

Resilience and Feedback

7

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7E	7C Model of Resilience	181	<input type="checkbox"/>	<input type="radio"/>	
7F	Resilience Doughnut	183	<input type="checkbox"/>	<input type="radio"/>	
GA1	Resilience and Feedback	184	<input type="checkbox"/>	<input type="radio"/>	

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7.01 Advice for Students - Unit 4

Welcome to your Unit 4 studies of **Careers and Employability** as part of your final semester; and what will most likely be your last few months of secondary schooling.

Throughout the year, you have investigated and demonstrated **employability skills** and **enterprising characteristics** that have helped you to develop your **work-related skills** for a range of work situations. You will continue to do this again in Unit 4 by exploring **Career knowledge and understanding** across the 5 interdependent topic areas: **Personal management**, **Learning and work exploration**, **Enterprising behaviours**, **Career building** and **The nature of work**.

So once again, be sure to apply what you are learning in the classroom to the world of work, to any **work** experience or **placements that you might be doing**, to your **VET** studies, to volunteer and community placements, as well as in other applied situations. You will also naturally apply your **transferable skills-sets** to your **career development** for work-related situations.

This coursebook has seven sections for Unit 4, and is structured as:

7. Resilience and Feedback (Primary area: Personal management).

8. Lifelong Learning (Primary areas: Learning and work exploration).

9. Enterprise Culture (Primary area: Enterprising behaviours).

10. Job Interviews (Primary area: Career building).

11. Career Building (Primary area: Career building)

12. Legislation and Employment (Primary area: The nature of work).

13. Work Conditions / Grievances (Primary area: The nature of work).

Use this coursebook by completing the tasks in the spaces and pages provided. You will also need to maintain your own **work folios** for activities given to you by your teacher. You will need to collect and keep an evidence portfolio with copies of resources, handouts, **Pathways Portfolio** documents and artefacts, and evidence of you applying **employability skills**.

Continue to think well beyond what is on these pages, to identify and explain how these topics relate to the world of work. This is vitally important in Unit 4 as you will be making **future pathways choices** such as **applying for courses** and **seeking employment**. So again take advantage of the many applied opportunities to make contact with **work-related stakeholders**, as well as your **Career Advisor**, career mentors and other **network contacts** who can help you make proactive choices for success as you transition beyond Year 12.

You might be directed to complete some or even all of these **assessment tasks**, as well as others supplied by your teacher that are more suited to your learning program. Throughout the unit, you will also be expected to complete **graduated assessment tasks**. These are not 'scored', but offer the opportunity to meet with your teacher to assess your progress, and to reflect on what actions you need to take to continue to develop your **pathways goals**, your **Pathways Portfolio**, and ultimately, your future **employability**.

Unit 4: Assessment tasks (in this resource as a guide only)		%	Due/ Done?
Investigation	AT1a: Lifelong Learning Plan p.202 and AT1b: Enterprise Culture and Being Enterprising p.224	10%	
Job application and interview	AT2: Job Interviews pp.246-7	10%	
Investigation	AT3: Employment Legislation and Grievances Procedures pp.304-6	20%	
Response	AT4: Unit test/exam set by your teacher pp.338-39	10%	

Resilience

Resilience is one of the most vital **personality traits** for maintaining a healthy life and a successful career. Resilience can be defined as the ability to **adapt** to challenging problems and situations, bounce back from **setbacks**, and keep **moving forward** despite adversity (i.e. a **growth mindset**).

We all need to be resilient because life is **unpredictable**, and **challenges**, whether **personal** or **professional**, are inevitable. Resilience helps us to cope with **stress**, overcome **obstacles** and maintain a **positive outlook**, even in difficult circumstances. It enables you to keep working towards your **goals** despite **failures**, setbacks or **hardships**.

People can demonstrate resilience in their **personal lives** by:

- ☺ **Staying positive:** Maintaining a hopeful outlook by focusing on solutions rather than dwelling on problems.
- ☺ **Learning from failures:** Seeing setbacks as opportunities for learning and growth, rather than as reasons to give up.
- ☺ **Managing stress effectively:** Developing coping strategies like mindfulness, physical activity, or hobbies, to reduce anxiety and stress and achieve work/life balance.
- ☺ **Maintaining relationships:** Getting support and advice from family, friends or mentors during tough times.

People, as **workers**, can develop resilience by:

- ☺ **Embracing change:** Being adaptable to new roles, tasks, or environments, even when the changes are unexpected.
- ☺ **Taking initiative:** Seeking solutions and tackling problems proactively, rather than waiting for others to act.
- ☺ **Building strong relationships:** Developing a support network within the workplace with colleagues or mentors.
- ☺ **Staying focused on goals:** Keeping a clear sense of purpose, and not losing sight of long-term objectives during times of uncertainty.

Young people such as yourself **finishing Year 12**, and then heading off to study and/or enter the workforce, can develop resilience by:

- ☺ **Setting realistic expectations:** Recognising that the transition from school to the next phase of life can be challenging, and that not all goals can be achieved at once.
- ☺ **Staying organised:** Managing time effectively and staying on top of commitments, whether in study or work.
- ☺ **Being proactive:** Taking initiative to explore career options, gain experience, or volunteer in the community, so as to build confidence, skills and a network for the future.
- ☺ **Seeking support:** Asking for help when needed, whether it's career advice, mental health support, or just a little bit of guidance and reassurance from family or friends.
- ☺ **Learning to deal with rejection:** Understanding that not every action and outcome will be a success, and that errors and rejection are often part of the journey to success.



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7.03 Resilience

Emotional intelligence

Emotional intelligence is a type of '**social intelligence**' that involves the ability to monitor the feelings and emotions of yourself and other people. Even though emotional intelligence is not a specific curriculum dot point for CAE, it is an important driver of resilience as part of your own **personal management**, development of **interpersonal skills**, and **career adaptability**.

Emotional intelligence relates to a person's ability to recognise and understand their own emotions by being **self-aware**, and then having the skills to effectively **manage emotions** in different situations. Well-developed emotional intelligence leads to **resilience**.

Emotional intelligence originates **internally** from within a person as part of a suite of **intrapersonal skills**. Emotional intelligence then plays out **externally** as a series of positive **interpersonal skills**.

A person with well-developed emotional intelligence is thought to be more socially competent, and more able to understand what other people do and say.

Emotionally intelligent people use this ability to develop successful relationships including work-related relationships and **collegiality**, which lead to positive outcomes for all involved. They are more likely to interact positively with friends, family, workmates, customers, clients and others with whom they may come into contact.

Modern research is showing that people, as employees in the workplace, must be more than just technically skilled. They also need to have well-developed emotional intelligence. People who have well-developed emotional intelligence are also more likely to enjoy fulfilling and balanced relationships.

Daniel Goleman, a US psychologist and author, is the pioneer of research into emotional intelligence. Goleman emphasised that well-developed **self-management** skills, as well as the ability to **relate to others**, are key aspects of emotional intelligence. According to Goleman, EI extends well beyond technical skills and traditional IQ, into five characteristics.

1. **Self-awareness:** Which involves being in touch with and understanding one's strengths and weaknesses.
2. **Empathy:** Including the ability to see things from another's perspective.
3. **Self-regulation:** Shown through exercising emotional control and balance.
4. **Motivation:** Such as maintaining an inner drive to achieve objectives.
5. **Social skills:** By communicating effectively with others.

You can demonstrate applied emotional intelligence in personal and professional situations by utilising the



strategies outlined on p.167. Doing so will help you build your resilience. How do you think you rate on these?



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Applying Emotional Intelligence

Resilience

- ⇒ In life, no-one gets their own way all the time.
- ⇒ Unpack success and apply these methods in future.
- ⇒ Treat failure as a learning experience.
- ⇒ Limit negative self-talk.
- ⇒ Seek help, advice and support.

Communication

- ⇒ People speak, listen, read and write differently.
- ⇒ Be empathetic to understand other points of view.
- ⇒ Communicate formally when required.
- ⇒ Be aware of pitfalls and hazards in digital and online communication.

Self-management

- ⇒ Clearly understand your needs.
- ⇒ Set positive and realistic limits on your behaviour.
- ⇒ Think before you act.
- ⇒ Understand how your actions could affect others.
- ⇒ Strike a balance in life to develop health and wellbeing.

Strengths-based approach

- ⇒ Focus on the positives.
- ⇒ Look for small wins as part of achieving a bigger goal.
- ⇒ Seek connections with positive and supportive people.
- ⇒ Turn pressures into opportunities by being proactive.
- ⇒ Develop a proactive action plan.

Conflict resolution

- ⇒ Clarify the true problem.
- ⇒ Don't attack or blame.
- ⇒ Explain how the actions made you feel.
- ⇒ Listen and seek common ground.
- ⇒ Negotiate and/or compromise.
- ⇒ Get help and support if needed.

Handling feedback

- ⇒ Don't take it personally, focus on the behaviour not your identity.
- ⇒ Listen actively and don't interrupt.
- ⇒ Ask questions to clarify meaning.
- ⇒ Before responding, give yourself time for processing and reflection.
- ⇒ Use feedback to improve your performance or behaviour.

Problem-solving

- ⇒ Clearly identify what the problem is.
- ⇒ Analyse why this problem is occurring.
- ⇒ Suggest possible actions/solutions.
- ⇒ Implement the best solution.
- ⇒ Monitor and adjust if needed.
- ⇒ Have back-up plans in place just in case.
- ⇒ Get feedback, advice and support from trusted people/experts.

Decision-making

- ⇒ Know the decision you need to make - what's the goal or problem?
- ⇒ Gather accurate and relevant info.
- ⇒ Consider your options: list the pros and cons.
- ⇒ Think about short, mid and long-term impacts.
- ⇒ Choose the best option based on your values and goals.
- ⇒ Review the outcomes and results, and if needed, make adjustments.

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7.05 Resilience

7A Resilience

1. In your own words, what is **resilience**?

2. Why is **resilience** important for **people** in their **personal lives**, and their **professional lives**? Give **examples** related to your **own experiences**, and for **someone** much **older** than you.

Resilience in personal life

Resilience in professional life

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3. What **actions** could **you take** to ensure that you **build** and **show resilience** in these varied **situations**?

Finishing Year 12, and then studying and/or entering the workforce.

Developing and improving and your career in 3-5 years time.

Maintaining work/life balance as your career develops.

1. In your own words, what is **emotional intelligence**?

2. Use **examples** to explain the **difference** between **interpersonal skills** and **intrapersonal skills**. Where do **your strengths** lie?

Interpersonal skills

Intrapersonal skills

3. According to **Goleman**, what are the **5 characteristics** of **emotional intelligence**? Use **examples** to explain **your strengths**, and **areas for improvement**, for each.

Emotional intelligence characteristics	My strengths	My areas for improvement

Applied: Find class members whose EI characteristics appear similar to yours, and also different from yours. How would you go in pairs/teams with them? Why so?



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7.07 Performance Feedback

Feedback on performance

Getting feedback on your performance is a natural and essential part of life. It helps you to **grow**, to **improve** and to adjust your **actions** in both personal and professional settings.

Examples of feedback can vary greatly:

⇒ **Constructive criticism:**

“You need to work more on your parallel parking before you go for your test.”

⇒ **Mildly critical with humour:**

“How would I describe your dinner? Well, the word ‘interesting’ comes to mind.”

⇒ **Sarcastic or blunt feedback:**

“You ask if I’m happy with the service - I’ll let you know when I get some.”

⇒ **Positive reinforcement with suggestions for improvement:**

“On this assessment task you scored a B. Keep going, you’re improving well.”

⇒ **Humorous but constructive:**

“Your yodelling is not for me, but on a positive note, the dog next door enjoys singing along.”



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At times, feedback (both positive and negative) can be blunt and direct, which can be jarring. Other times, feedback might be vague or filled with veiled compliments, or semi-criticism. This can leave you confused. However, the most effective feedback is feedback that is given in a **constructive**, **thoughtful**, **clear** and **supportive** manner. When delivered this way, feedback is a powerful tool to help you:

- ✓ understand what **you did well**
- ✓ identify **areas for improvement**
- ✓ take **actions** to **develop** and **grow**

Feedback in the workplace

Feedback is a natural part of a worker’s day-to-day life. Workers receive both **informal** and **formal** feedback from:

- 😊 **Supervisors and managers:** Through performance reviews, team meetings, or one-on-one check-ins.
- 😊 **Peers and colleagues:** Informal feedback in the form of discussions or peer reviews.
- 😊 **Clients and customers:** Via surveys, feedback forms or direct interactions.
- 😊 **Self-reflection:** Reflecting on your own performance, reviewing mistakes and setting new goals.

By seeking feedback regularly, you can ensure that you’re always **learning** and **adapting** to improve your **skills** and **performance**.

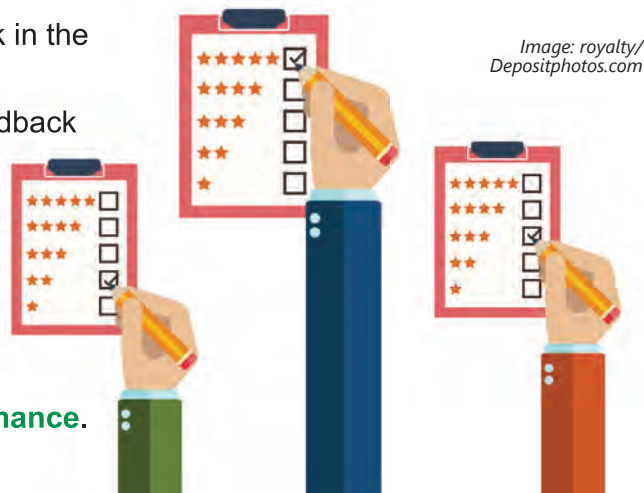


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Performance appraisal

Workers are employed to fulfil the **roles** and **responsibilities** associated with their **job description** and **job specifications**. Workers are expected to work both efficiently and effectively to achieve their work-related **goals** and **objectives**. Individual workers, work teams, work units or departments are monitored and evaluated as to their success in meeting goals and objectives as part of **performance management**.

Performance appraisal is an **evaluation** and **feedback** process that assesses whether employee performance is meeting the **goals** and **objectives** of the organisation. Performance appraisal enables an organisation to investigate employee performance in terms of its **key performance indicators (KPIs)**. Performance appraisal consists of:

- ⇒ **quantitative appraisal** and **feedback** using numerical **KPIs**, and/or
- ⇒ **qualitative appraisal** and **feedback**, using non-numerical or behavioural **KPIs**.

For example, production or service workers may have to meet a daily, weekly or monthly quota. A machine operator might have to produce a certain number of products a day, or a call-centre operator might have to achieve a set number of calls per day. These are daily productivity targets, and they are measured numerically. A customer service supervisor might have to measure monthly sales targets and monitor working hours for her team using quantitative performance management KPIs. She may also need to evaluate how effective the team is at working together and solving problems. This introduces some qualitative appraisal KPIs, which are, by their very nature, harder to judge!



Performance appraisal is about feedback and support to improve quality, and not about punishment.

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Quantitative performance appraisal

Quantitative performance appraisal focuses on evaluating the performance of employees based on numerical key performance indicators that can easily be measured, such as:

- ✓ productivity measures per unit
- ✓ meeting production targets
- ✓ minimising faults and rejects
- ✓ meeting deadlines
- ✓ achieving quotas
- ✓ meeting set internal benchmarks
- ✓ employee absenteeism
- ✓ labour turnover
- ✓ minimising costs
- ✓ maximising revenue
- ✓ measurement against external or industry-wide standards or benchmarks.

Qualitative performance appraisal

Qualitative performance appraisal focuses on evaluating the performance of employees based on non-numerical key performance indicators that reflect employee behaviours and workplace relationships. For example:

- ✓ effective teamwork
- ✓ interpersonal communication
- ✓ appropriate customer contact
- ✓ participation in training
- ✓ participation in WHS programs
- ✓ professional development
- ✓ contribution to organisational planning and policy
- ✓ use of problem-solving
- ✓ demonstrated initiative
- ✓ delivering on sustainability initiatives and many other 'behavioural' aspects.

7.09 Handling Feedback

Strategies for handling feedback on performance

Receiving feedback, whether **positive** (i.e. constructive), **negative** (also constructive), or even **criticism**, is an essential part of personal and professional **growth**. Although it can sometimes feel difficult, applying strategies to deal with feedback will help you improve and develop your **employability skills** to become a more **valuable employee**. So let's start by introducing five strategies for handling feedback.

1. Using active listening.
2. Asking clarifying questions.
3. Taking time to process emotions.
4. Analysing the feedback.
5. Developing an action plan.



1. Using active listening

What it is: Active listening means fully concentrating on what the other person is saying without interrupting, and ensuring you understand their message.

How it helps: It allows you to absorb the feedback without distraction, and shows the person giving feedback that you value their input.

How to apply it: Focus on the speaker, maintain eye contact, and avoid thinking about your response while the feedback is being given. Repeat or paraphrase the feedback to confirm your understanding. Also, look out for non-verbal cues and gestures that reinforce the verbal words.

2. Asking clarifying questions

What it is: If feedback is unclear, or if the terminology is unfamiliar, asking questions to clarify the details can help you better understand what is being communicated.

How it helps: It ensures you get the specifics of the feedback making it easier to take actionable steps.

How to apply it: Ask questions such as:

- ⇒ "Could you please explain that in a bit more detail?"
- ⇒ "Can you give me an example of how I could improve this?"
- ⇒ "What should I do differently in the future?"

3. Taking time to process emotions

What it is: At times, feedback, especially when it's critical, can trigger emotional reactions. It's important to give yourself time to process these emotions.

How it helps: Processing your emotions helps you respond more calmly and thoughtfully, rather than reacting impulsively.

