<input type="checkbox"/>	
12D Planning your communication		<input type="checkbox"/>	<input type="checkbox"/>	
12E 8 steps for effective communication		<input type="checkbox"/>	<input type="checkbox"/>	
12F Effective ICT presentations	24	<input type="checkbox"/>	<input type="checkbox"/>	
12G Effective presentations	253	<input type="checkbox"/>	<input type="checkbox"/>	
AT3b Preparing the Presentation about our Work-Related Activity	254-255	<input type="checkbox"/>	<input type="checkbox"/>	
AT3c Reporting and Presenting about our Work-Related Activity	256-257	<input type="checkbox"/>	<input type="checkbox"/>	
R12 Review and Reflection	258	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

12.01 Reporting on the Work-Related Activity

Reporting on the Work-Related Activity

Now that you have successfully completed your Work-Related Activity you need to **report** on the outcomes of your Work-Related Activity.

Once again you should use the PODR Process to help you plan, organise, do and review. The difference now is that you are dealing with the specific activities and tasks required to **report** on your Work-Related Activity. So you need to focus on **communication** skills and skills in the use of **ICT**.

This means your **planning** will now switch to planning, organising, doing and presenting your report.

Your **organising** will be directly related to all the **objectives** needed for the many different **activities** and **tasks** that your team needs to complete to create your report. This will also include planning, organising and delivering (doing) a presentation.

Your **doing** will be about each **team member** carrying out the **tasks** needed to successfully meet their **responsibilities** related to this reporting stage. This again will include planning, organising and delivering (doing) a presentation.

Your **reviewing** will relate to your own, and your team's performance, in meeting the objectives and outcomes associated with your Work-Related Activity. You did a lot of that reviewing in the previous section. Now you have to apply this to your report.

Your reviewing will also include identifying how you and your team members could improve **future work-related outcomes**.

12A Getting ready



OK. One sentence for each. As a team clearly and concisely describe your key objectives for this **reporting** stage of the Work-Related Activity.

What are we reporting on?

How will we learn about the structure of reports?

How will we ensure that everyone knows their roles and responsibilities?

How will we check on our progress throughout the reporting stage?

How do we monitor and check for quality?

Reporting on the Work-Related Activity 12.02

TEMP-O 12B

Now that you have got to the reporting stage, you can again use a TEMP-O task organiser to **identify** the **specific** tasks, technologies and roles of team members needed to **report on** your **Work-Related Activity**. Your teacher will check this.



1. 'Reporting' Tasks
(What, when & how?)

2. Technologies for 'Reporting'
(What & when?)

**FULL DRAFT
PREVIEW
SAMPLE**

3. Other materials for 'Reporting'
(What & when?)

4. What people need to 'Review'.
(Who is responsible, who supports,
who checks?)

12.03 Reports

Report writing

A report is a clear and concise form of writing for a target audience that is based on research, investigation, analysis and action.

There are different kinds of reports depending on:

- ⇒ the **type of information** being reported
- ⇒ the **purpose** of the report
- ⇒ the **audience** for whom the report is being created.

Reports are used extensively in vocational situations. Workers have to report to their managers. Managers report to their senior managers, and back down to their workers. Businesses create financial reports to review their performance. Public companies have to create annual reports for their shareholders. Government departments and agencies have to generate many reports about social and economic issues.

Reports are also used to find out, analyse and communicate specific work-related information such as a marketing report, a sales report, a workplace safety report, an environmental sustainability report, and even a social responsibility report.

Then there are other reports that we rely on in life including a news report, a weather report, an incident report, a traffic report, a medical report and even a performance report (such as your school report). Reports generally follow consistent **guidelines**.

- ✓ Reports are written in a **formal tone**.
- ✓ Reports follow a clear **step-by-step structure**.
- ✓ Reports usually combine **text, numerical information** (including tables, graphs and charts) and **images**.
- ✓ Reports provide an **overview** of what has happened or what is being investigated.
- ✓ Reports discuss the **detail** of the key information in a **neutral tone**.
- ✓ Reports will offer some type of **evaluation, recommendation** or **conclusion**.


Types of Report



Image: photoraidz/Depositphotos.com

Sections of a report

This is what you will likely find inside a formal report. When reading a report, and preparing your own report, it is important that you know these seven main sections that reports will usually contain. However, when preparing your report for the Work-Related Activity, your teacher will modify your requirements a little bit.