How to apply it: If you feel upset or defensive, take a few moments to breathe deeply. This enables you to 'step back' from the situation and remove the concepts of 'you and me' from the feedback. Always reflect on the feedback before responding. This allows you to manage your emotions and approach the feedback more objectively.

Don't be like these guys - keep a lid on your emotions!



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4. Analysing the feedback

What it is: Once you've received the feedback, take time to reflect on it and break it down into key points.

How it helps: This helps you to understand the feedback from multiple perspectives (i.e. from a customer's or your supervisor's viewpoint). This helps you to better identify specific areas for improvement.

How to apply it: Consider the following questions when analysing feedback:

- ⇒ "What are the key points or patterns in this feedback?"
- ⇒ "What are the realities in the feedback that I can learn from?"
- ⇒ "How does this feedback relate to my performance or behaviour - now and into the future?"

5. Developing an action plan

What it is: After receiving and analysing feedback, develop a plan for how you will address the points raised.

You might do this as part of performance appraisal with the support of a manager.

How it helps: A clear action plan gives you a goal, and then concrete steps to work on. This will also help you track your progress.

How to apply it: Consider the following questions when analysing feedback:

- ⇒ Set specific, measurable and realistic goals for improvement. (SMART goals)
- ⇒ Break down your goals into smaller, manageable tasks.
- ⇒ Regularly review and adjust your plan as you make progress.

Preview Sample:

1. When do **you** get feedback? **Who** (or what) gives it, and **how** do you respond?

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2. When do **you** give feedback? To **whom** (or what), and **how** do 'they' respond?

7.11 Handling Feedback

1. Active listening in action

Active listening is a key communication skill for handling **feedback** effectively and building **resilience**. It is important to emphasise that active listening is not a theoretical concept that you have to memorise. Rather, active listening is an **applied skill** that you need to master.

When communicating, active listening not only involves hearing the words, but also interpreting the **non-verbal communication** cues of the communicator. Active listening requires you to hear what the person is saying, as well as to also notice how they are saying it. This is about matching **content** with **context**.

Sometimes words and actions match. People who do this are seen as honest, sincere and reliable. But sometimes words and actions don't match. Those people might be seen as dishonest, insincere and unreliable - even if sometimes they are totally on the level.

This means that active listening skills are important in one-to-one, work-related communication situations (such as your manager emphasising how important it is to get a big order correct); as well as in group and team work-related situations (such as your manager asking your work team to provide suggestions to improve workplace safety).



Active listening in action

You can apply three main strategies to improve your active listening skills.

a. Use your ears and eyes.

Is the person backing up what they say with how they act? Listen for voice tone, pitch and emphasis.

Pay attention to 'see' if what a person is saying verbally is matched by what their body is saying.

Gestures support what is said. Look for a 'tell'; a shifting gaze, covering their face, open or closed body language, and so on.

e.g. A worker shaking their head, with arms folded and looking down, says, "You're the boss, I fully support you". Really?

b. Using your mouth and eyes.

Don't be a silent participant in a conversation. But be careful not to dominate a conversation either. Make it a two-way exchange, or more!

Show with your face, body and words that you are taking in what they are saying. If you are unsure, ask questions to clarify.

In learning and work situations, you can even take notes.

Taking notes is a way of remembering and clarifying. In the digital age, people have forgotten the importance of writing quick summary key points. This helps to remember vital information. e.g. A 5-minute directive might be summarised as '1. Jenkins order. Must go out today.'

c. Feedback

All communication involves a sender, the message and the receiver. And effective communication should flow two ways, or more.

So feed back that you have understood. Or ask to make sure that they have understood.

Ask questions to clarify anything complex - especially lists, procedures and instructions. Read back your notes.

e.g. "So you want me to get halal sausages; not veggie burgers but vegan burgers; and enough chilli sauce to launch a rocket!"

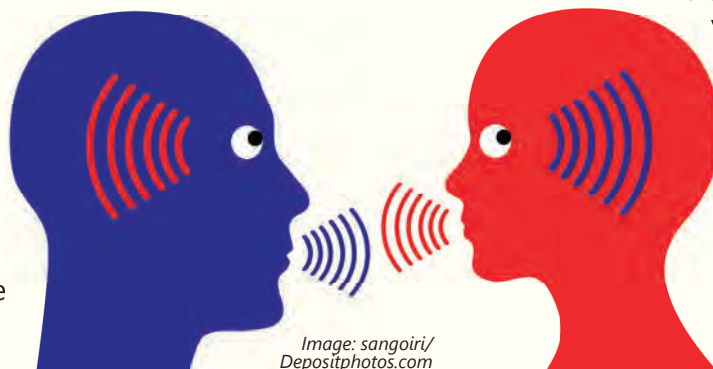


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2. Asking questions in action

One of the most alarming trends arising from contemporary communication methods is that people are increasingly becoming reluctant to ask **clarifying questions** - especially in **face-to-face communication**. This has been particularly amplified by the use of **digital communication devices**, where **tone** and **context** are more difficult to infer.

In work-related situations, you must develop both the **skills**, and the **confidence**, to ask questions to help you **clarify** and **understand directions, instructions** and **processes**, especially with regard to workplace safety.

You already know about the difference between open and closed questions.

Closed: "Do you want Pizza?" "Yes."

Open: "What do you think about a pizza for lunch?" "That would be great. I really fancy a Capricciosa with anchovies, what about you?"

Open-question techniques are very useful in workplace communication, as they encourage conversation and create opportunities for **understanding** and **collaboration**.

Like all communication, it is important to remember that the tone and phrasing of the questions can affect the response and outcome of the conversation. Open-ended questions that are neutral, non-judgmental and respectful are most effective in encouraging honest and productive communication in the workplace.

So, in class, discuss these techniques for asking open questions and how they might help workplace communication and collaboration.

Preview Sample:

Open Questioning Techniques

'What' questions

'What' questions are used to gather information and clarify understanding.

For example, "What did you mean by that?" or "What steps did you take to decide on stocking that product?"

'Why' questions

'Why' questions are useful for understanding motivation and reasoning.

For example, "Why did you pack the ute that way?" or "Why do you think that the issue of diversity is important?"

'How' questions

'How' questions help to explore processes and identify potential solutions.

For example, "How can we get this job done in time?" or "How do you think we could improve this safety process?"

'Tell me more' questions

'Tell me more' questions encourage the speaker to expand on their thoughts or share their knowledge or experience.

For example, "Tell me more about your views on this issue." or "Tell me more about laws that impact on our job."

'What if' questions

'What if' questions can be used to explore possibilities and alternatives and are a good problem-solving tool.

For example, "What if we tried a different approach?" or "What if we considered opening later and closing later?"

Note: A key element of **active listening** is to **absorb** the response, **reflect** on the response and then **act** on the response. So don't just ask one open-ended question after another, as a string of open-ended questions, one after another, could drive the other person around the bend!

7.13 Handling Feedback

3. Taking time to process emotions in action

Feedback often sparks an emotional **reaction** - and that's to be expected - because let's face it, you are being **judged**. However, managing your emotional response is a key **professional skill**. In fast-paced or high-pressure workplaces, those who can **pause**, **reflect**, and then **respond** with **composure**, are more likely to recover quickly from setbacks, build trust, and turn criticism into progress.

Taking time to process emotions helps shift your reaction into a **considered** response. This helps your reply to be **thoughtful** rather than impulsive. This also builds your **resilience** through greater **emotional intelligence**.

Because all work tasks are part of a **process**, you can also shift the language you use and hear when dealing with feedback. 'Judge' becomes 'evaluate'. 'Wrong' becomes 'not right'. 'Mistake' becomes 'error'. And 'you are...' becomes 'that is' (i.e. 'you are wrong', becomes 'that is an error').

Unprocessed emotions can lead to:

- ✖ Misunderstanding the intention or meaning of feedback.
- ✖ Snap decisions that lead to impulsive, inappropriate or incorrect decisions and actions.
- ✖ Missed opportunities to learn and improve.
- ✖ Defensive or unprofessional replies that damage relationships, or your reputation and standing.
- ✖ Ongoing stress or disengagement from work.

Preview Sample:
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Strategies to manage emotional reactions

- ✓ Pause; don't react immediately in the moment. Take a few deep breaths.
- ✓ Avoid interrupting or pushing back immediately.
- ✓ Separate the feedback from your identity. Remember, feedback is about a specific behaviour or outcome - not a personal attack.
- ✓ Reframe the situation. Ask yourself: 'What can I learn from this? Is there a useful message behind how I'm feeling?'
- ✓ Write it down. If emotions are heated, note down the feedback and revisit it later when you have a clearer head.
- ✓ Seek clarification later if needed. If something felt unfair or unclear, wait until you're calm and then seek a follow-up conversation.

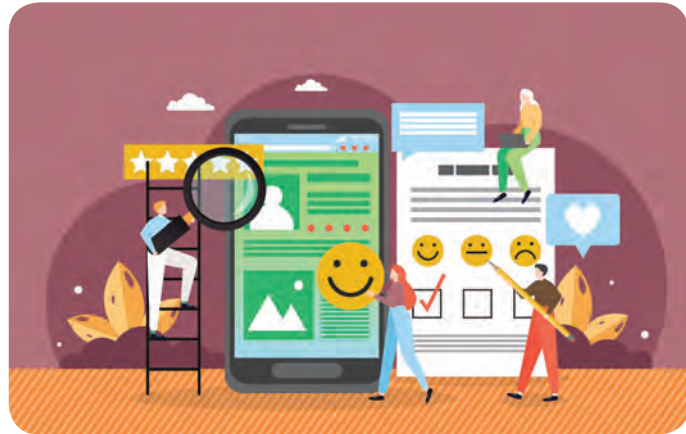
For example:

- ☹ **Feedback:** "You've been late three times this week. That's not acceptable."
- ☹ **Initial emotional reaction:** You feel embarrassed and defensive. You want to explain that the bus has been late, but you're also annoyed that the manager spoke to you in front of others.
- ☹ **Processed response (after reflection):** Later that day, you calmly ask to speak privately. You acknowledge the lateness, explain the situation, and ask whether there's flexibility to start 10 minutes later. You also commit to leaving earlier while transport is unreliable.

4. Analysing the feedback in action

Effective workers don't just hear and read **feedback**, they **examine** it by taking a closer look.

By **analysing** feedback they can look for key **messages**, spot **patterns** and uncover underlying **expectations**. They also assess whether the feedback is about a one-off issue, or if it points to an ongoing **behaviour** or performance **trend**.



In many workplaces, feedback is linked to **key performance indicators** (KPIs):

- ✓ **quantitative KPIs** (e.g. speed, accuracy, output volume, time taken, etc.)
- ✓ **qualitative KPIs** (e.g. teamwork, initiative, communication, leadership, etc.).

Analysing feedback often means identifying whether you're **meeting**, **exceeding** or **falling short** of these expected **performance standards**. This helps build **resilience**.

Preview Sample:

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Feedback comment	KPI type	What it might mean
"You've missed your delivery deadlines twice this week."	Quantitative	Time management and reliability need improvement.
"Your reports are detailed, but hard to follow."	Qualitative	Communication style needs to be clearer and more user-friendly.
"You're getting along better with the team lately."	Qualitative	Interpersonal skills, collegiality and use of feedback are improving.
"You served 20 customers today, which is well above target."	Quantitative	Excellent individual productivity as KPI exceeded.
"You need to speak up more during weekly team planning meetings."	Qualitative	Workplace participation or communication needs to improve.
"Your accuracy has improved, but you're still too slow."	Both	You've addressed one KPI (quality), but need to meet the target for efficiency.

5. Developing an action plan

Once you've processed your emotions and analysed the feedback, the next step is to decide what to do about it.

Feedback is only useful if you use it. That means turning what you've learned into a clear **plan of action**.

An action plan helps you respond constructively and take control of your development. It shows your employer that you're serious about **improving**. Whether it's improving a specific skill, correcting a behaviour, or changing how you approach tasks, a good plan breaks things down into **clear steps** you can follow to achieve **goals** and **objectives**.



7.15 Handling Feedback

5. Developing an action plan (cont.)

The **SMART goals** framework can be highly effective for turning constructive **feedback** into actionable steps for improvement. SMART goals should: be **specific**, be **measurable**, be **achievable**, be **realistic** and be **time-based** or (timely).

This goal-setting method enables you to break feedback down into clear, actionable objectives that are easy to track and achieve. By applying SMART goals as part of a step-by-step action plan, you can focus on areas for growth, track your progress, and then work proactively towards improving your skills and performance in the workplace.



SMART Goals

Specific

Situation: Sophie, 18, a casual employee at a takeaway chain, receives feedback from her manager during her performance review. The feedback is constructive but includes several areas for improvement, including, speed of service, attention to detail in order accuracy and more teamwork and communication during busy periods. In response, Sophie applies the SMART goals process.

Identify a clear and concise goal that is not vague. It should focus on what, how and who, if relevant.

e.g. "Improve my service speed, ensure accuracy in order fulfilment, and enhance communication with my team during peak hours."

Measurable

Be able to measure the achievement of the goal(s) in some way. This could be a simple yes/no or pass/fail, or by using qualitative or quantitative key performance indicators.

e.g. "I will aim to reduce my average service time per order by 30 seconds and improve order accuracy by reducing mistakes by 50% over the next month. I will actively communicate with my team during busy periods and check in weekly with my manager about my progress."

Achievable

Aim for goals that can be achieved based on skills and abilities; usually through personal and professional growth via a step-by-step progression. This might require the identification of smaller specific goals.

e.g. "I believe this goal is achievable as I can practice to refine my skills during quieter periods. I can also ask my colleagues for tips on improving communication during peak hours."

Realistic

Identify goals that not only can be achieved, but which also reflect a willingness and ability to achieve them. Whether a goal is realistic (including too easy or too hard) can depend heavily on the person's motivation and attitude.

e.g. "This goal is relevant because improving my service speed, order accuracy, and teamwork, will help me become more effective in my role, ultimately benefiting the team and improving customer satisfaction."

Time-based (timely)

Set a timeframe or deadline as part of a goal-achievement plan or strategy. This helps create focus and discipline. Clarify short, mid and long-term goals. The timeframe might also be reviewed and modified if necessary.

e.g. "I will work towards this goal over the next four weeks, with weekly check-ins with my manager to review my progress and make adjustments if needed."

Preview Sample:
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1. Outline what you think are the key **actions you could take** for handling **feedback** using each of the **5 steps**. Naturally, your teacher may have given you better and more relevant advice as well. If so, add this.
2. Describe **examples** for **each** that you either **might deal with** (or **have dealt with**).

1. Using active listening

2. Asking clarifying questions

3. Taking time to process emotions

4. Analysing the feedback

5. Developing an action plan

Other:

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Applied: Meet with your Careers Advisor, CAE teacher or an adult career mentor and ask advice on how to apply goal-setting, including SMART goals, to help plan your next career development stage.

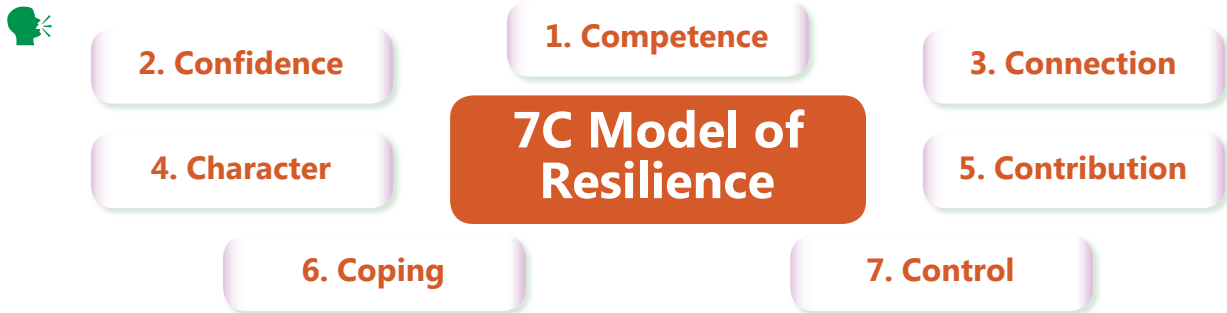
Pair up with a classmate and see if there's any general advice that you have each been given that could help the other person out. Report back to the class. There will also be more advice in the 'experiences' of other students in your class, so share and help each other out!



7.17 Resilience Models

7C Model of Resilience

There is a range of models that you can apply to help you build **resilience**. The **7C Model of Resilience**, developed by Dr. Kenneth Ginsburg, helps individuals build resilience by focusing on **seven** key components. These components are critical for developing the ability to cope with **adversity**, navigate **challenges** and **bounce back** stronger. The 7Cs are summarised below. How do these seem to you?



1. Competence

This refers to an individual's belief in their ability to handle situations effectively. It's about developing skills and confidence in one's abilities to overcome challenges. e.g. A young worker developing their customer service skills to feel more competent in their role.

2. Confidence

Confidence comes from having a sense of self-worth and a belief in one's ability to succeed. It's about maintaining a positive mindset, and trusting that you can handle adversity. e.g. A new teen worker building confidence in their ability to deal with a challenging customer.

3. Connection

Strong, supportive relationships are vital for resilience. This includes family, friends, elders, colleagues and mentors who provide emotional and practical support. e.g. Having a supportive manager or team that provides guidance and encouragement during tough times.

4. Character

Character refers to an individual's ethical values, integrity and sense of responsibility. It's about having a strong moral foundation that helps guide decisions, particularly in difficult situations. e.g. A worker showing integrity by owning up to mistakes and, rather than blaming others, seeking ways to improve.

5. Contribution

Feeling that you can contribute to your community, team, or workplace, creates a sense of purpose and value. By contributing, individuals see that their efforts make a difference. e.g. A young employee at a takeaway chain actively participating in team efforts, helping colleagues with tasks during busy hours, and contributing to a positive team environment.

6. Coping

Coping skills are crucial for managing stress and adversity. This includes practical strategies such as time management, problem-solving and emotional regulation. e.g. A worker using deep breathing techniques to stay calm during a particularly busy shift.

7. Control

Having a sense of control over one's life and decisions is a key to building resilience. This involves understanding that you have the power to make decisions and influence outcomes, even in tough situations. e.g. A teenager feeling in control by taking proactive steps to manage their time, such as balancing casual work shifts with school or TAFE.

Case study: Building resilience as a new worker



Jamal is 18 years old and in Year 12. Four weeks ago, he started working as a casual crew member at a busy fast-food outlet in his town. He works two evening shifts during the week and one full-day weekend shift. Balancing school, study and a part-time job has been a big adjustment - but Jamal is learning to build resilience using the 7Cs.

1. Competence: In his first week, Jamal struggled to remember menu items and make orders quickly. Instead of giving up, he stayed back to practise using the register and asked an experienced co-worker to quiz him. Within a few shifts, he felt more confident handling orders and taking initiative during busy periods.

2. Confidence: One evening, a customer complained loudly about getting the wrong sauce. Jamal stayed calm and apologised, then replaced the order quickly. Afterwards, his supervisor told him he'd handled it well. This boosted Jamal's confidence in dealing with difficult situations and reminded him that he was learning and improving.

3. Connection: Jamal makes an effort to chat with his teammates during breaks and always thanks others for their help. His team leader often checks in to see how school's going and gives tips on handling busy rushes. These small but consistent connections make Jamal feel supported at work.

4. Character: During one shift, Jamal accidentally dropped and stood-on a burger. Instead of trying to hide the mistake, he told his team leader and remade the order. His honesty was appreciated, and he felt good knowing he'd done the right thing, even when it was tempting to take a shortcut.

5. Contribution: Jamal noticed the bin area often got messy near the end of the night. He began emptying it without being asked, which helped the close go more smoothly for the whole team. His small effort made a big difference, and his contribution was recognised in the next team meeting.

6. Coping: In his second week, Jamal felt overwhelmed trying to finish homework after late shifts. He downloaded a study planner and began spreading tasks out across the week. He also started going for a short walk after work to wind down. These small coping strategies helped him manage stress and stay on top of school.

7. Control: Jamal realised he had the power to negotiate his work schedule. After speaking with the manager, he adjusted his shifts slightly to avoid clashing with exam preparation. Taking control of his availability made him feel more in charge of his time, and more confident balancing work and study.

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7C Model of Resilience 7E

Form into pairs and discuss Jamal's case study. Make notes in your work folios to respond to these questions. Report back to the class.

1. What did Jamal **do well**, and **why/how**?
2. What type of **support** did Jamal get, and from **whom**?
3. How did Jamal apply **effective communication**?
4. How did Jamal apply **effective initiative**?
5. How did Jamal apply **effective goal-setting**?
6. How would you describe Jamal's **level of resilience**?

Applied: What about you? Have you ever, or how would you, apply some (or even all) of the components of the 7C Model of Resilience?



7.19 Resilience Models

Resilience Doughnut

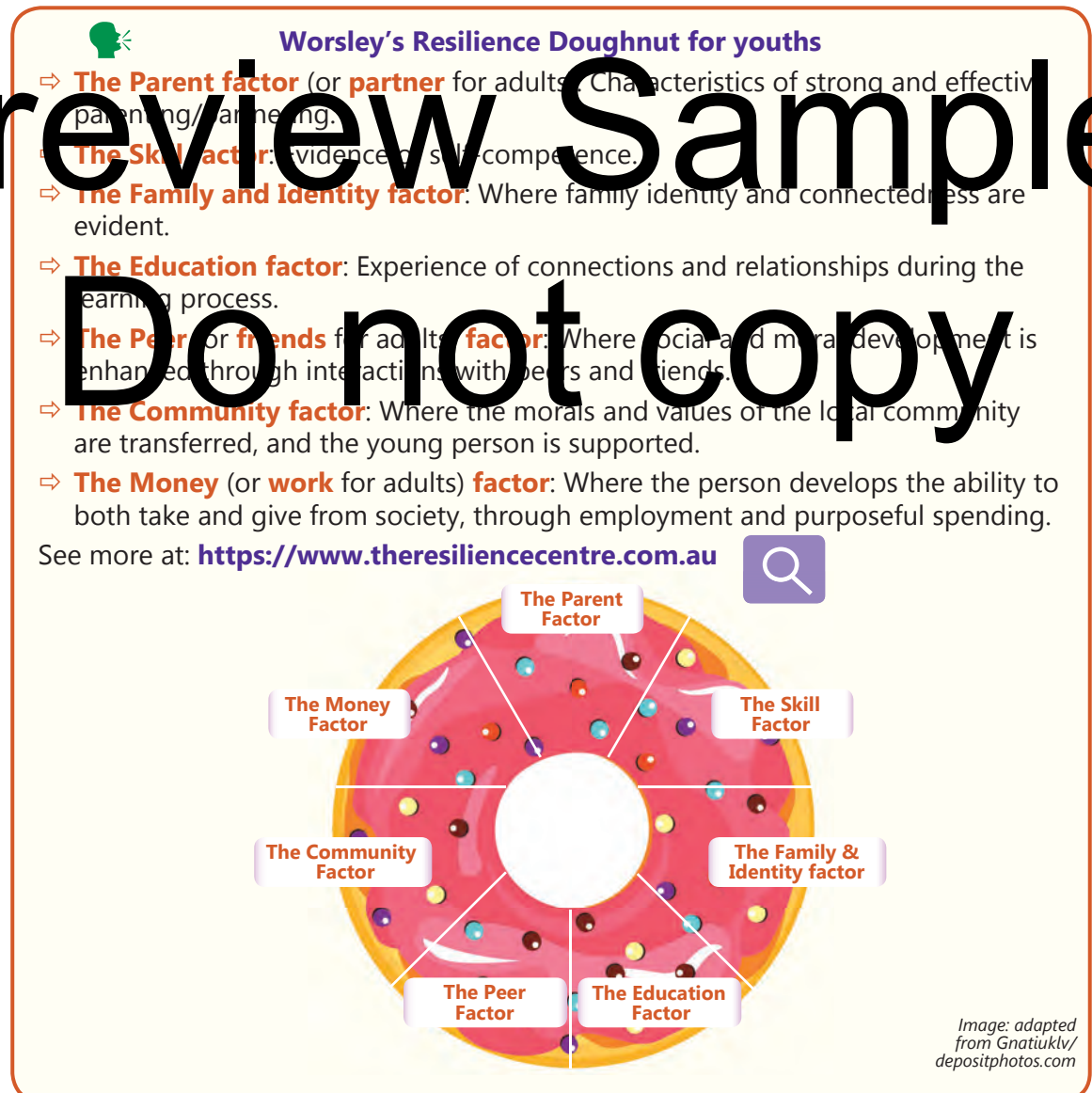
The 'Resilience Doughnut' is a concept that focuses on building resilience through the identification and strengthening of key factors that support a person's ability to **cope with challenges**. It is typically presented as a visual tool, shaped like a doughnut, with several '**ingredients**' or **factors** that contribute to resilience, placed within the circle.

Although there are many similar resilience doughnut models, an Australian model, developed by clinical psychologist Dr Lyn Worsley, is a widely applied tool in New South Wales schools. The **7-factor model** is grounded in **strengths-based** and **solution-focused** approaches, aiming to enhance **mental health** and **wellbeing**.

Your teacher will advise you of which model they will use for your teaching program.

Worsley's Resilience Doughnut

This model has **seven factors** that are **external** to the individual. These factors interact with their **internal beliefs** and **characteristics**, which are central to the model. Interestingly, resilient individuals usually have just a few of these factors working well in their lives at any one time. People don't need to be 'strong' in all factors at all times. The key is focusing on and strengthening the areas that are strong, thereby enhancing overall resilience.



1. From **Codie's case study**:

- Describe Codie's **current opportunities to build resilience**.
- Identify **actions** Codie has **already taken** that **show resilience** in action.

Codie: Resilience in Action

Codie, in Year 12 and who has just turned 18, moved to a regional town six months ago to live with their grandparents after family circumstances changed. Adjusting to a new school and community hasn't been easy. While their school offers support, Codie has mostly been finding their own way.

To gain some independence, Codie applied for a casual job at a local homewares store after seeing a 'staff wanted' sign in the window. They completed the application themselves, met with the manager, presented their portfolio documents, and were offered the job. Now three weeks in, Codie works Saturday shifts and the occasional afternoon or evening shift later in the week after school. There's no formal traineeship as Codie is learning skills on the job, with co-workers helping when they can.

At work, Codie enjoys unpacking deliveries and serving customers, but sometimes finds it hard to ask questions when unsure. They've started chatting more with regular customers and recently took the initiative to help elderly shoppers carry items to their cars. Small successes like this help Codie feel more capable.

At home, Codie's grandparents provide emotional support, but much of the daily routine, study commitments and work arrangements are up to Codie to manage. They've joined a small weekend sports club, mainly to meet people their own age.

Although Codie sometimes feels uncertain about handling everything, by earning their own money, and learning to manage work, school and friendships, Codie now feels much more adaptable, resilient and independent.

- Have a go at creating a **resilience doughnut** for Codie for **2 years in the future**.
What **other actions** could Codie take to further **enhance** their **resilience**?

Applied: What about creating a Resilience Doughnut for you now, and for 2 year's time? Working with a classmate could really help you unpack this better!



7.21 Graduated Assessment 1

GA1 Resilience and Feedback
// Personal management

For this graduated assessment task, you are going to work with a partner to develop statements that describe each other’s **resilience** and **ability to handle feedback**.



Talk with one another about when you had to **develop** and **apply resilience**; and examples of how you **dealt with feedback**. Develop concise statements that:

- a. Clearly describe your partner’s strongest traits that demonstrate **resilience in personal situations**. What actions could they take to **improve**?
- b. Clearly describe your partner’s strongest traits that demonstrate **resilience in work-related situations**. What actions could they take to **improve**?
- c. Clearly describe examples when your partner dealt with **feedback effectively**.
- d. Describe examples when your partner **could have dealt with feedback more effectively**. What actions could they take to **improve**?

Tip: Create tables to start to draft/record your information

Prepared by:	For:	Date:
Resilience in personal situations	Resilience in professional situations	Should take further actions to...
Dealt with feedback effectively by...	Could have dealt with feedback more effectively...	Should take further actions to...

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Lifelong Learning

8

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8.11 Pathways to Success	196		

Activities 8: Lifelong Learning		p.	Due date	Done	Comment
8A	Lifelong learning	189	<input type="checkbox"/>	<input type="radio"/>	
8B	Training and development	194-195	<input type="checkbox"/>	<input type="radio"/>	
8C	Pathways to success	197	<input type="checkbox"/>	<input type="radio"/>	
8D	Continuing professional development	200	<input type="checkbox"/>	<input type="radio"/>	
8E	Career development - Insights	201	<input type="checkbox"/>	<input type="radio"/>	
AT1a	Lifelong Learning Plan - My Investigation	202	<input type="checkbox"/>	<input type="radio"/>	

Comments:

8.01 Lifelong Learning

Multiple career pathways

These days, very few people experience a linear career pathway. Instead people develop multiple **career pathways**.

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

Career life cycle

As people go through different stages of their lives, they will have different **expectations** related to career development. When first starting their careers, people are likely to trade leisure time for income, and usually have limited loyalty to their employer.

As people age and develop through their lives, they might seek out more motivating, rewarding and satisfying jobs. Later in life, people might look to consolidate their careers and strike a balance between work, family and financial security.

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

And of course, the exodus continues of 'fed-up' and 'strung-out' metropolitan professionals leaving stressful roles, and moving to more 'laidback' regional settings!

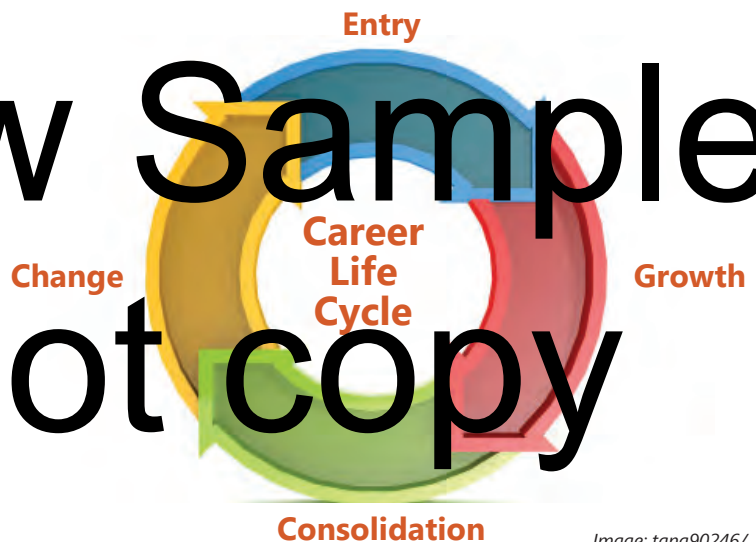


Image: tang90246/
Depositphotos.com

Career development & personal life

One of the most important ways to live a happy and healthy life is to match your personal **values** with your **career**.

An average person will spend about 40+ years of their adult life working. The demands of working life will dictate how much family, personal and leisure time is available.

You must strike a **work/life balance** between career demands and your personal life. At different stages of your life, your personal and family responsibilities will influence your ability to develop a career.

Many people develop career pathways in areas that don't suit their interests nor their values. As a result, they end up experiencing an unfulfilling work life.



Choosing a career that matches your values is likely to help you satisfy your personal goals. And that's what it's all about! Do you agree?

Learning to learn

The notion of learning to learning is a key part of career pathways development. Essentially, this involves you being more able to proactively identify potential **career development opportunities**, as well as building a suite of skills to enable you to take advantage of learning and training opportunities.

To build your career, you are expected to actively undertake lifelong learning as part of your **personal** and **professional development**.

If you take proactive steps to become better at learning to learn, then you are more likely to be **motivated**, to experience **career progression**, and to enjoy greater **job satisfaction**.

The key elements that can enhance your ability to learn are:

1. Understanding your preferred **learning styles**.
2. Being **interested** and **motivated**
3. Building your **knowledge-base** (what) and your **skills-sets** (how).
4. Adopting an **attitude** that accepts that the more learning you do, the better you will become at learning.
5. Ongoing and active **participation** in **on-the-job** and **off-the-job** **lifelong learning** and **training**.

There are many ways that we can learn and be trained to develop **employability skills** and work-related **competencies**. Combinations of these suit various people, different tasks and varied circumstances. Many of these are shown below. Which of these suits you - and can you suggest others?



Vocational training utilises a mix of learning and training methods as part of lifelong learning.

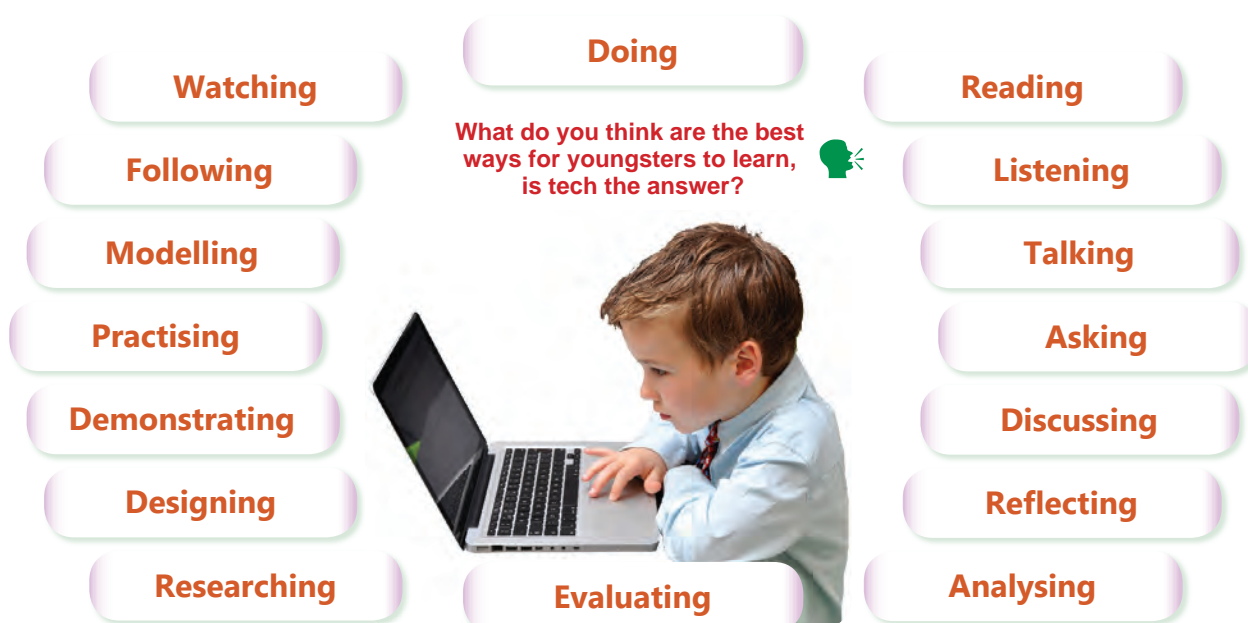
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Learning to Learn

Image: Peter Mooy/ iStock/Thinkstock



8.03 Lifelong Learning

Lifelong learning

You've probably heard this before. But the message is even more relevant for you at this point in time, now that you are actively choosing your major career direction.