Formal Report - Sections	Your Report 
<p>1. Title page</p> <ul style="list-style-type: none"> ⇒ Gives the title of the report, name of author(s), who the report is written for, and the date(s). 	<p>Required</p>
<p>2. Table of contents</p> <ul style="list-style-type: none"> ⇒ Shows section headings. ⇒ May use a numbering system of 1, a, i. 	<p>Required</p>
<p>3. (Executive) summary</p> <ul style="list-style-type: none"> ⇒ A summary of the report including the findings. ⇒ This will tell the reader the basic points of the report. 	<p>Make this a general summary of the entire WRS activity.</p>
<p>4. Introduction</p> <ul style="list-style-type: none"> ⇒ Explains reasons for the report and how the information was collected; or how the activity was done. ⇒ It also defines key terms or any special language used in the report. 	<ul style="list-style-type: none"> - Outline the WRS Activity and its objectives. - Explain main roles of team members.
<p>5. Discussion</p> <ul style="list-style-type: none"> ⇒ The main body and content of the report. ⇒ It describes and explains the information, data and findings of the report. ⇒ Uses headings and subheadings that match section 2. 	<p>Discuss the planning, implementation and evaluation (i.e. PODR) of the Work-Related Activity.</p>
<p>6. Conclusion</p> <ul style="list-style-type: none"> ⇒ The conclusion gives the main points and key findings that arise from the discussion. ⇒ This can also involve suggested recommendations to be taken as a result of the findings. 	<ul style="list-style-type: none"> - Present your main findings. - Propose actions to improve outcomes in the future.
<p>7. References/Bibliography</p> <ul style="list-style-type: none"> ⇒ The report should also include any research material, and credit images, etc. used in preparing the report. 	<p>Required</p>

12.05 Reports

Reports and language

One of the features of report writing is that it uses **formal language**. When you write the report about your Work-Related Activity, you can't write it in a personal style. Reports need to be written to reflect that they are based on **objective, factual** and **authoritative information**.

You are not expressing your feelings or opinions throughout a report - you are reporting your **knowledge** and **explaining** how the knowledge was gained.

However, at the end of the report in the '**Conclusion**' section, you might express **opinions** about the **success** you and your team members achieved in planning, organising, doing and reviewing your Work-Related Activity.

It is at that stage that you also have to make **objective statements** about what you and your team members could or should do in the **future**, to **improve outcomes** associated with Work-Related Activities.

Active and passive voice

When we talk about our own experiences, we generally use '**active voice**'. We explain our actions, feelings and responses directly:

"I dropped the case of drink and it went everywhere. Then a customer came around the aisle and skidded in it. He landed on his backside - in the drink! I got into a lot of trouble."

In **active voice**, we say **what we did**. The **who** is called the **subject**. We use personal pronouns such as: 'I', 'me', 'us', 'we'.

In **passive voice**, we turn it all around.

We report what **happened**, not to us, but to the **person** or **thing** that the action was done to (called the **object**).

In the passive voice we use **impersonal pronouns** such as 'it' and 'they'. We also change the position of the subject and object.

Active:

"I dropped the case of drink which went everywhere."

Passive:

"The case of drink was dropped and it went everywhere!"

And how about that, now it's not your fault!

At times you will need to use active voice in your report. **Active voice** is used for reporting facts about the roles, responsibilities, tasks and actions involved in the Work-Related Skills Activity.

On the other hand, accounts of **what you did** to research your information or collect data, or other **actions you took** will generally be in the **passive** voice.



Image: frenta/
Depositphotos.com



1. Practise **changing** these **active sentences** into **passive voice**.

a. I was challenged.

It _____

b. I was late for the meeting with my team members.

My team members _____

c. He couldn't find the contact number on his phone.

The contact number _____

d. Many workers suffer workplace injuries through manual lifting.

Manual lifting _____

e. We discussed a lot of potential options before we made our choice.

A lot of _____

FULL DRAFT
PREVIEW
SAMPLE

Applied and Discussion

Another important technique to use when writing reports is the correct use of **names** and **honorifics**.

In your report, you shouldn't be using the term "I" unless you are working solo, or specifically talking about yourself. This is because you are writing a group report.

Instead, you should name yourself and your team when describing 'what' each person did. If you share the same first name, clarify who by stating Mily A vs Mily Z.