If you think that when you're finished with school you're finished with learning, then think again! A successful career pathway relies on lifelong learning. **Lifelong learning** refers to all the different types of study and training you might participate in throughout your career.

You need specific **qualifications** to enter certain occupations. However, you also need to maintain and upgrade your qualifications as your career evolves. This might involve TAFE, university, professional development, industry courses, etc..

For example, an electrician will have to complete an approved **Australian Apprenticeship** in order to be qualified and enter the occupation. Electricians will then have to undertake regular training throughout their career in order to maintain their qualification and to specialise in certain areas. This training will reflect changes and developments in technology, legislation, safety and other industry issues.

An accountant will have to complete a **university** degree to be recognised as a qualified accountant. Throughout their career they will undertake more training to keep abreast of changes in taxation, superannuation and other financial and legal issues. If they want to be a qualified CPA, they will also have to undertake further intensive study.

Keep in motion!

Life never stands still! Just when you get used to something, it changes. The same goes for work. No one participating in the modern workforce can complete their initial qualification and then expect to be set up in a job for life. Career success requires employees to participate in **lifelong learning**. Advances in technology continually alter the structure of industry and the economy, and both **redundancies** and **skills shortages** can occur. As a result, workers must keep up to date with ongoing **professional development** and **training**.

Think of a motor mechanic who may have started their apprenticeship in the early 2000s. In the 25 or so years that have passed during their career, technological advancements in motor vehicles, computerised engines and EVs have drastically altered the **work skills** required of modern mechanics. And we might be talking about an employee who is only 40 years old (younger than some of your parents), and who still has more than half of their career ahead of them.

The world of work keeps evolving, and so too does the range of **skills-sets** required of workers. Workers need to upgrade their technical skills, industry-specific skills, professional skills, leadership skills and people skills.

And as we saw with the effects of the COVID-19 pandemic (remember that!), many people had to change career direction, and **up-skill** and **re-skill**, to build a new career in the altered post-pandemic world of work. Wonder how they're doing now?



Keep on training

A **successful career pathway** relies on lifelong learning. **Lifelong learning** is all the different types of **education, training** and **learning** you might complete throughout your career.

As your **career progresses** into more **senior**, responsible and complex positions, you might be faced with a **new** set of **entry-level requirements** requiring new training challenges. e.g. Many middle-level managers are sent back to **TAFE** and **uni** to undertake financial and accounting training.

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

Australian Qualifications Framework		
School	TAFE	University
		doctoral degree
		masters degree
		graduate diploma
		graduate certificate
		bachelor degree
	advanced diploma	
	diploma	
	certificate 4	
	certificate 3	
	certificate 2	
	certificate 1	
senior secondary: WACE, VCE, HSC, SACE, QCE, TCE, NTCE		

One destination, many paths

When planning your future career pathway, it is important to realise that there is more than one way to get to where you want to be in life.

Many **entry-level jobs** can be accessed via **different methods**. Sure it is easier and faster to get accepted into your chosen career straight out of school, or based on the first job that you apply for. However, most people need to take a series of **career steps** to get to where they want to be, including different **work-related training** options.

Sometimes you might experience **roadblocks** that prevent you from achieving your career goals straight away. These might include a lack of training, a lack of experience, or a lack of available jobs, including Australian Apprenticeships.

To deal with these barriers, it is vital to have a series of **pathways options**. Your options can be broadened by exploring different methods of **on-the-job** and **off-the-job formal** and **informal training** that can help you.

Lifelong learning 8A

1. What is **lifelong learning**, and why is it **important**?

2. What **learning** and **training** do you think **you will need** over the next **1-3 years**?

8.05 Training and Development

Education, training and development

Education and training are essential for developing a skilled workforce. Employees of all levels must be able to perform their job tasks effectively as collaborative workers. They also need to be well-trained and educated in the **industry-specific** and **technical skills** required in their job roles.

Flexibility and **adaptability** have never been more vital than in the contemporary world of work. Well-trained employees are usually **multi-skilled** and able to perform a variety of work tasks by being both **functionally** and **numerically flexible**.

To develop your **employability skills**, you will need to participate in education and training as part of ongoing **workplace learning**. As a result, you will become more **employable**. Doing this is part of developing a **growth mindset**.

Formal and informal education, training and development

All training and workplace learning can be classified as either formal or informal training.

On-the-job training and workplace learning usually happen at a worksite. It might be built into the regular tasks that the employee has to do. e.g. An office assistant might be expected to use the 'help' or an online tutorial to work out key functions of word-processing software. Or, they may be instructed by an experienced staff member.

Off-the-job training and workplace learning usually happen away from the worksite and may involve study for a formal qualification. e.g. The office assistant might undertake a short course in the use of Excel. Alternatively, they may be undertaking a TAFE certificate in a related field such as Business Administration. Many people go back to university later in life as they are promoted through an organisation.

Informal education and training usually occur on-the-job through supervision, mentoring, coaching, assistance, demonstration, modelling, feedback, advice and support. Informal training complements the more formal elements of education and training. It is usually directly related to how to do **job tasks** on a day-to-day basis.

Micro-credentials refer to short, focused courses, certifications or learning modules for specific skills or competencies. These are often industry-specific and targeted to meet the immediate demands of the **job role** or **labour market**. They tend to be more flexible, allowing employees to upskill or re-skill quickly. They can be earned through online platforms, training organisations, or be delivered by employers. Multiple credentials can also be combined into one 'larger' qualification.

People also learn informally in their **personal lives** by getting help from others, learning new **skills**, watching **online tutorials**, and **transferring** their personal aptitudes, skills and capabilities to work-related situations. This type of skills development, where the learner uses their own **initiative**, helps to build both tangible and intangible skills as part of a growth mindset.



Image: Monkey Business/
Depositphotos.com

Types of Training and Development



Formal training and development

- ⇒ Training that leads to certification and qualifications.
- ⇒ Formal training and development may be performed both on-the-job and off-the-job.
- ⇒ Examples include VET, TAFE, Australian Apprenticeships, university and school education, as well as specific industry and technical training, such as getting a forklift license, a 'White Card' or completing an essential online e-learning WHS induction program.

On-the-job training and development

- ⇒ Formal or informal training that takes place directly in the workplace.
- ⇒ This is usually a normal part of learning and undertaking work tasks, e.g. CBT, direct supervision, etc.

Tradies will have to undergo ongoing training throughout their careers, including all of these types of training.

Off-the-job training and development

- ⇒ This is training that takes place in a formal learning environment rather than in the 'everyday' workplace, and often leads to a certification or qualification, e.g. TAFE e-learning, etc.

Competency-based training

- ⇒ CBT is learning based on demonstrating achievement of learning outcomes by performing specified tasks. e.g. Australian Apprenticeships.

Professional development

- ⇒ Training opportunities for employees, often funded by employers to help their workers develop or up-skill so that they develop new skills and progress their careers.

Micro-credentials

- ⇒ These include short, focused courses or learning modules for specific skills or competencies. They are often industry-specific and meet the immediate needs of a job role.

Informal training and development

- ⇒ Informal education and training is training and workplace learning that doesn't directly result in a qualification.
- ⇒ However, informal education and training can be equally important in the development of tangible skills.
- ⇒ Informal training usually occurs on-the-job. This includes supervision, mentoring, day-to-day assistance, demonstration, advice and support.
- ⇒ Sometimes informal education and training involve learning to learn, which helps a person to develop their transferable skills.



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8.07 Training and Development

Industry-specific skills

As you know, **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 industry-specific skills require a worker to develop **specialised task knowledge** for occupations and work tasks directly for their industry of employment.

To successfully complete a task, a person must be **competent** in the specific requirements of that task. **Training packages** include units of competency that are developed by industry to meet the specific skill needs of that industry. For example, in the Construction industry, a roofer 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.

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 and/or scientific in nature. These include all the medical and health roles, 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 common technical **job tasks** and **operations** include these listed below. So do any of these sound like your own **personal skills, attributes** and **capabilities**?

Image: tonodiaz/
Depositphotos.com



Technical skills

- | | | |
|---|---|---|
| ⇒ Using and managing automated and mechanical processes and systems. | ⇒ Assembling inputs, components and equipment. | ⇒ Safely using powered tools, equipment and machinery. |
| ⇒ Applying physical skills, manual dexterity and eye-hand coordination to complete tasks. | ⇒ Identifying sequences, patterns and systems. | ⇒ Using analogue and digital measuring devices and tools. |
| ⇒ Knowing industry-specific technical terms. | ⇒ Developing, creating and following systems and processes. | ⇒ Using digital communication devices. |
| ⇒ Operating vehicles and mobile equipment. | ⇒ Designing, creating and making items and products. | ⇒ Following product specifications and safety guidelines. |
| ⇒ Combining ingredients, inputs and components. | ⇒ Safely using hand tools, implements and equipment. | ⇒ Mastering ethical use of Artificial Intelligence. |

Competency-based training

The most common way that people develop industry-specific skills is by undertaking vocational training.

Competency-based training (**CBT**) refers to vocational learning based on demonstrating achievement of learning outcomes by performing specified tasks.

Competency-based training is used in qualifications offered through **vocational training, VET**, apprenticeships and traineeships via the **Australian Apprenticeship** system, as well as other forms of both on-the-job and off-the-job training.

In order to successfully complete a competency-based training package, a trainee must satisfy the **learning outcomes** of that training package, similar to getting a passing grade in a WACE Unit.

Each qualification under a training package consists of a number of **units of competence**.

Under competency-based training, there is no fixed or set time for completion. Competency-based training is, in essence, **self-paced**. As the trainee completes a unit of competency, this is 'ticked-off'.



Training will take place both on-the-job, and off-the-job at 'trade school' at STAFE or RTU.

Image: Goodluz/Depositphotos.com

Training packages

Training packages are sets of nationally endorsed standards and qualifications for recognising and assessing people's skills. Training packages include the industry-specific skills required of an apprentice, or a trainee, or a student undertaking vocational learning.

A training package sets out the requirements for both on-the-job and off-the-job structured training.

Training packages include relevant **competency standards**. These describe the required skills and knowledge needed for a trainee to operate effectively in the workplace.

Competency standards in training packages are recognised Australia-wide. They form the basis of training for a specific industry.

To successfully complete a qualification, a trainee must complete all **units of competence** (core and elective) in a qualification.

This is achieved by completing all of the **elements** that make up each unit of competency; and by satisfying each of the **performance criteria** in each element.

Workplace assessors will assess your competency against the performance criteria for the elements in the training package.

Image: monkeybusiness/Depositphotos.com



8.09 Training and Development



Researching Industry-Specific Skills

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

<https://training.gov.au>



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

- ⇒ Go to **Keyword search** near the top.
- ⇒ **Enter a job name** and then **Search**.
- ⇒ From the **NRT** menu choose **Current**.
- ⇒ 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**.

8B Training and development

Preview Sample:

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2. How does **on-the-job** training usually happen? Give 2 different examples. Describe instances of **on-the-job** training **you** have **participated** in.

3. How does **off-the-job** training usually happen? Give 2 different examples. Describe instances of **off-the-job** training **you** have **participated** in.

4. Describe **employability skills** that you have developed in **non-work situations**. How **could you transfer**, or how **have you transferred**, these skills to **work-related situations**?

5. Describe **industry-specific skills** that you have developed in **non-work situations**. How **could you transfer**, or how **have you transferred**, these skills to **work-related situations**?

6. Describe **technical skills** that you have developed in **non-work situations**. How **could you transfer**, or how **have you transferred**, these skills to **work-related situations**?

Preview Sample:

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Investigation: Use <https://training.gov.au> to research a training package that matches an industry or occupation that you are interested in. Create a table using these prompts for the information you can find out.



Occupation(s)	Industry(ies)
Title, level & code	Licensing/regulatory information
Entry requirements	Packaging rules
Core units	Elective units

8.11 Pathways to Success

Pathways to Success

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

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

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

You might also be surprised to know that many adults who have been in the workforce for many years see participating in further study as an adventure and an opportunity to keep them fresh and interested in life.

So, do you think that you'd need to learn anything new to update your skills between now and 2070? That's right - 2070!

Frederica N'rkette

Frederica wasn't the most academic student at school, but she always did all her work and got her WACE, including CAE. She also completed VET Certificate 3 in Business (Office Admin).

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

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

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



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

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

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

"So you must be managing the store?"

Unfortunately, the reply was,

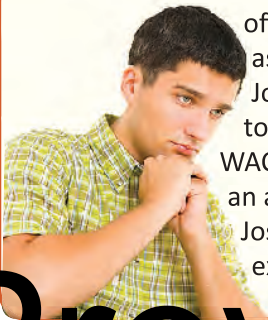
"No; I'm still only casual!"

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

Joseph Borg

Joseph didn't really mind being at school, but he didn't like the theory classes too much because he was told he had too much 'nervous energy' - anyway he would rather have been up and about, fixing things. Joseph did well in his practical classes and really wanted to be a mechanic of some sort. He studied VET Automotive as part of his WACE and enjoyed CAE, especially because the school had set it up so that he could do some workplace learning.

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



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

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

5 years later, Joseph's teacher saw him on the news as a winner of a community young leader award. Joseph was now running an organisation that was sponsored by companies to 'hot up' and modify wheelchairs for disabled kids.

Who would've thought it back when he couldn't sit still in English!

Preview Sample:

1. Describe 3 potential **benefits** of **lifelong learning** for **your own career** pathways development.

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2. Choose **one** of the 'Pathway to Success' **profiles** and then answer the following questions.
 - a. Outline the person's key **skills** and **strengths**.
 - b. List the **occupations** and **roles** that the person undertook, and identify the types of **training** they needed to complete for each of these roles.
 - c. Describe some of the **obstacles** that the person had to **overcome**. How did they deal with these?
 - d. Describe the **values** and/or the **actions** that **helped** the person to develop a successful pathway.

8.13 Continuing Professional Development

Continuing professional development

Throughout your career you will experience ongoing **on-the-job** and **off-the-job learning** and **training**. But if you want to truly leverage this **professional development** into **career** evolution and **growth**, you need to identify and consolidate the benefits that arise from your professional development. You will be better placed to develop professionally at all stages of your career, by proactively applying these five elements as part of your own career and skills growth, reflection and review.

1. Identifying personal needs

2. Planning and participating in learning opportunities

3. Reflecting on learning

4. Applying learning

5. Sharing learning with others



Continuing Professional Development

1. Identifying personal needs

Could involve: Recognising gaps in your skills, knowledge or experience that could hold you back, and deciding what you need to improve.

e.g. You realise you're struggling to use spreadsheet formulas during shift planning in a café, so you identify digital literacy as an area to build.

Why it matters: Identifying learning needs early can help you set goals, choose training that suits your path, and stay employable in a changing workforce.

How identifying personal needs might help...

- ⇒ **post-Year 12:** You realise you need better communication skills to handle customer complaints confidently.
- ⇒ **in 2–3 years, after formal training:** You identify that your leadership and delegation skills need strengthening before applying for a team leader role.
- ⇒ **5 years on:** You want to specialise in management of logistics, so you assess gaps in your data and software skills to plan your next learning steps.

2. Planning and participating in learning opportunities

Could involve: Making a plan to gain new skills, then actively taking part in training, whether it's through a course, mentoring, or learning on the job.

e.g. After feeling unsure during a heated customer complaint, you realise you need to improve your conflict resolution and communication skills.

Why it matters: Taking part in learning opportunities helps you stay current, adapt to changes, and show initiative in your own development.

How planning and participating in learning opportunities might help...

- ⇒ **post-Year 12:** You do an online conflict resolution module to prepare for casual front-line work.
- ⇒ **in 2–3 years, after formal training:** After being given more responsibility with junior staff, you complete an external workplace communication professional development program.
- ⇒ **5 years on:** You begin a part-time TAFE advanced diploma in leadership that includes managing conflict in team environments.

3. Reflecting on learning

Could involve: Thinking about what you've learned, how it went, and how this might improve your performance in the future.

e.g. After struggling to meet a deadline for a group project, you reflect on what went wrong, ask for advice on managing your time better, and plan a new approach for your next project.

Why it matters: Reflecting helps you to understand what worked, to identify knowledge and skills gaps, and how to improve how you apply your knowledge and skills.

How reflecting on learning might help...

- ⇒ **post-Year 12:** After learning to manage stress in busy situations you realise how much less-pressured your job becomes.
- ⇒ **in 2–3 years, after formal training:** You reflect on feedback from your employee evaluation, and use it to refine your approach to daily tasks.
- ⇒ **5 years on:** You look back on your career so far, and identify where further learning or upskilling could help you develop.

4. Applying learning

Could involve: Putting new knowledge, training or skills into action in real work or life situations.

e.g. After completing a first-aid course you are able to confidently assist and comfort a co-worker who has a minor injury while waiting for medical help to arrive.

Why it matters: Naturally, applying what you've learned helps build confidence, shows initiative and turns theory into practical results.

How applying learning might help...

- ⇒ **post-Year 12:** You apply what you learned in a WHS course while working on a construction site, ensuring tools are stored correctly and hazards are reported immediately.
- ⇒ **in 2–3 years, after formal training:** You use your conflict resolution training to calmly handle a difficult customer situation.
- ⇒ **5 years on:** You apply your budgeting and planning skills to manage and lead a small team through a work project.

5. Sharing learning with others

Could involve: Helping others by passing on what you've learned, either informally, or through mentoring, training or demonstration.

e.g. After learning a faster and safer way to prep vegetables during kitchen service, you show a new team member the technique - and explain how all the scraps go into making the soup special of the day!

Why it matters: Sharing knowledge supports teamwork, builds leadership skills and creates a more capable and efficient workplace.

How sharing learning with others might help...

- ⇒ **post-Year 12:** You show a new co-worker how to use the register correctly and offer tips for speeding up service.
- ⇒ **in 2–3 years, after formal training:** You mentor a first-year apprentice, and help an older colleague understand a new digital system introduced at work.
- ⇒ **5 years on:** You run a short training session to upskill your team on a new workplace app or process.

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8.15 Continuing Professional Development

8D Continuing professional development



Describe how each of the 5 elements of continuing professional development might apply to your career development. Strongly consider getting advice from your CAE teacher, Careers Advisor or a career mentor to guide you.

Could involve...	Why it matters...	How it might help...		
		Post-Year 12	In 2-3 years	In 5+ years
1. Identifying personal needs				
2. Planning and participating in learning opportunities				
3. Reflecting on learning				
4. Applying learning				
5. Sharing learning with others				

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Interview **3 workers** who are at **different stages** of their **career** (i.e. entry/still in study, mid-20s, and 30+). If you work, one of them could be you. Consider a worker who is doing (or has done) an Australian Apprenticeship if that matches your career pathways goals. Find out the information below in relation to their current employment. Ask for advice based on their career development experiences.

Worker/Job/Age	
Employer/ Worksite	
Formal qualifica- tions gained	
Education/ training prior to career	
Other training completed	
For current job...	
On-the-job training undertaken	
Off-the-job training undertaken	
Any other training/ learning e.g. PD, micro-credentials	
Qualifications gained	
Impact on career development	
What's next for them?	
Advice for you	

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8.17 Assessment Task 1a

AT1a Lifelong Learning Plan - My Investigation
// Learning and work exploration

For this Unit 4 **Investigation** assessment task, you will complete both:

- ☐ **AT1a: Lifelong Learning Plan - My Investigation** (p.202); and
- ☐ **AT1b: Enterprise Culture and Being Enterprising** (p.224).



Requirements - AT1a: Lifelong Learning Plan - My Investigation

For this assessment task, you are required to research, prepare, present and discuss a **Lifelong learning Plan**. Your teacher will outline your specific requirements and the format and dates for completion. You should combine text, image-based, diagram and varied media to set out your information and communicate your Lifelong Learning Plan.

Your **Lifelong Learning Plan** is an evolving document and should include the following.

- a. Statement of your **career pathways goals**, including **short-term**, **mid-term** and **long-term** goals.
- b. Development of an overall **action plan** including short-term, mid-term and long-term **milestones** and **timelines** for **achievement**.
- c. Outline of the **steps** needed **to achieve** your career pathways **goals**, including **timelines**.
- d. Outline of further **study**, **training** and **courses** required within each of the **timeframes**.
- e. Clarification of the **application process** for further **study**, **training** and **courses**.
- f. Clarification of potential **costs** and **fees** for further **study**, **training** and **courses**.
- g. Summary of **meeting** and **advice** from at least 2 of the following: **Careers** **adviser**, **CA** **Teacher**, **Career** **Mentor**, **family** **member**, **community** **leader**.
- h. Predict how **future** **changes** might **impact** on the **achievement** of your **goals**.
- i. Establishment of a **back-up option(s)** or a **Plan B**.
- j. Final **discussion** for **feedback** on your **Lifelong Learning Plan**. Use and apply feedback and advice to **finalise** your **Lifelong Learning Plan**.



Name: _____

Key dates: _____

UNIT 4
AT1a

AT1a: Lifelong Learning Plan - My Investigation		Must Do?	Due Date	Done	Level
a.	Career pathways goals, inc. short, mid & long-term goals.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b.	Overall action plan and timelines for achievement.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c.	Steps to achieve career pathways goals & timelines.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d.	Further study, training & courses required.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e.	Application process for further study, training and courses.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f.	Potential costs of further study, training and courses.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
g.	Summaries of advice from at least 2 people.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
h.	Future changes and how these might impact on goals.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
i.	Establishment of a back-up option.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
j.	Use and apply feedback advice to finalise your plan.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Present your final Lifelong Learning Plan (as required).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Enterprise Culture

9

9.01 Enterprise Culture	204	9.19 Enterprise Culture - Benefits.....	222
9.07 Types of Enterprise Culture	210	9.21 Assessment Task 1b	224
9.13 Successful Enterprise Cultures....	216		

Activities 9: Enterprise Culture		p.	Due date	Done	Comment
9A	Being enterprising	205	<input type="checkbox"/>	<input type="radio"/>	
9B	Enterprising characteristics	206	<input type="checkbox"/>	<input type="radio"/>	
9C	Enterprise culture	209	<input type="checkbox"/>	<input type="radio"/>	
D	Enterprising enterprise culture	211	<input type="checkbox"/>	<input type="radio"/>	
9E	Identifying enterprise culture	215	<input type="checkbox"/>	<input type="radio"/>	
9F	Successful enterprising cultures	217	<input type="checkbox"/>	<input type="radio"/>	
9G	Enterprising crossovers	221	<input type="checkbox"/>	<input type="radio"/>	
9H	Aligning values	223	<input type="checkbox"/>	<input type="radio"/>	
AT1b	Enterprise Culture and Being Enterprising - Investigation	224	<input type="checkbox"/>	<input type="radio"/>	

Comments:

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9.01 Enterprise Culture

Being enterprising

Throughout your CAE studies, you have been exposed to the term **enterprise culture**. Australia is aiming to develop an enterprise culture among its people and its businesses so as to improve **living standards** for Australians.

So just what is an enterprise culture? An enterprise culture is one that encourages and enables work-related **stakeholders** to be more enterprising. It should promote **employee communication**, involvement in **decision-making** and **problem-solving**.

An enterprise culture might also be said to be one that encourages **initiative**, fosters **innovation** and **manages risk** appropriately.

In addition, an enterprise culture should also be one that builds **resilience**, promotes **lifelong learning** and supports **skills development** and **training**.

The idea of an enterprise culture relates to the improvement of **quality** levels throughout Australia. These improvements might occur differently in diverse **work settings** in varied industries.

An enterprise culture is one in which people are able to see change as an **opportunity** to improve, rather than just as a **pressure** to survive. Any pressure can be turned into an opportunity provided adequate planning, resources and skills are used.

Think of your desire to succeed in your WACE. Sure, this can be seen as a pressure, but if you succeed, you actually have the opportunity to set up your life. If you manage this pressure, you will be well on the way to improving your own lifestyle for the future. You are helping to create an enterprise culture by setting and achieving **benchmarks**.

Australian **industry** also needs to set and achieve benchmarks so that it can develop more of an enterprise culture. This is even more important with increased **globalisation** and unpredictable external **political agendas** impacting on **international trade**.



Elements of an Enterprise Culture



In CAE General 11, you learned that, “...enterprising behaviour can be used to help us succeed in all aspects of life. The idea of being enterprising should not just be confined to the business or commercial world. Individuals can develop and apply enterprise capabilities throughout their personal, social and community lives.” p.56

1. Describe **examples** of how **you** have been **enterprising** in **personal, social, recreational, educational, community** and **work situations**. What **motivated** you to act **positively**?
2. From your **examples**, list key **words/terms** related to **you being enterprising**.

Enterprising in personal situations by:

I did this because:

Enterprising in social situations by:

I did this because:

Enterprising in recreational situations by:

I did this because:

Enterprising in educational situations by:

I did this because:

Enterprising in community situations by:

I did this because:

Enterprising in work situations by:

I did this because:

Key words/terms related to me being enterprising.

Preview Sample:
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9.03 Enterprise Culture

Enterprising characteristics

Enterprising characteristics are work-related skills that are needed for a person to become an effective employee. Sometimes you might see different lists of varied **behaviours** or **skills** that make up these enterprising capabilities. But for Careers and Employability, these main skills have been classified in six interrelated sets of enterprising characteristics.

- 1. Adaptability
- 2. Initiative
- 3. Problem-solving
- 4. Managed risk-taking
- 5. Resilience
- 6. Critical and creative thinking

You need to remember that the expected behaviours in each of these six sets of enterprising characteristics are not fixed. By their very nature, each of these sets can keep developing and evolving. Also, many of the specific enterprising characteristics and behaviours will naturally cross over into one or more of the other sets.

The other important element to understand is that people, as workers, cannot demonstrate any of these enterprising behaviours, or the **employability skills**, without applying effective **communication**, nor without developing and demonstrating the ability to **work with others**.

So which of these enterprising characteristics sound like you? And what type of behaviours, or ‘ings’ would you expect people, and workers, to do as part of their enterprising characteristics?

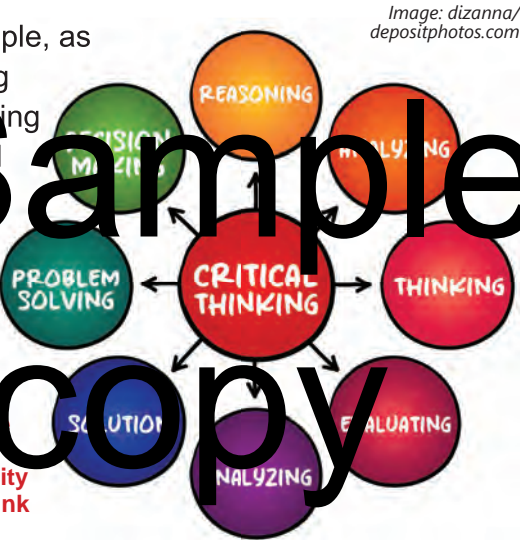


Image: dizanna/depositphotos.com

Unfortunately, the digital age and AI are stifling the ability of people to think critically.

9B Enterprising characteristics



Describe examples when **you** have demonstrated **enterprising characteristics** in **work-related situations**. How did you **know** or **learn** what to do?

Adaptability	Initiative
Problem-solving	Managed risk taking
Resilience	Critical and creative thinking

Enterprising Characteristics & Behaviours



Adaptability

Includes behaviours such as:

- ⇒ being flexible
- ⇒ learning new skills
- ⇒ developing industry-specific competencies
- ⇒ welcoming diversity
- ⇒ embracing change
- ⇒ accepting challenges
- ⇒ overcoming setbacks
- ⇒ embracing innovation

and communicating and working with others.

Initiative

Includes behaviours such as:

- ⇒ identifying opportunities
- ⇒ being proactive
- ⇒ creating ideas
- ⇒ using new technologies
- ⇒ asking questions
- ⇒ seeking feedback
- ⇒ accepting responsibility
- ⇒ developing new skills
- ⇒ pursuing innovation

and communicating and working with others.

Problem-solving

Includes behaviours such as:

- ⇒ analysing issues
- ⇒ thinking critically
- ⇒ thinking creatively
- ⇒ evaluating outcomes
- ⇒ making decisions
- ⇒ dealing with change
- ⇒ resolving conflicts
- ⇒ applying innovation

and communicating and working with others.

Managed risk taking

Includes behaviours such as:

- ⇒ identifying potential risks
- ⇒ accepting responsibility
- ⇒ planning and organising
- ⇒ managing oneself and others
- ⇒ using resources effectively
- ⇒ reviewing performance
- ⇒ developing back-up plans
- ⇒ working sustainably

and communicating and working with others.

Resilience

Includes behaviours such as:

- ⇒ building mental and emotional strength
- ⇒ maintaining a positive attitude
- ⇒ welcoming feedback and constructive criticism
- ⇒ overcoming adversity
- ⇒ dealing from setbacks
- ⇒ coping with stress effectively
- ⇒ demonstrating perseverance
- ⇒ adapting to difficult situations

and communicating and working with others.

Critical and creative thinking

Includes behaviours such as:

- ⇒ being objective
- ⇒ seeking valid viewpoints
- ⇒ researching and analysing information
- ⇒ evaluating arguments and evidence
- ⇒ making informed decisions
- ⇒ seeking creative solutions
- ⇒ generating original ideas
- ⇒ seeking diverse perspectives

and communicating and working with others.

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9.05 Enterprise Culture

Benefits of an enterprise culture

It is vital that **work-related stakeholders** behave in a more enterprising manner.

If Australian industries and work settings develop an **enterprise culture** that encourages and supports enterprising behaviour, then there should be significant direct and indirect benefits for varied types of stakeholders.

An enterprise culture that has decision-makers acting **proactively** rather than reactively, should be more responsive and able to turn pressures into opportunities.

This enterprise culture will help unite stakeholders to better achieve **quality outcomes**, and can help to boost **job satisfaction** and **employee motivation**.

This can result in a more rewarding work life for many people; as well as a higher **standard of living** within Australia.

Constraints on an enterprise culture

There are some clear constraints on the development of enterprising behaviour as part of the drive towards achieving an enterprise culture.

Change is difficult, and often those who hold **decision-making power** are reluctant to change. An investment in creating an enterprise culture may also take a long time and be costly.

Sometimes organisations and governments feel that short-term goals need to take precedence over longer-term visions. This is especially evident when economic times are tough and when the economy as a whole, or an industry, or indeed even a firm, experiences a downturn. This might hinder innovation.

Many large organisations are criticised for stifling the enterprise and innovation of their employees, due to **hierarchical management structures**, and **outdated workplace systems**, that force adherence to outdated corporate protocols.

On the other hand, small organisations are often recognised as not being able to afford to invest in the longer-term change needed to develop an enterprise culture, especially in the face of growing **competition** and **digital disruption**.

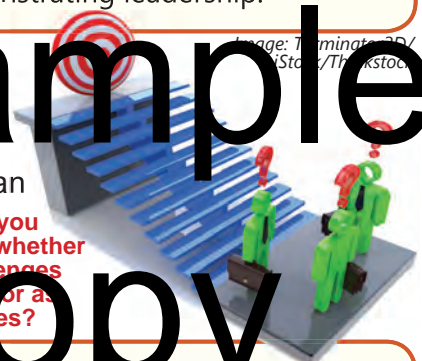
An enterprise culture is about...

- ✓ Being adaptable and flexible.
- ✓ Searching for opportunities instead of focusing on pressures.
- ✓ Being proactive rather than reactive; recognising positives rather than negatives.
- ✓ Meeting challenges by planning for change, and by managing risk.
- ✓ Welcoming diversity.
- ✓ Enhancing quality in outcomes.
- ✓ Working successfully with others.
- ✓ Acting in a socially responsible manner.
- ✓ Meeting challenges by solving problems.
- ✓ Embracing innovation.
- ✓ Developing vision and demonstrating leadership.

Which way you go depends on whether you see challenges as pressures or as opportunities?

An enterprise culture is not about...

- ✗ Taking unnecessary risks.
- ✗ Being reactive rather than proactive.
- ✗ Being resistant to change, nor promoting the need for change at all times.
- ✗ Rushing headlong into decisions.
- ✗ Settling for mediocrity.
- ✗ Being unwilling to deal with feedback.
- ✗ Being critical without being constructive.
- ✗ Fear of challenges and responsibility.
- ✗ Exploiting people and groups just to make money.
- ✗ Exploiting or degrading the environment.



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1. Fully define the term, **enterprise culture**. Include at least 5 key words/terms from pp.204-208.

2. Why is it **important** that Australian **organisations** develop an **enterprise culture**? Describe some **examples** from enterprises you are familiar with.

3. What **barriers** can prevent **organisations** from developing an **enterprise culture**? Describe some **examples** from enterprises you are familiar with.

Applied

Interview managers and owners in enterprises you are familiar with.

Share with them your definition (for CAE purposes) of an enterprise culture.

Make notes about what they say, including ways to help create an enterprise culture, as well as barriers that prevent an enterprise culture.

What advice can they offer you as a future (or current) enterprising young worker?



9.07 Types of Enterprise Culture

CAE definition of 'enterprise culture'

As you know, in Careers and Employability (CAE), the term **enterprise culture** has often been used to refer to a culture of **being enterprising** - that is, a workplace environment that encourages **initiative**, **innovation**, **problem-solving** and **proactive** attitudes.

However, the WACE Careers and Employability General Year 12 syllabus defines enterprise culture differently: *"The shared values, beliefs, attitudes, standards and behaviours that characterise a work environment."* p.26

So this CAE definition refers to the **culture of the enterprise**; i.e the workplace culture that exists within an enterprise, organisation or institution. You might have come across similar definitions before in reference to terms such as **workplace culture** or **corporate culture**.

The culture of an enterprise

The culture of an enterprise refers to its workplace culture (or corporate culture for companies - especially corporations). The enterprise culture refers to the shared **values**, **beliefs**, **behaviours** and **expectations** that shape how people interact and work together in an organisation. It's often described as, 'the way we do things around here'.

Workplace culture drives the '**personality**' of a workplace. The workplace culture is indicative of what actually happens on a day-to-day basis and gives an enterprise its '**personality**'. It includes both **formal elements** (written policies, rules, procedures and expected standards) and **informal elements** (day-to-day behaviours, attitudes and norms). The workplace culture affects everything, from how staff are treated, to levels of **decision-making** and **responsibility**, through to how **problems** are solved, and how success is **recognised** and **rewarded**.

Image: Sentavio/
depositphotos.com

A '**positive**' culture can lead to:

- ✓ Higher staff engagement and job satisfaction.
- ✓ Stronger workplace relationships and communication.
- ✓ Improved teamwork and productivity.
- ✓ Lower absenteeism and staff turnover.

A '**negative**' or toxic culture may result in:

- ✗ Poor customer service and quality.
- ✗ Miscommunication or conflict.
- ✗ Low morale and lack of motivation.
- ✗ Exploitation or unfair treatment.

Enterprise culture

So from now on, when we use the term enterprise culture, we are referring to the workplace/corporate culture, i.e. **the culture of the workplace**; and this enterprise culture may indeed be 'positive', 'negative' or even 'indifferent'.