"Juan was responsible for..." "Jacques saw a potential problem with the ladder..."

"Joan excelled at talking to customers by..." "Jcanye started the planning by..."

You also have to consider when to use appropriate **honorifics**. These titles include 'Mr' 'Ms' 'Miss' 'Mx' and so on for adults, clients and customers, members of the public and/or teachers. You should also clarify their role/position the first time they are mentioned. "Ms Saquio, the Foods teacher..."

You might also have to use position honorifics. 'The Managing Director'. 'The Deputy Mayor'. 'Senior Constable Pold'. 'Principal Perkins'. 'Inspector Saifwerk'.

Your teacher will give you the most appropriate advice, based on the nature of 'whom' you engaged with for your Work-Related Activity.

12.07 Graduated Assessment

AT3a Drafting the Report about our Work-Related Activity - Reporting on a small-scale work-related activity



Now is the time to start **drafting** your report. Follow this outline to organise and clarify your information. The headings are a good way to organise your information using a step-by-step process.

Your teacher might add, change or remove different sections, based on the nature of the Work-Related Activity you implemented.

Report title:	
Report is prepared for:	
Date(s) of the report:	
The author(s) of the report are:	
The purpose of this report is:	
Introduction/ background information includes:	
This report will describe:	
The report will focus specifically on:	

**FULL DRAFT
PREVIEW
SAMPLE**

Drafting the Report about our Work-Related Activity

<p>Description of the planning phase including tasks, roles and responsibilities.</p>	
<p>This was important because:</p>	
<p>Successes and challenges.</p>	

**FULL DRAFT
PREVIEW
SAMPLE**

<p>Description of the organising phase including tasks, roles and responsibilities.</p>	
<p>This was important because:</p>	
<p>Successes and challenges.</p>	

12.09 Graduated Assessment

Drafting the Report about our Work-Related Activity

Description of the **organising** phase including tasks, roles and responsibilities.

This was important because:

Successes and challenges.

Description of the **reviewing** phase including tasks, roles and responsibilities.

This was important because:

Successes and challenges.

**FULL DRAFT
PREVIEW
SAMPLE**

Drafting the Report about our Work-Related Activity

A final area of success was:	
This is important because:	
A final challenge was:	
This is important because:	
I/we would like to report that:	
It can be concluded that:	
Proposed actions to improve future work-related outcomes.	
I/we would like to acknowledge and thank:	
Sources used for the report include:	

**FULL DRAFT
PREVIEW
SAMPLE**

12.11 Communicating Effectively

Two-way process

Effective communication usually involves a two-way process.

This allows for the sharing of ideas and feedback. Working in teams can create greater involvement and improved communication, that is; **two-way communication**.

You were expected to communicate effectively for the tasks and activities that you planned and implemented as part of your Work-Related Activity.

And of course, many of you have seen the importance of effective communication in your work placements.

Now that you have to create and give a presentation, you must plan both **'what'**, and **'how'**, you are going to communicate.

You will also have to plan to make sure that **how** you communicate is suitable and effective for the **audience**. For your presentation about your Work-Related Activity, this includes planning and organising the appropriate use of communication materials, media and **ICT**.

Careful planning will help ensure that your message suits the target audience. This will enable the message to be clear **heard** and **understood**. This is also important because a key enabler of two-way communication is encouraging **questions** and getting **feedback**.

🗣️ So let's revisit the 4 key questions for **planning effective communication** that you applied to your Work-Related Activity (from Section 9).



Image: Adapted from Robert Churchill/iStock/Thinkstock

Planning Your Communication

Image: kociia/Depositphotos.com



1. What are you going to 'say'?
What is your message about?

2. How are you going to 'say' it? What methods and media will you use?

3. How will you make sure 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?

Your teacher is going to discuss the **requirements** of your **presentation** with the class. Take an active part in this discussion as it is a **two-way process**.



1. List the main points that your teacher makes about your **presentation requirements**.

Work-Related Activity - Presentation Requirements

**FULL DRAFT
PREVIEW
SAMPLE**

2. Teachers have to make many ‘presentations’ to their students every day. So you can **learn from what they do**, and also from **what they don’t do**.

Pay careful **attention** to the **techniques** that your **teacher applies** to **ensure** that they **communicate effectively**.