If we want to describe the **quality** or nature of that culture, i.e. whether it supports innovation, initiative, or creativity, we will say a 'culture of being enterprising' or simply, **being enterprising**. This of course, should be reflected in **proactive** and **positive actions** and **outcomes** - or an attempt to improve in an enterprise manner.



Formal workplace culture

What? The official rules, policies, expectations and structures of the enterprise. It reflects what the organisation says it stands for.

How? Set through the corporate vision, mission statements, organisational goals, public image, codes of conduct, uniform and dress standards, safety rules, staff training, and other clearly developed and communicated policies, procedures and protocols.

e.g. i **Government department/agency** (perhaps education, health, transport, etc.)

Formal culture: Clearly defined hierarchy, public service values, documented codes of conduct, EEO and diversity policies, structured performance management, formal communication channels, clear performance appraisal.

Informal culture: May be cautious or conservative in tone. Staff may rely on unwritten rules about who can speak up in meetings, how quickly emails are expected to be answered, or how flexible work-from-home really is. 'Legacy' practices may continue despite official changes.

e.g. ii **Mining company** (perhaps firms like Rio Tinto, Fortescue, Hancock Iron Ore)

Formal culture: Strong safety protocols, induction programs, FIFO rostering, corporate branding, leadership frameworks, uniform/PPE rules, team KPIs, and clear procedures for everything from hazard reporting through to leave.

Informal culture: Culture of mateship and informal bonding, especially on site. New workers may be expected to 'prove themselves'. Jargon, banter, and humour can dominate. There's often pride in work ethic, but a quiet resistance to 'HQ' policies seen as out of touch.

e.g. iii **Local pub/bistro**

Formal culture: Basic policies for hygiene, RSL compliance, staff rosters, dress standards (e.g. black pants), patron and staff safety protocols, harassment reporting processes, customer service expectations, possibly a mission like 'great local food and friendly service'.

Informal culture: Shaped largely by team dynamics, the personality of the owner or managers, and relationships with regulars. Shift allocations, how mistakes are handled, or how people back each other up during peak times, often depend on trust and peer relationships than formal rules. Banter, humour and a spirit of mutual support are central.

Unpacking enterprise culture 9D

Discussion: Consider these statements. Make notes, discuss in pairs/small groups and then report back to the class.



- "All organisations have an enterprise culture, but that doesn't mean they have a culture of being enterprising!"
- "Don't worry about the manual. If you really want to know how things work around here, ask Barry, here's been here for 25 years."
- "The boss says we're all valued here and have a say. But although he 'hears' us, he doesn't seem to 'listen' to us."

9.09 Types of Enterprise Culture

Types of enterprise culture

Not every **workplace culture** is the same. Some cultures are relaxed and team-based. Others are fast-paced, competitive or highly structured. These differences are often shaped by the organisation's commitment to developing and enabling a culture of **being enterprising**. So a workplace culture is shaped by the shared **goals, values, leadership styles, management structures, behaviours** and ways of **working** that influence how people act at work.

Enterprise (workplace) cultures tend to fall into certain patterns and can be grouped into five main types. Each type reflects a different focus and way of getting things done. Some workplaces might strongly match one of these types, while others might combine elements of several.

In CAE General 12, you need to focus on the first four listed below (i.e. the Quinn and Cameron model). And for a true culture of being enterprising to flourish, the 5th, a meritocracy, should be prevalent in any workplace culture.

Image: Mattz90/
Depositphotos.com

1. Clan/collaborative

2. Adhocracy

3. Hierarchy

4. Market

5. Meritocracy



Preview Sample:

Types of Enterprise Culture

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1. Clan (Collaborative) culture

What it's like: Friendly, supportive and people-focused. Staff feel like they belong to a team or family. This creates a united, cooperative environment where people are more likely to help and encourage one another.

Strengths:

- 😊 Staff share a common vision and set of goals.
- 😊 Builds trust and loyalty.
- 😊 Encourages open communication with immediate feedback, advice and support.
- 😊 Can lead to lower staff turnover due to greater higher satisfaction.

Limitations:

- 😞 Relies on supportive, engaged and charismatic leaders to motivate workers and maintain momentum.
- 😞 May fail to respond to change from external influences, such as larger competitors.
- 😞 Risk of 'groupthink' mentality, whereby people go along with the majority to avoid conflict, even if they have different ideas or concerns.

Management and leadership styles: Commonly supported by charismatic and/or participative people-oriented leadership. Typically features flatter hierarchies and a team-based approach to problem-solving and decision-making.

Often found in: Small businesses, community services, child-care centres, within educational settings, and not-for-profit social enterprises.

2. Adhocracy culture

What it's like: Creative, fast-moving and dynamic. These workplaces value original thinking, risk-taking and adaptability. Staff are encouraged to experiment, explore new ideas and take initiative, even if it means challenging the usual way of doing things.

Strengths:

- ☺ Encourages innovation and entrepreneurial thinking.
- ☺ Promotes individual initiative and creativity.
- ☺ Adapts quickly to change and uncertainty.
- ☺ Often leads to the rapid development of new products, services or solutions.

Limitations:

- ☹ Can lack clear structure or consistent direction.
- ☹ Risk of wasted resources on untested or unsuccessful ideas.
- ☹ May feel unstable or chaotic for staff who prefer set routines, systems and rigid structures.
- ☹ Pressure to be constantly innovative can lead to burnout.

Management and leadership styles: Typically driven by visionary, innovative or transformational leaders who promote flexibility, experimentation and calculated risk-taking. Roles may be loosely defined. Decision-making is often decentralised. May involve a laissez-faire ('hands-off') management approach for creative or self-directed teams.

Often found in: Start-ups, tech companies, design studios, research and development teams within larger (and/or traditional) organisations, and sectors focused on emerging technologies or creative innovation.

3. Hierarchy culture

What it's like: Structured, stable and process-driven, following set procedures and clearly defined roles. Authority is organised in layers, with decision-making flowing from the top down. Staff are expected to follow rules and meet established standards.

Strengths:

- ☺ Provides consistency and clear expectations.
- ☺ Reduces risks through clear policies, procedures and strong compliance systems.
- ☺ Supports accountability and detailed record-keeping.
- ☺ Efficient for managing large, complex or safety-critical operations.

Limitations:

- ☹ Can be slow to change, or to respond to new ideas or emerging social trends.
- ☹ Risk of staff feeling restricted, undervalued or disempowered.
- ☹ Innovation may be discouraged if it challenges the status quo.
- ☹ Decision-making can be delayed by bureaucracy and multiple approval levels.

Management and leadership styles: Typically characterised by formal leadership structures and many levels of management authority (which may be authoritarian or even dictatorial). Leadership tends to be top-down, focusing on control, supervision and meeting organisational standards. Managers are responsible for planning, coordinating and enforcing rules, while workers are expected to perform their roles in strict accordance with established rules and processes.

Often found in: Government departments, hospitals, higher education, transport authorities, financial institutions, military, emergency services and other large organisations with strong regulatory, safety or accountability requirements.

Preview Sample:

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9.11 Types of Enterprise Culture

4. Market culture

What it's like: Competitive, goal-oriented and driven by results. These workplaces focus on measurable performance, productivity and outcomes. Staff are expected to meet targets, to work efficiently, and to contribute to the organisation's success in the market.

Strengths:

- ☺ Motivates staff to perform at a high level.
- ☺ Focuses on achieving goals, targets and key results.
- ☺ Encourages accountability and productivity.
- ☺ Responsive to customer needs and competitive pressures.

Limitations:

- ☹ High pressure to meet performance expectations can lead to stress or burnout.
- ☹ Collaboration and staff wellbeing may be overlooked.
- ☹ Can create internal competition that undermines true teamwork.
- ☹ Short-term outcomes may be prioritised over long-term planning.

Management and leadership styles: Often led by performance-driven leaders who emphasise targets, efficiency and competition (through charisma or persuasion). Managers may adopt transactional or directive leadership styles, using KPIs, rewards and performance reviews to motivate staff. Results are the priority, so underperformance is not easily tolerated.

Often found in: Private-sector corporations, commercial sales environments, real estate agencies, advertising firms, law and consultancy firms, and any workplace focused on profitability, market share or high status outcomes.

5. Meritocracy culture

What it's like: Achievement-focused and performance-based. In these workplaces, individuals are recognised and rewarded for their talent, skills, effort and results – not just their position, experience or connections. Staff are expected to continually improve and take responsibility for their own development and performance.

Strengths:

- ☺ Rewards hard work, capability and results.
- ☺ Encourages continual learning, improvement and high performance.
- ☺ Can attract and retain ambitious, talented individuals.
- ☺ Builds a culture of fairness based on achievement rather than favouritism.

Limitations:

- ☹ Can become overly competitive or individualistic.
- ☹ May undervalue collaboration or non-measurable (i.e. qualitative) contributions.
- ☹ Success may favour those who are already confident or well-resourced.
- ☹ Not all roles or outcomes are easily measurable, which can lead to perceived unfairness.

Management and leadership styles: Typically led by outcome-focused leaders who support continuous improvement, skills development and performance benchmarking. Managers may adopt coaching or mentoring roles, but also expect self-motivation and accountability. Promotions, recognition and opportunities are based on merit; and not simply due to tenure or the hierarchy.

Often found in: Any type of for-profit or not-for-profit enterprise that is encouraging and enabling a true 'enterprise culture' that recognises and rewards individual achievement.

Match each statement that describes workplace **behaviours**, **attitudes** or **culture**, to the most likely **type** of **enterprise culture**. How would **you** feel about each, as a **worker** in that **enterprise**?

'Culture' statement	Enterprise culture type	How would you feel as a worker?
"We're encouraged to share ideas and challenge how things are usually done - even if it doesn't always work out."		
"I know exactly who I report to, and there's a clear process for everything, from applying for leave to performance reviews."		
"Our team celebrates people's achievements, so it's vital that we all contribute to shared goals and support one another."		
"Targets are everything here. If you don't hit your KPIs, you won't last long."		
"Everyone has the chance to shine, but it depends on what you actually achieve, and not on who you know."		
"Our manager is more of a mentor. We're encouraged to keep learning and improving our skills."		
"Creativity is part of the job. We're expected to try new ideas and adapt fast when something isn't working."		
"We don't always agree, but we respect each other and work things out together as it's very team-focused."		
"Most decisions come from the big bosses at the top, and it's expected that staff follow set procedures."		
"The workplace is very competitive; it's about winning clients, growing profits and being seen as the best."		

Applied

Which elements from those 5 types of enterprise culture, most reflect what having an enterprise culture actually means? Include some examples of a true 'enterprise culture' from enterprises with which you are familiar.

Draft some ideas, then work in groups. Feed back to the class, and discuss and refine your responses.



9.13 Successful Enterprise Cultures

Characteristics of successful enterprise cultures

You may have already explored what it means to be enterprising, such as showing **initiative**, **solving problems**, **managing risk** and being **adaptable**. These **behaviours** are valuable in any workplace, and they're a vital part of your own **personal** and **career development** (hence the **employability** part of this subject's title).

But what about the culture of the workplace itself? A **culture of enterprise** is about the **attitudes** and **behaviours** of **individuals** and people as **workers**, i.e. people **being enterprising** in the way they **work** and respond to **challenges**.

An **enterprise culture**, on the other hand, refers to the overall **environment** of a workplace or organisation. It's the shared **values**, beliefs, systems and behaviours that support and encourage people to be enterprising together. In other words, it's 'the way we do things around here'.

Now whether that workplace culture supports growth, innovation and improvement, depends on a range of characteristics relating to being enterprising.

A successful enterprise culture not only encourages individuals to be enterprising. It must proactively create the conditions where this can happen and thrive.

A successful enterprise culture helps people feel supported, trusted and motivated to do their **best**, learn from **setbacks** and keep **improving**.

While successful enterprise cultures can look different across industries and types of organisation, most of them have these key characteristics outlined below. These characteristics help workplaces stay **competitive**, **responsible**, and **responsive to change**, whether they are large or small, for-profit or not-for-profit, private sector or public sector. (Note: The seven characteristics are explored in full on pp.218-221).

Preview Sample:



Characteristics of Successful Enterprise Cultures

Vision

A clear sense of purpose, goals and long-term direction.

(Work) Practices

Systems, processes and routines that reflect values in action.

Innovation

Encouraging fresh ideas and creative problem-solving.



Values

Shared beliefs and purpose that shape behaviours.

Training and education
Building skills, confidence and adaptability through lifelong learning.

Leadership

Positive role modelling, guidance, mentoring and support and feedback.

A culture of continuous improvement
Learning from feedback and striving to do better.

Image: iqoncept/
Depositphotos.com

1. **Match** each of the **7 characteristics** of **successful enterprise cultures** to the most suitable **statement** below. (Explained fully on pp.218-221).
2. Describe an **example** for each of how **you**, as a **worker**, might **experience** this occurring within a **culture of enterprise**.

Statement	Characteristic	How might you experience this as a worker?
"We don't wait for someone else to solve the problem, we try something new and learn as we go."		
"We're always looking for ways to do things better, each win, or each setback, is a learning opportunity."		
"We treat each other and our customers the way we say we will; with respect, fairness and care."		
"Our managers consult and listen, set goals, and then bring their people along with them."		
"Our work systems and daily routines reflect what we stand for - tools for the achievement of quality outcomes."		
"We support ongoing professional development and learning at every level from newcomers to team leaders."		
"We know what we're aiming for and how our work roles help get us there."		

3. Listed on p.204 are many other **elements** that influence an **enterprise culture**. Choose **4** that are different from the 7 characteristics on p.216. For each one, explain how this **would** help/**does** help to create a **culture of enterprise** in **workplaces** with which you are **familiar**.

9.15 Successful Enterprise Cultures

Characteristics of Successful Enterprise Cultures

1. Vision

A clear and shared understanding of what the organisation wants to achieve in the long term. It helps staff understand what they are working toward and why. A clear vision unites efforts and encourages forward-thinking.

Enterprising outcomes:

- ✓ Inspires purpose and commitment among staff.
- ✓ Helps align daily decisions with broader goals.
- ✓ Builds long-term direction and focus.
- ✓ Encourages innovation tied to a clear purpose.

For example

- ⇒ **Large enterprise:** A national transport company works toward 'zero-emissions freight by 2040'.
- ⇒ **Small enterprise:** A landscaping business aims to 'create sustainable, low-water, native gardens for WA homes'.
- ⇒ **Small social enterprise:** A youth arts project aims to 'give young people a voice through community storytelling'.
- ⇒ **Large gov't/not-for-profit:** A state health department aims to 'deliver equitable care for all Western Australians'.



Image: yusef147/
Depositphotos.com

2. Values

The shared beliefs and ethical principles that guide how people behave, make decisions and treat one another at work. Clear values shape the workplace culture; they build trust, and support consistent expectations, even under pressure.

Enterprising outcomes:

- ✓ Builds a respectful and ethical workplace.
- ✓ Supports consistent and fair decision-making.
- ✓ Strengthens teamwork and cooperation.
- ✓ Encourages integrity and accountability.

For example

- ⇒ **Large enterprise:** A major bank promotes values like 'integrity, accountability and inclusion' across all levels of service.
- ⇒ **Small enterprise:** A local bakery values 'honesty, freshness and friendly service', and trains staff accordingly.
- ⇒ **Small social enterprise:** An Indigenous arts collective values 'cultural integrity and community benefit'.
- ⇒ **Large gov't/not-for-profit:** The fire and emergency services department might promote 'courage, compassion, integrity and accountability'.

Values drive all actions and work practices.



Image: garagestock/
Depositphotos.com

3. (Work) Practices

The daily routines, systems, processes and behaviours that reflect the organisation's values in action. Effective work practices help ensure that everyone understands how things are done, what is expected of them, and how they can contribute to shared goals. They create consistency and reduce misunderstandings in day-to-day work.

Enterprising outcomes:

- ✓ Encourages consistency and fairness.
- ✓ Promotes collaboration and accountability.
- ✓ Translates vision and values into daily action.
- ✓ Supports efficiency and clarity.

For example

- ⇒ **Large enterprise:** A hospital conducts daily team 'huddles' to coordinate patient care, and respond to emerging care needs.
- ⇒ **Small enterprise:** An independent mechanic uses online bookings and checklists to deliver reliable customer service.
- ⇒ **Small social enterprise:** A food rescue group uses scheduled shifts and food safety checklists to coordinate volunteers.
- ⇒ **Large gov't/not-for-profit:** A large secondary school runs weekly collaborative planning sessions for teachers.

4. Training and education

A commitment to learning at all levels of the organisation. Ongoing training and professional development helps workers build new skills, grow in confidence, and adapt to changing demands or emerging technologies.

Enterprising outcomes:

- ✓ Builds confidence and capability.
- ✓ Increases adaptability and readiness for change.
- ✓ Supports job satisfaction and staff development.
- ✓ Encourages lifelong learning.

For example

- ⇒ **Large enterprise:** A mining company offers regular training in safety systems, leadership and technical upgrades.
- ⇒ **Small enterprise:** A boutique retailer trains school-leavers in sales, stock handling and customer engagement.
- ⇒ **Small social enterprise:** A wildlife sanctuary teaches volunteers animal care, safety and visitor communication.
- ⇒ **Large gov't/not-for-profit:** A government disability service trains support workers in trauma-informed care and digital reporting tools.

Bringing the new office trainees out into the field as part of their induction training enables them to see how the technical processes really operate.



Image: Goodluz/
Depositphotos.com

Preview Sample:
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9.17 Successful Enterprise Cultures

5. Innovation

A willingness to try and/or develop new ideas, tools or methods to improve how things are done. Innovation extends beyond new technologies and can include products, services, processes (including management and team decision-making), problem-solving approaches and other workplace practices.