How does my teacher:

1. Make it clear what their message is about?	2. Use varied and appropriate methods and media to communicate?
3. Make sure that what they have communicated was suitable and effective?	4. Checked that the audience has received, understood and acted upon the message?

12.13 Communicating Effectively

Steps for effective communication

Like all skills-building activities, developing effective communication can be a step-by-step process. So there are steps that we should all take when planning and delivering communication.

1. Be **clear** in your **objective**.
2. **Plan** your **communication**.
3. Choose the most appropriate **method**, **media** 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.

For all the information in your presentation, you need to apply these 8 steps. Then, as you get better at planning and structuring your information, you will naturally start to apply many of these steps 'automatically'. So if you get it right in the beginning, your communication will naturally improve as an applied skill.

Avoiding communication mistakes

Another strategy to help us improve our communication skills is to avoid common communication mistakes that people regularly make. Your teacher will discuss these.

- So think about how you could avoid these mistakes in your presentation.

Common Communication Mistakes

⊖ Poor planning, i.e. making it up as you go along.

⊖ Not engaging the audience.

⊖ Using language and concepts the audience can't understand.

⊖ Over-relying on just one single communication method.

⊖ Inappropriate choice of language and register.

⊖ Rushing or confusing the message.

⊖ Over-relying on ICT to do the communicating for you.

⊖ Making cross-cultural communication errors.

⊖ Assuming the audience has understood the message.

⊖ Giving too much detail, long lists, too many graphics - information overload!

As a team, complete this **effective communication planner** for your **presentation**. You can also then take a **micro focus** and complete the **planner** for your **specific role** in the **presentation**. As part of this, **plan to avoid communication mistakes**.



Work-Related Activity Presentation

Team member(s): _____

Briefly, but clearly, explain what you are going to do for each of these 8 steps.

1. Be **clear** in your **objective**.

2. **Plan** your communication.

3. Choose the most appropriate **method** and **venue**.

4. Choose appropriate **timing** and a **specific time**.

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.

FULL DRAFT
PREVIEW
SAMPLE

12.15 Effective Presentations

Giving a presentation

Presentations are a vital communication tool. And with the evolution in digital communication technologies, people are making and giving more presentations than ever before.

An increasing number of people are **learning** and **working remotely**.

As a result, a lot of their communication with teachers, trainers, managers and colleagues has evolved into, what seems to be, a series of **informal** and **formal** presentations (instead of conversations).

Creating and delivering effective presentations requires the development and application of a complex range of **literacy, numeracy, personal development** and work-related skills.

Added to these skills-sets, is the requirement to have well-developed skills in the use of **ICT** to support the presentation.

Two of the most preferred presentation tools that can assist you are the old reliable **PowerPoint**, and the newer online digital design tool, **Canva**. These ICT applications are designed to enable you to create professional-looking presentations that help **engage** the **audience**.

However, like all ICT applications, they won't do the work for you. **Technology** is only a **support** tool.

Presentations are always about **people communicating** with other people.

In fact, misuse or overuse of these tools can make a presentation less engaging or more confusing.

You have all probably experienced presentations that are dull, confusing, rushed, too long - and overall seemingly just a waste of your time (not to mention the time of the presenter).

Listed opposite are the major do's and don't's to help you to plan and deliver effective ICT presentations.

These guidelines apply equally, no matter which presentation software or apps you use.



When making a presentation you need to plan carefully. You should also consider what you wear. Try to dress professionally, unlike the group making their presentation below! And none of them is facing their audience!



Image: AdamGregor/
iStock/Thinkstock

Tips for Effective ICT Presentations

ICT presentations - Do!

- ✓ Use a big font.
- ✓ Include only 3-4 main points on each slide.
- ✓ Try for no more than 10 words for each point.
- ✓ Limit the total slides, 10-15 is plenty, unless you are really breaking down the information into small bites.
- ✓ Use appropriate visuals with suitable resolution.
- ✓ Time each slide, and the overall presentation, to suit the audience.
- ✓ Make the audience focus on you, not on the slides.
- ✓ Always have a timed run-through before your real presentation.

ICT presentations - Don't!

- ✗ Don't use fancy transitions or distracting animations.
- ✗ Don't choose a template that doesn't suit the tone of the information.
- ✗ Don't use fancy fonts.
- ✗ Don't use text that is too small or crowded.
- ✗ Don't talk to the screen.
- ✗ Don't just read out what is on the slides.
- ✗ Don't jump from slide to slide too quickly or too slowly.
- ✗ Don't let your slides cause the presentation to drag on for too long.