Enterprising outcomes:

- ✓ Sparks creative thinking and initiative.
- ✓ Helps organisations stay relevant and competitive.
- ✓ Encourages problem-solving across all levels.
- ✓ Builds resilience and adaptability in changing conditions.

For example

- ⇒ **Large enterprise:** A supermarket chain trials AI stock systems to reduce waste and to better predict demand.
- ⇒ **Small enterprise:** A café introduces mobile ordering and a bring-your-own-cup discount system.
- ⇒ **Small social enterprise:** A refugee migrant sewing group starts selling products online via a custom-designed website.
- ⇒ **Large gov't/not-for-profit:** A public library network introduces 24/7 smart lockers for book pickup in remote communities.

Image: alphaspirt/
Depositphotos.com

Staff can be the most valuable source of new ideas as they are the ones doing the 'work'.



Leaders model behaviours, set direction and support others. Effective leadership builds trust, encourages initiative and helps people stay focused, especially during periods of change or pressure.

Enterprising outcomes:

- ✓ Builds trust and team confidence.
- ✓ Encourages initiative and responsibility.
- ✓ Supports effective communication and direction.
- ✓ Helps staff develop and grow.

For example

- ⇒ **Large enterprise:** A tech company CEO hosts monthly Q&A forums with staff across varied departments.
- ⇒ **Small enterprise:** A local electrician mentors apprentices and encourages feedback and independent decision-making.
- ⇒ **Small social enterprise:** A Men's Shed leader rotates project leadership to give volunteers shared responsibility.
- ⇒ **Large gov't/not-for-profit:** A regional hospital director visits teams regularly, and invites input into service reviews.

Image: photography33/
Depositphotos.com



7. A culture of continuous improvement

An ongoing commitment to learning from experience, listening to feedback, and making changes (even small ones), that improve the quality of work, strengthen performance and lead to better outcomes over time.

Enterprising outcomes:

- ✓ Encourages learning from mistakes and feedback.
- ✓ Supports reflection, problem-solving and goal-setting.
- ✓ Builds workplace pride, adaptability and progression.
- ✓ Improves the quality of work and output across all levels.

For example

- ⇒ **Large enterprise:** A construction firm rewards staff suggestions that lead to efficiency or safety gains.
- ⇒ **Small enterprise:** A florist reviews seasonal sales and customer requests to refine stock and display choices.
- ⇒ **Small social enterprise:** A community kitchen updates meal plans and volunteer rosters based on feedback.
- ⇒ **Large gov't/not-for-profit:** A state health agency adjusts vaccination outreach based on survey data from regional communities.

Total quality management is a cornerstone of a culture of continuous improvement.



Preview Sample: Enterprising Crossovers 9G

Successful application of **enterprising characteristics** doesn't just happen in a vacuum. Describe how these combinations 'work' together. Add 2 more combos.

Leadership & Vision	Continuous improvement & Innovation
Values & Training and education & (Work) Practices	Vision & Innovation & Training and education

9.19 Enterprise Culture - Benefits

When personal values and enterprise culture align

Now that you have explored the concept of an **enterprise (workplace) culture**, and investigated what organisations should do to act in an **enterprising way**, it is important to understand that there are clear **benefits** when an **individual's values** are **aligned** with the **values** represented by an **organisation's** enterprise culture.

A strong enterprise culture doesn't just help organisations succeed, it also **supports** the people who work there. When a person's own values align with the enterprise culture of their workplace, especially if that culture is acting in an enterprising manner, the benefits can be significant and ongoing. Values alignment creates a sense of **purpose**, **trust** and shared **direction**. It encourages workers at all levels to strive for **continuous improvement**. It also means that the organisation is more likely to attract and retain like-minded **stakeholders** who will work **proactively** to achieve **success**.

So let's explore these benefits in relation to three key enterprising outcomes.

1. Enhanced motivation and engagement

When workers believe in the **vision** and **values** of their enterprise, they are more likely to:

- ✓ feel connected to their work and take pride in their role
- ✓ try harder to solve problems and improve quality outcomes
- ✓ stay focused and committed even during busy or challenging periods
- ✓ be engaged and willing to undertake lifelong learning, and
- ✓ be a more valuable employee with greater likelihood of career growth and promotion.

For example, a young community services worker who values inclusion and support, will embrace the responsibility and respect that comes from working in a team that shares those same goals, as well as one that celebrates client success stories.

2. Improved wellbeing

A positive alignment between individual values and the enterprise culture creates a more **supportive**, **respectful** and **safe work environment**. This can:

- ✓ reduce stress and conflict
- ✓ lead to improved physical and mental health and safety outcomes
- ✓ boost morale and job satisfaction
- ✓ support stronger relationships with colleagues and leaders, and
- ✓ build meaning and self-respect.

For example: A retail worker who values teamwork and a bit of banter, feels more confident and relaxed in a store where staff back each other up, have light and funny chats, and celebrate wins together.



Image: semisatch/Depositphotos.com



Image: Krakenimages.com/Depositphotos.com

3. Ethical decision-making

When the enterprise culture supports **integrity**, and staff feel that their own values are **respected**, they are more likely to:

- ✓ act responsibly and honestly, even under pressure
- ✓ speak up about unfair, unsafe or unethical behaviour
- ✓ make decisions that consider both results and impact on others
- ✓ act in a manner to accept and embrace diversity, and
- ✓ carry out their work roles in a more ethically, socially and environmentally-responsible manner.

For example, an apprentice tradie feels confident reporting a safety concern because the workplace's culture supports speaking up and learning from mistakes - and not hiding them.

So let's conclude by emphasising that when people feel they belong, they tend to do their best work. That's why being enterprising isn't just about processes, systems, goals, KPIs and outcomes. Rather, it's about vision, shared values, empowerment, relationships and engagement, i.e. a culture of enterprising leadership.

Aligning values 9H

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1. Why is it important to align personal values with those of the enterprise culture?
2. Use **examples** to describe how **your personal values** could (or do) **align** with those of the **culture** of an **enterprise** in which **you** are (or might be) **employed**.
3. What could **you**, and/or the **enterprise**, **change**, to **better align values**?

Motivation & engagement

Improved wellbeing

Ethical decision-making

9.21 Assessment Task 1b

AT1b Enterprise Culture and Being Enterprising - Investigation // Enterprising behaviours

For this Unit 4 **Investigation** assessment task, you will complete both:

- ☐ **AT1b: Enterprise Culture and Being Enterprising**, (p.224) and
- ☐ **AT1a: Lifelong Learning Plan - My Investigation** (from p.202).

Requirements: Enterprise Culture and Being Enterprising

For this part **(1b)** of the assessment task, you are required to:

- a.** Describe the basic **types** of **enterprise** (workplace) **cultures**.
- b.** Outline the **characteristics** of **successful enterprise cultures** (i.e. being enterprising).
- c.** Explain the **type** of **enterprise** (workplace) **culture(s)** **you** would **prefer** to be aligned with and why.
- d.** Investigate an **enterprise/workplace** you are familiar with, and describe **characteristics** of its **culture** that show it is successfully **being enterprising**.

Your teacher will outline your specific requirements, the format, and dates for completion. You should consider combining text, image-based, diagram and varied media to set out your information and communicate your investigation.

Name: _____

Key dates: _____

Unit 4
AT1b

AT1b: Enterprise Culture and Being Enterprising	Must Do?	Due Date	Done	Level
a. Describe types of enterprise (workplace) cultures.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Outline characteristics of successful enterprise cultures.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Explain type of enterprise culture I would prefer.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Investigate enterprise/workplace and describe characteristics of it successfully being enterprising.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Undertake suitable applied investigation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate use of resources, including ICT.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Finalise and submit my investigation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
🧠 Present or report to my teacher or the class (if required).	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Additional information:

Signed: _____

Date: _____

Job Interviews

10

10.01 Job Interviews	226	10.17 Job Interviews - Preparing.....	242
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10.13 Job Interviews - SAO/STAR	238		

Activities 10: Job Interviews	p.	Due date	Done	Comment
10A Job interviews	227	<input type="checkbox"/>	<input type="radio"/>	
10B Interview types	229	<input type="checkbox"/>	<input type="radio"/>	
10C Interviews	232-233	<input type="checkbox"/>	<input type="radio"/>	
10D Common questions	235	<input type="checkbox"/>	<input type="radio"/>	
10E Answering questions	237	<input type="checkbox"/>	<input type="radio"/>	
10F Interviews - SAO	239	<input type="checkbox"/>	<input type="radio"/>	
10G Preparing SAO responses	241	<input type="checkbox"/>	<input type="radio"/>	
10H Preparing for interviews	243	<input type="checkbox"/>	<input type="radio"/>	
10I Interview advice	244-245	<input type="checkbox"/>	<input type="radio"/>	
AT2 Job Interview	246-248	<input type="checkbox"/>	<input type="radio"/>	

Comments:

10.01 Job Interviews

Job interviews

A job interview is a formal **meeting** (although for micro firms it might be more informal) between a **job-seeker** and a potential **employer** to assess the applicant's **qualifications**, **skills**, **experience**, and **suitability** for a specific job position. It is a critical step in the hiring process and serves several important purposes.

Employers use interviews to assess a candidate's **abilities**, **personality**, and their fit for the **organisation**, the **role** and the **workplace culture**.

Job interviews also enable candidates to **learn** more about the job, values, culture and expectations, especially by **asking questions** about the role and the organisation.

As a **selection** tool, job interviews help employers **evaluate** and **choose** the most qualified and suitable candidate for the job.

Job interviews are important because they help employers make informed hiring decisions, and they assist job-seekers to gain employment that aligns with their skills and career goals.

The interview

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

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

The type of interview and number of interviewers vary depending on the job you are going for. There are three main types of interviews, which are fully discussed on pp.228-229. Have you ever participated in any of these? And if so, how did you go?

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



Your body language is vitally important, even while you are waiting. So get your bearing right - unlike poor Agnes here who is letting the anxiety of the situation overwhelm her too much.

Image: photographie.eu/
[Depositphotos.com](https://depositphotos.com)



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

Image: Photos.com

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Interview formats

The format of interviews can also vary, especially in the age of digital communication. Interviews might be conducted:

- ⇒ in-person, **face-to-face**
- ⇒ **online via video** such as Zoom or FaceTime
- ⇒ **over the phone**
- ⇒ via **audition**
- ⇒ through a '**cattle call**', and even
- ⇒ **one-way video**.

*Image: lisafx/
Depositphotos.com*

Face-to-face is the most common, and is really useful for reading both verbal and non-verbal communication. But the digital age, and cost-saving measures, are seeing a lot of growth in 'virtual' interviews.



Job interviews 10A

1. Have **you** ever had a **job interview**? Did it go **well** or **not**? Why was that?

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2. What **do you think** makes for a **successful job interview**?

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3. At this point of **your career development**, what **type** and which **format** of job **interview** would you **prefer**? **Why** is that?

4. If **you** had to have a job **interview tomorrow** at 9am, what would you **do** to **prepare**? How **well** do you think **you would go**? Why?





3 Interview Types

1. One-to-one interviews

This is the most common method when starting out your career, and when going for jobs in small businesses. (This might sometimes happen via video/or phone.)

- ⇒ You'll most likely be interviewed by the person who is actually employing you.
- ⇒ You might be competing against a limited field, perhaps just 3-5 final applicants.
- ⇒ The successful applicant will most likely be chosen after only one interview session.
- ⇒ If you are called back for a second interview this means that you are in strong consideration. The second interview might be in front of a panel.
- ⇒ You must develop good, positive communication with your interviewer.

- ⇒ You need to show your enthusiasm for the position, because this person might own the business, or is likely to be your future supervisor.
- ⇒ Apply your skills in active listening.
- ⇒ You must address the person directly because it's just you and them in the interview.
- ⇒ Make sure that you get their name correct at the beginning, including honorifics. Then address them by that name.
- ⇒ In an interview for a course, this person is likely to be the coordinator. So they are directly involved in the course you are hoping to get into. This means they know exactly what they are looking for, and have heard the same things many times. So what can you bring to the table?

2. Panel interviews

Many higher-level positions, large organisations and government positions will use an interview panel. (This can also sometimes happen via video, so make sure you have a 'clean' background.)

- ⇒ An interview panel would normally consist of three people. For example:
 - ✓ someone from human resources (HR) who is in charge of recruiting,
 - ✓ someone with whom you are likely to be working, such as your future manager or supervisor, and
 - ✓ someone who is either a union, staff, or merit and equity representative.
- ⇒ When facing a panel, don't be intimidated.
- ⇒ Panels may even be a better option, because you don't have to just concentrate on the one person all the time.
- ⇒ When asked a question, address the questioner first, but then make sure that you address each of the panel members by including all of them in your gaze.

- ⇒ Move your head in a semi-circle to take in the entire panel when talking.
- ⇒ Each panel member is likely to be assessing you on different aspects, such as:
 - ✓ technical skills, job knowledge and potential to do the job successfully,
 - ✓ your body language and your level of confidence,
 - ✓ your ability to answer questions honestly and openly, and
 - ✓ how your personality is likely to suit the people you will be working with.



Image: Wavebreakmedia Ltd/Thinkstock

You might need to quickly learn and remember 3 or more names. So when introduced use their names to reply. e.g. "This is Jack from HR." "Good morning Jack."

Preview Sample:
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3. Group interviews

A group interview situation highlights your ability to work with others.

Group interviews might be used:

- ✓ for certain lower-level jobs focusing on customer service,
 - ✓ when a new business is just starting out, or
 - ✓ for special events, such as an agency employing for a one-off event, or
 - ✓ when an organisation is hiring a number of people for similar jobs.
- ⇒ The group interview process might involve sessions with 10-20 other people.
- ⇒ You might even be part of a bulk 'cattle-call', whereby hundreds or even thousands of people turn up, lining up on the street, for the opening of a new 'high-profile' business.
- ⇒ The organisation is not likely to be looking for the most outgoing person, or the quietest person.
- ⇒ You need to be well-presented and prepared, confident but not pushy, assertive but not aggressive. Remember, pushy people cannot hide this trait.

- ⇒ It is vital that you take an interest in what other people are saying, and join in any group activities.
- ⇒ You must demonstrate active listening to others, and to your interviewer(s).
- ⇒ You must assume that you are being watched and assessed the entire time you are there; not just when you are being interviewed. This includes:
- ✓ while waiting and standing in line,
 - ✓ how you deal with other people, such as the organisers (wranglers), and
 - ✓ how well you interact with other applicants, and
 - ✓ whether you are patient and attentive.



Image: Alex/Photo/Photo.com

Preview Sample:
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Interview types 10B

List an **advantage** and a **disadvantage** of each of these 3 types of interviews for **you**. Briefly explain **your preference** for each type.

One-to-one	Panel	Group
Advantage:	Advantage:	Advantage:
Disadvantage:	Disadvantage:	Disadvantage:
My preference:	My preference:	My preference:

10.05 Job Interview - Types



Interview Formats

In-person, face-to-face

What is it? A traditional interview where you and the interviewer meet in the same physical location.

When is it used? Common for local jobs, especially in small businesses, retail, hospitality, and apprenticeships.

Advantages may include:

- 😊 Builds stronger personal connection.
- 😊 Easier to read body language and social cues.

Disadvantages may include:

- 😞 Travel, timing and location can be barriers.
- 😞 May be intimidating for first-timers and younger, inexperienced job-seekers.

Tip: Research, pre-prepare and practise. Be professional at all times, use their names, and ask questions to clarify anything; including training and future prospects.

Online video interview

What is it? A live video call interview using digital platforms like Zoom, FaceTime or MS Teams.

When is it used? Used by employers in regional or remote locations, for interstate or IF roles, or in the early rounds of recruitment.

Advantages may include:

- 😊 Convenient and reduces travel time.
- 😊 You can use notes off-screen for quick prompts.

Disadvantages may include:

- 😞 Technical issues, like poor internet.
- 😞 Harder to build rapport compared to in-person.

Tip: Make sure your 'setting' is clean, professional and closed-off, with no interruptions (e.g. cat bombing!)



Image: Andrey Popov/
depositphotos.com

Phone interview

What is it? A voice-only interview, usually short, with no visual contact.

When is it used? Often used for first-round screening, casual roles, or when time is limited.

Advantages may include:

- 😊 Less pressure as body language isn't judged.
- 😊 Can take place almost anywhere.

Disadvantages may include:

- 😞 Hard to show enthusiasm or personality.
- 😞 You can't see the interviewer's reactions.

Tip: Make short written notes as you go along, as you will be fully focused on listening and might need to recall and respond to key points.

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Audition

What is it? A practical test or performance as part of the interview process.

When is it used? For roles that need to see your skills in action, such as performing arts, child-care, fitness instruction, or creative roles.

Advantages may include:

- 😊 You get to prove your ability directly.
- 😊 Less talking, more doing - which is good for hands-on learners.

Disadvantages may include:

- 😞 Can be stressful if you're unprepared.
- 😞 May not explain all your qualities (e.g. teamwork).

Tip: You might need to supply a showreel and evidence portfolio that showcases your broader skills, so make sure this is in a suitable format.

Cattle call

What is it? A large-scale, open-call interview where many applicants show up at once.

When is it used? For bulk hiring (e.g. event staff, short-term seasonal positions, new store openings, or hospitality).

Advantages may include:

- 😊 Open to everyone, suitable and accessible, and available.
- 😊 Sometimes leads to quick job offers on the spot.

Disadvantages may include:

- 😞 Long waits and big crowds.
- 😞 Easy to get lost in the crowd if you don't stand out.

Tip: You will be evaluated at all times, including by the wranglers, so stay engaged, professional and alert; and follow instructions.