ICT presentation common errors...

- ☹ Too many slides make a dull presentation even if you're good!
- ☹ Talk to the audience, not the screen. Again, face the audience, not the screen.
- ☹ Don't just read out what is on the slides, on the screen, or from your notes.
- ☹ Complex graphics and cute pictures don't make a presentation better. You will!
- ☹ Don't read notes from your phone - it looks very unprofessional.

Effective ICT presentations 12F

List what you consider to be the **key words** and **terms** from these pages. These will help **guide you** to create an **effective presentation**. Then you should work with your **team** to turn this into a **mind-map**, diagram, or some other **visual summary**.

12.17 Effective Presentations

Good, bad or ugly?

It is important that you realise that there might be four basic outcomes for presentations. What is also important to realise, is that it is you who has **control** over what the most likely outcome will be. (Go for number 4 of course!)

Images: Elnur_/Rawpixel/AndreyPopov/gstockstudio/Depositphotos.com

1. Good and/or interesting information, but poor presentation.

This means the audience has to do the work to recover the 'meaning'. So what's the point of having a presentation if the presenter either can't, or won't, engage with the audience to bring them along?

This is like a bad actor who butchers a good script.



2. Good presentation, but irrelevant, dull or confusing information.

This means that the performance of the presenter is strong, but they haven't put enough thought and work into what they are actually communicating. You can be as engaging as you like - but what you say needs to match that level.

This is like a good actor who can do nothing to save a bad script.



3. Poor presentation and poor information.

This normally happens when the presenter hasn't put enough time, effort and consideration into 'what' they are saying, nor into 'how' they will communicate this information. Essentially this happens as a result of a lack of planning, a lack of practising, and/or a lack of editing.

This is usually brought about by rushing the development process.



4. Good presentation and strong information.

This is what you are aiming for. But to achieve this outcome you need to put in a lot of work prior to the presentation. This involves clarifying the most important information, breaking it down into communicable 'bites', and then planning how to communicate this information most effectively.

So once again, in the development phase, you will have to plan, organise, do and review - long before you ever face an audience.



Applying presentation skills

Over the next three pages are a range of tips, techniques, skills, and strategies to make your presentation better. There's a lot of information here, so your teacher will focus on that which is most important to your requirements.

Then in your presentation team, drill-down, and choose and apply these to your own presentation about your Work-Related Activity.

Effective Presentations



Team roles

- What skills do team members bring to the presentation?
- Who will take on each role, why?
- Are responsibilities allocated fairly; or is someone 'dominating' or 'avoiding'.

Running the ICT

- Who is best for this role?
- Who takes over the ICT, when that person is presenting?
- Who will support the ICT person to deal with any issues? Always have 2 people fully trained.

Natural leader

- Is there a natural leader in the group who can lead and coordinate the presentation?
- This person might emerge through your planning process and practice runs.

Back-up and contingencies

- What if a team member is absent? Who will step-in?
- As a back-up, each person needs to know the roles and duties of another team member.
- Who will troubleshoot on the day?

Dealing with over-confidence

- Being outgoing and 'extraverted' doesn't automatically translate into a good presentation.
- 'Big talkers' need to know their script and work with others.
- They can help others build skills and confidence.

Dealing with under-confidence

- Being shy and 'introverted' doesn't mean that someone can't present well.
- 'Small talkers' can focus on their role and work with others.
- They can be helped by others to build skills and confidence.

Images and multimedia

- Who will pre-prepare, share and bring these formatted and ready to go?
- Do you need permission to use images of people, organisations, etc.?
- How close to the presentation will you need to do a test run?

Handouts, gifts, refreshments

- Will you need notes and printouts for the audience?
- Are you giving out any samples, products, or thankyou gifts to important people and dignitaries?
- Are you providing refreshments; if so who will organise and manage these manual processes?

12.19 Effective Presentations



Effective Presentations

Dressing appropriately

- ❑ What dress code is required - or is it school uniform?
- ❑ It's a work-related activity so dress semi-professionally, or as for a job interview.
- ❑ For sports-related activities, come in good quality sports gear.

Catering for diversity

- ❑ Will you need to slow or moderate your speaking and information to suit all audience members?
- ❑ Will you need an Auslan interpreter; or other guide?
- ❑ Can all people access your slides and visuals?

Structuring the presentation

- ❑ Consider how long for sections?
- ❑ Choose who is best to present each section.
- ❑ If in doubt use: welcome, introduction, up to 5 information sections, conclusion, questions, acknowledgements and thanks.

Pacing the presentation

- ❑ Always do a timed run-through to work out your timeline.
- ❑ For how long should you display slides and other visual elements for the audience?
- ❑ On the day, who will monitor and prompt speakers about 'time'?

Welcoming the audience

- ❑ What do you 'call' the audience? (Ladies and gentleman doesn't really cut it these days).
- ❑ Do important people or dignitaries need to be welcomed?
- ❑ Will you have a Welcome to Country? Who should do this as part of cultural appropriacy?

Introducing the team

- ❑ Who will do the introductions of each team member?
- ❑ Clearly but concisely explain their roles and responsibilities in the Work-Related Activity.
- ❑ Acknowledge them, and explain their roles in the presentation.

The rule of '3s'

- ❑ Try to break complex information into 3 'bites'.
- ❑ Use no more than 3 points of information on a slide.
- ❑ Include no more than 3 points, 3 facts, or 3 numbers in a sentence.

Presenting information

- ❑ Don't just read from your notes, the slides, or from your phone.
- ❑ Make summary notes in point form, with key words bolded.
- ❑ Pre-organise your notes in a large font on paper or cue cards.

Presenting numbers

- ❑ Numbers can confound so don't use more than 3 in any one sentence.
- ❑ Sometimes numbers might be better explained using tables, graphs or charts.

Using multimedia

- ❑ Always signpost a switch from talking to multimedia.
- ❑ Don't talk to the 'image' on the screen, talk to the audience.
- ❑ If needed, use a pointer to illustrate important elements.

Effective Presentations



Presentation transitions

- ❑ How will you pause to let speakers change positions and adjust microphones, etc.?
- ❑ Consider using one person to introduce each new speaker.
- ❑ Otherwise, speakers can introduce the person following them.

Supporting the speaker

- ❑ Speakers can get confused, lose their place or things can go wrong.
- ❑ Make sure that each team member is able to step-in and back-up one other team member.
- ❑ This might be a role for a team leader.

Staying professional

- ❑ Make sure your tone suits the people in the audience.
- ❑ Stay on track and stick closely to timelines.
- ❑ Pre-plan with your teacher for techniques to handle audiences who might act 'disrespectfully'.

Using humour

- ❑ A little humour can go a long way.
- ❑ If you use humour, it has to come at the appropriate time.
- ❑ Humour can be an effective way to explain any challenges or things that went wrong (as long as no harm occurred).

Inviting questions and feedback

- ❑ Will you leave questions to the end? If so someone should write these down.
- ❑ If you don't hear a question, ask the person to repeat it.
- ❑ Always consider having 2 team members handle each question; this doubles the skills!

Handling difficult questions

- ❑ If you don't understand the question, ask for clarification.
- ❑ Again consider having 2 team members handle each question.
- ❑ If you don't have an answer: "Well, that's something we will have to consider in future activities! What do you recommend?"

Thanking people and audience

- ❑ At the conclusion thank the audience and also important attendees.
- ❑ Acknowledge others who helped you out in your Work-Related Activity and supported your team.
- ❑ If relevant, present any gifts.

Closing the presentation

- ❑ Have one person bid goodbye on behalf of your team.
- ❑ If relevant, invite people to any refreshments
- ❑ If time permits, you can mingle with the audience and talk more informally! Then bump-out!

Effective presentations 12G

So much to consider! So which of these **tips** and **strategies** will you **apply**, **why** and **how**? Clarify these in your **presentation team** and make **planning notes**.

A good strategy might be to **pair up**. Each pair in the class could take 2 sets of advice, **develop** some **applied presentation strategies**, and **report back** to the class.



12.21 Graduated Assessment

AT3b Preparing the Presentation about our Work-Related Activity - Reporting on a small-scale work-related activity



Now is the time to start **drafting** and **preparing** your presentation.

Use this outline to organise and clarify your requirements. Start drafting the main information here but expand on these in your presentation teams.

Your teacher might add to these depending on the nature of your **Work-Related Activity**, and also on the requirements and scope of your **presentation**.

Work-Related Activity: Presentation Requirements

Work-Related Skills Presentation: Preparing Your Communication

- | | |
|---|---|
| 1. What are we going to say?
What is our presentation about? | 2. How are we going to 'say' it?
What methods and media will we use in our presentation? |
| 3. How will we make sure that the way we 'say' it in our presentation will be suitable and effective? | 4. How will we check that what we've 'said' in our presentation has been received and understood? |

Work-Related Skills Presentation: Effective ICT Presentations

We will make sure that we:

We will make sure that we won't:

**FULL DRAFT
PREVIEW
SAMPLE**

Work-Related Skills Presentation: Effective Presentations

Presentations strategies for our team and my specific roles in the presentation:

12.23 Module Assessment Task

AT3c Reporting and Presenting about our Work-Related Activity - Reporting on a small-scale work-related activity



Overview

For this assessment task, you are required to **report** on your **Work-Related Activity** and create and deliver a **presentation**, using digital technology, about your **Work-Related Activity**.

Part A: Prepare a report on your Work-Related Activity

1. Plan your **report structure** and report **information**.
2. Apply appropriate **conventions, tone** and **voice** for reports.
3. Describe the **planning** (and organising) processes used for the Work-Related Activity.
4. Describe the **implementation** processes used for the Work-Related Activity.
5. Summarise the **outcomes** of the Work-Related Activity.
6. **Evaluate** the **successes** and **challenges** associated with the Work-Related Activity.
7. Suggest a range of **improvement strategies** to apply to Work-Related Activity **outcomes** in the **future**.
8. Use appropriate non-text information, including **images** and **multimedia**, where appropriate.

Part B: Create and deliver a presentation about your Work-Related Activity

1. Plan your **presentation structure** and **presentation information**.
2. Apply appropriate **communication, tone** and **voice** to suit the **audience**.
3. Communicate the **planning** and **implementation** processes and actions used for the Work-Related Activity.
4. Apply appropriate skills to plan, create and deliver the presentation.
 - Applied technology and resources skills.
 - Applied collaboration and team skills.
 - Applied problem-solving skills.
 - Applied individual effectiveness and task management skills.
 - Applied team effectiveness and task management skills.
5. Apply effective **communication skills** to deliver the **presentation** to a suitable **audience**.
6. Evaluate individual and team **effectiveness**, and suggest **strategies** for future **improvement**.
7. Use appropriate visual information, including **images** and **multimedia**, where appropriate.

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Module Assessment Task 12.24

Name:	Key dates:	UNIT 2 MODULE 3		
Tasks - AT3c: Reporting and Presenting about WRS Activity	Must Do?	Due Date	Done	Level
Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part A: Reporting on the Work-Related Activity.				
1. Structure and plan the report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Apply report conventions, tone and voice.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Describe planning processes of the WRS Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Describe implementation processes of WRS Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Summarise the outcomes of the WRS Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6. Evaluate successes and challenges with the WRS Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
7. Suggest improvement strategies for the future.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
8. Use images, numerical and multimedia information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part B: Presentation about the Work-Related Activity.				
1. Plan presentation structure and presentation in my language.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Use communication tone and voice suitable for audience.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Describe planning and implementation of the WRS Activity.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Apply technology and resources skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Apply collaboration and team skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Apply problem-solving skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Apply individual effectiveness and task management skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Apply team effectiveness and task management skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Apply communication skills to deliver the presentation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6. Evaluate effectiveness; suggest strategies for improvement.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
7. Use images, numerical and multimedia information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Report and presentation.				
Draft the report, seek and apply feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Submit the final report.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Plan and test the presentation; seek and apply feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Make a presentation to a suitable audience.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

FULL DRAFT
PREVIEW
SAMPLE

12.25 Unit Review and Reflection

Review and Reflection

Which Work-Related Skills did I develop during this entire unit?

→ _____

→ _____

→ _____

How have my Work-Related Skills also helped me to improve in my personal life?

→ _____

→ _____

→ _____

How have Work-related Skills helped to improve my future career prospects?

→ _____

→ _____

→ _____

**FULL DRAFT
PREVIEW
SAMPLE**

My performance in developing my Work-Related Skills this entire unit was:

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

What were my strongest areas of performance over the entire unit? What should I work on improving?

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

Signed: _____ Date: _____

**FULL DRAFT
PREVIEW
SAMPLE**

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