One-way video interview

What is it? You record your responses to set questions on (a timed) video, and submit them for review later.

When is it used? Increasingly used by large retailers, fast food chains, and 'on-trend' employers hiring teens or casuals. It acts a bit like a personality audition to see how you present yourself on camera.

Advantages may include:

- 😊 You can prepare and re-record to get your best take.
- 😊 Flexible, as you choose the time and place to record.

Disadvantages may include:

- 😞 Feels awkward with no one on the other end.
- 😞 No chance to ask questions or respond to follow-ups.

Tip: People can overuse superlatives and hyperbole about themselves and often make 'motherhood statements'. Also, avoid AI scripts about how 'brilliant' you are.

10.07 Job Interview - Types

10C Interviews



Use the table to describe each of the **types** of **interviews**, and the potential **advantages** and **disadvantages** of these for **you**. Find out **which types** of interview formats **employers** and **organisations** might prefer, and why.

Format	What & Why?	Advantages for me	Disadvantages for me	Employers/ organisations
In-person, face-to-face				
Online video interview				
Phone interview				
Audition				
One-way video interview				
Cattle call				
Other				

Preview Sample:
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Part B:

1. Do you know the Rule of 3's? It's a very useful way to extract, summarise and remember key information. Outline 3 **important points** of information for **interviewees** for **each** of the three **interview types**.

One-to-one	Panel	Group
i.	i.	i.
ii.	ii.	ii.
iii.	iii.	iii.

2. Now create 1 **more** final piece of **information** related directly to **young job-seekers** such as yourself, that **applies** for **all interviews**. Share with the class.

Applied investigation 1

Now you have 10 clear and concise tips for job interviews. Compare these with 2 different class members and refine your 10 based on their advice and feedback.

Applied investigation 2

There's a lot (and we do mean a lot) of job interview advice online. Some of this is from reputable sites and government agency portals such as myfuture and Job Jumpstart. Other information can be found on the big job-seeking portals such as Seek. Of course all those experts on TikTok have a thing (or a 100) to say about this. And there are many short and long-form tutorial videos on YouTube.

But the question is - 'How suitable are these for Australian secondary school students seeking entry-level employment at school-leaver age?' What do you think?

- a. Pair up. Find at least 5 examples of job interview tips, including text and video.
- b. Identify the source, origin and date of release of the material.
- c. Find out the credentials or expertise of the person or agency.
- d. Summarise each example to extract the main information.
- e. Are they telling you what you already know? Why/why not?
- f. Evaluate the information for relevance and suitability for young job-seekers such as yourself.
- g. Report back to the class. Show the videos to the entire class.
- h. What does your teacher (and/or Career Advisor) say about these examples?
- i. As a class, prepare a top interview tips list based on all of your research.

Preview Sample:

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10.09 Job Interviews - Questions

Under the microscope

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

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

So, how are you going to get a job over these well-qualified, experienced and glamorous competitors?

Well, you have to **be prepared** for every likely **possible question** that may be asked.

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

As part of your preparation you should make a list of potential questions, and make notes about possible answers.

And you also need to ensure that you don't just revert to clichés such as 'a team player', 'enthusiastic' and 'good with computers'. You can't just say it. You have to prove it with pre-prepared examples that demonstrate:

- ✓ **when** and **how** you worked well in a team,
- ✓ **why** you are enthusiastic for this role and organisation, and
- ✓ **what** general and specific examples of work-related technology and ICT you can apply.

If you've never had an interview before, ask an adult, maybe one in the industry you are preparing to enter, and/or your CAE teacher and Careers Advisor, for some ideas.

Then check that your answers are good ones. You should also do practice interviews.



Employers want...

"Employers said they look for:

- ✓ a positive attitude
- ✓ motivation and enthusiasm
- ✓ someone who is prepared to learn and take direction.

They also said that applicants need to:

- ✓ be punctual and dependable
- ✓ be respectful to colleagues and customers
- ✓ show a commitment to staying in the job for an acceptable period of time.

Employers also mentioned that some young people have unrealistic expectations of work, including:

- ☹️ being unprepared for the demands of the workplace
- ☹️ not knowing what they would receive
- ☹️ wanting to start at the top instead of working their way up."

Source: www.jobjumpstart.gov.au/article/what-employers-want.
Drawn from: *Being Work Ready: A Guide to What Employers Want* Business Council of Australia. © Commonwealth of Australia 2017 License: use under Creative Commons Attribution – 4.0 International licence.



Common interview questions

Some questions are often asked and you will be expected to be able to answer these well.

- 🗨️ Why do you want this job?
- 🗨️ Why should we employ you in this position?
- 🗨️ What skills/abilities/qualities/experience can you contribute to our organisation?
- 🗨️ Demonstrate how you have succeeded in a team environment and in dealing with other people.
- 🗨️ Where do you see yourself in 12 months' time?

If you can't answer these questions with confidence and certainty, the employer may well consider you as unsuitable! So suit yourself up!

Preview Sample:
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Common questions 10D

Think of your preferred **entry-level job** and **workplace**. Answer the **common interview questions** that might be asked in an **interview for this job role**. Add **1 more question** that might be asked and reply to this as well.

Why do you want this job?	Why should we employ you in this position?	What skills/abilities/experience can you contribute to our organisation?
Show how you have succeeded in a team environment dealing with others.	Where do you see yourself in 12 months' time?	

Preview Sample:

Applied 1: Practise makes perfect

Pair up. Practise asking and responding to these questions for a few different scenarios. Pay attention, take notes and give feedback to one another.

Applied 2: Ask an expert

When it comes to preparing for job interview questions, you are not on your own. In your network, there are so many people who have had successful job interviews that it would be silly not to tap into the wisdom of their experience.

So ask these people for advice about the types of questions and potential responses that might be asked in job interviews. List some names below.

Compile these in your work folios and report back in small groups.

An employer you have worked with.	A small local business owner.	A manager in a large organisation.	An experienced worker in a workplace.
A teacher who is not your CAE teacher.	An employed student not doing CAE.	An older family member	Other:



10.11 Job Interviews - Questions

Interview questions

In interview situations, you will be asked to answer a series of questions. These questions will be about you, your work-related experiences and suitability, and your likelihood to succeed in the role within that organisation.

Image: kues/
Depositphotos.com

Questions about you

Questions about you are likely to focus on your:

- ✓ personal abilities and life experience
- ✓ work-related skills and competencies
- ✓ qualifications and training
- ✓ involvement in community and volunteer activities
- ✓ future career goals;
- ✓ as well as many other potential questions.



Questions about your suitability for the job/role

You will also be quizzed on your suitability for the specific job. For these questions, you really need to have real examples that enable you to provide suitable answers.

Questions related to the specific role may focus on your:

- ✓ general work-related skills, work-related skills experience and work-related training
- ✓ specific work-related competencies, experience and training
- ✓ knowledge of the tasks, requirements and responsibilities of the job
- ✓ interest and enthusiasm for the role
- ✓ understanding of the organisation and what it does
- ✓ ability to work as part of an effective team
- ✓ willingness to undertake further training and professional growth; and more!



Don't be like Reggie here.
"About me? Uhm. Well, what can I tell you? I really like money!"

Preview Sample:
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Responding to scenarios

You may even be asked to provide examples that relate to common **general** or **specific** work-related **scenarios** faced by workers in that role.

These often involve the demonstration of applied skills in **communication**, **collaboration**, **decision-making**, **problem-solving**, showing **initiative** and accepting **responsibility**.



General scenarios

- ⇒ "Explain an example where you worked effectively as a team, and describe how working as a team was of benefit."
- ⇒ "Explain when you had to deal with a problem in the workplace, and the actions you took to deal with that problem."
- ⇒ "Identify an area in which you think you need improvement, and outline how you think you could achieve this improvement."
- ⇒ "Outline an example where you demonstrated leadership, and what was the outcome of your actions?"

Specific scenarios



- ⇒ "We have to give customers a full explanation of our mobile plans. How would you go about this for a customer who speaks little English?"
- ⇒ "After training, we expect workers to take responsibility for reporting safety issues. What would you do if you are working alone and you encounter a dangerous safety hazard?"
- ⇒ "If a customer comes in to pick up an order, but they don't have a copy of their transaction, what would you do?"

Answering questions 10E

1. Develop **responses** to 3 of the **General scenario questions** and 3 **Specific scenario** questions. You choose the job/workplace.

--	--	--

--	--	--

2. Anticipate **5-8 questions** and prepare **responses** for one of these **job ads**. Use your work folios.
3. Find **your own advertisement** and develop **questions** and responses for that. Use your work folios.



Trades assistant/labourer - Casual
Landscape gardening and plumbing firm.
Fit, reliable, energetic person required for regular weekend work. Early starts so must have own transport or be close for pick-up.
Use of outdoor tools and equipment and WHS knowledge essential. Good pay for right person.
Sam Stone, Leaf It To Me Gardening,
47 Aphid Way, Greentown 6452.

Australian Apprenticeship: Retail Sales
Enthusiastic trainee required for home electronics, mobile phone and car sound-system retailer. Join our national chain and have the opportunity to grow into a management position.
Specific product knowledge not essential.
Excellent communication skills, knowledge of computer applications and ability to work a flexible roster essential. Phone: 909 00900.

10.13 Job Interviews - SAO/STAR

Addressing interview questions: Don't just say it, SAO it

When faced with questions in an interview, interviewees often go blank. Or they can't think of how to respond. Or they are not sure how to relate their own experiences to the questions being asked, or to the scenario being posed to them.

One technique for dealing with this potential problem is the **SAO technique**. This involves treating all questions as a 3-part process, and developing or providing responses in three stages.

As you know, SAO involves: **1: Situation, 2: Action, 3: Outcome**.

Images:
(l) Nyanza bvba (r) leolintang //iStock/Thinkstock



1. Situation

You need to describe a task or situation where you had to demonstrate some type of work-related competencies and skills.

Interviewer: "Describe a time when you had to use initiative and explain what you did."



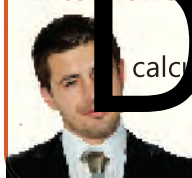
Interviewee: "In April I was doing a work placement as a kitchenhand in a commercial kitchen and as I was unpacking and storing a delivery, I thought that there might not be enough vegetables to prepare all the meals."



2. Action

Give an example(s) of what you did and how you did this. Also identify resources used, such as other people, equipment, etc..

Interviewer: "What did you do?"



Interviewee: "I finished the unpacking, then made a quick calculation on my phone of how many meals this current amount of vegetables would satisfy. I then found my supervisor and explained the situation to her."



3. Outcome

What was the outcome; was it successful and why; or was it unsuccessful and if so, how would you improve?

Interviewer: "So what happened?"

Interviewee: "She said that this couldn't be correct and asked me if I had miscalculated or missed unpacking part of the delivery. I went back and checked again and re-confirmed my estimate. She then came into the coldroom herself, had a look and said that it seemed that I was actually correct."

She phoned the supplier, who after checking, said that they might have mispacked the order because they were in a hurry.

The kitchen substituted some canned vegetables to make ends meet until the missing items were delivered.

My boss said that it was very well spotted and that I should keep using my initiative and let her know if anything else seems wrong or unusual."



Preview Sample:
Do not copy

As you can see by the example, the interviewee is able to provide a detailed and sophisticated response that shows how they used their own initiative. The response also illustrates effective problem-solving, communication and work-related knowledge.

You can also use the SAO technique to give examples of how things you have done are transferable to work-related situations. This is especially useful if you don't have any specific work-related experience directly related to the question.



Interviewer: "Please tell us some of the team skills you would bring to our team here at Hawt Dawgs Café."

Interviewee:

Situation: "Although I haven't had specific team experience in a café, I did undertake a team-based school community activity that involved coaching young children in team sports."

Action: "When our team of four did the activity, we had to make sure that we were on top of our roles because we were in charge. We also had to communicate with each other and work together to deal with problems, such as making sure we had all the equipment we needed. We also had to plan and organise carefully because we each had specific task responsibilities. For example, I had to make sure that the kids were playing safely and step in if things were getting too rough. I think that planning, communication and accepting responsibility as part of working together helped our team work better, lessons I have learned for the workplace."

Outcome: "Although the activity went well there were some problems, like working out how long it would take to instruct the kids. They just didn't get it. I think this might be like trying to explain a difficult task to a new worker - you have to have patience. Also, there were some problems communicating with each other that we could have improved. For example..."



Images:
(t) Rawpixel Ltd (b) shvili //iStock/Thinkstock

Interviews - SAO 10F

1. In your own words, explain the **difference** between **situation**, **action** and **advice**.

2. Outline how the **SAO technique** might help **you prepare better** interview responses.

10.15 Job Interviews - SAO/STAR

Can you STAR?

The **STAR technique** is another method for answering job interview questions.

The STAR technique is more suitable for jobs that require you to communicate a proven ability to demonstrate how you have achieved specific tasks and competencies in work-related situations.

Given this, it can be a very useful tool to help you succeed in job interviews where you have specific task experience related to the role you are applying for.

However, it is very similar to SAO; it just adds one more step.

- 1. Situation** - Describe a situation where you demonstrated competencies and skills.
- 2. Task** - What was your specific role in this situation?
- 3. Actions** - What did you do? How did you do this? What resources did you use?
- 4. Results** - What did you achieve? What was the end result?



Image: Wavebreakmedia/
Wavebreakmedia Ltd/
Thinkstock

Preview Sample: Do not copy

Selection criteria

Many jobs require applicants to describe their personal qualities and abilities, skills, competencies, experience and qualifications according to a set of **selection criteria**.

Selection criteria are a **pre-selection tool** that requires applicants to provide more information than what is contained on their résumé. Essentially, applicants are being asked to 'prove' what they are saying on their CV. The answers help show the likelihood of an applicant's ability to fulfil the requirements of the specific job.

It is much more likely that you will encounter selection criteria for **higher-level career-focused** positions. Selection criteria are also increasingly being used because of the switch to online **applications**.

Many e-applicants apply widely, attaching their CVs. Selection criteria enable employers to 'cull' prospective applicants - sometimes using AI - more quickly, so as to quickly eliminate serial applicants who are not suited to that job.

In reality, only a few entry-level positions will require you to complete selection criteria.

But if you do encounter selection criteria at this stage of your career pathways development, the best advice is to make an appointment with your CAE teacher and/or your Careers Adviser to get them to help you apply either the SAO or STAR technique for selection criteria.



Selection criteria

Some common examples of selection criteria include these (and are often based on the employability skills):

- ⇒ ability to communicate effectively
- ⇒ experience working as part of a team
- ⇒ demonstrable industry-related experience
- ⇒ skills in the use of work-related technologies and devices
- ⇒ well-developed customer/client service skills
- ⇒ problem-solving and decision-making
- ⇒ management or leadership experience.

Preparing SAO responses 10G

Use the **SAO technique** to develop **answers** for these potential **interview questions**. Make sure that you choose a potential **job** that **matches your career** ambitions.



Job:

Q. Describe an example where you worked successfully as part of a team.

S:

A:

O:

Q. Explain a work-related problem you had to overcome and how you went about it.

S:

A:

O:

Q. Tell us of how you had to, or might have to, use initiative in the workplace.

S:

A:

O:

Preview Sample:
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10.17 Job Interviews - Preparing

Preparing for interviews

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

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

Given below are five main things that should make your interview experience more successful. But remember, you will only get better at job interviews by having interviews - so practise.

1. Preparation
2. Presentation
3. Personality
4. Selling
5. Reflection



Keys to success

Some keys to interview success involve:

- ⇒ interview **preparation**
- ⇒ **greeting** the interviewers
- ⇒ **responding** to questions
- ⇒ **asking** questions
- ⇒ **concluding** the interview.



image: shvill/Stock/Thinkstock

Preview Sample:

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1. Prepare thyself!

- ⇒ Find out about the organisation, what they do, their products, their history, etc..
- ⇒ Find out where you need to go, how long it will take to get there, any parking and public transport issues, who to contact in the building and so on.
- ⇒ Have extra copies of your résumé, references and other documents as part of your Pathways Portfolio and offer to leave a folio of these.

2. Look the part

- ⇒ Dress suitably for the interview. Match your clothes to the professional tone of the position.
- ⇒ You can never be over-dressed for a job interview, but you can be under-dressed.
- ⇒ Tone down all accessories for the interview. No sunnies, hoodies, hats and no trackies; (except maybe for sporting roles)!
- ⇒ Be clean, fresh, neat, ironed and ready to shine. Borrow clothes if you need to.

3. Be personable

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

4. Sell yourself confidently

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

Image: Alexandru Chiriac/
Hemera/Thinkstock



5. Reflect on your experience

- ⇒ Conclude by thanking your interviewers for their time and shaking hands (if appropriate), even if the interview has gone badly.
- ⇒ If you haven't heard anything after 5 working days (unless told to wait longer) contact the organisation to find out the news.
- ⇒ Even if you're not successful in this job you might have been ranked second. So imagine if the person ahead of you doesn't take the job, or doesn't stick it out for long! It does happen!
- ⇒ Each interview you have gets you one step closer to being employed.

Preview Sample:

Preparing for Interviews 10H

What would you do to help you **succeed** in each of these 5 **categories** in an **interview** situation. Explain your responses using **examples** related to a **potential** interview for a job or career you would like to pursue.

i. Preparation

ii. Presentation

iii. Personality

iv. Selling

v. Reflection

10.19 Job Interviews - Preparing

10I Interview advice

Becoming good at interviews relies on good advice and practise. You will practise later; for now here’s some very good advice!

- 1. Read the **article** and prepare a list of **short, top 10 tips** for **young people** by outlining **job interview advice**.
- 2. Compare your lists **with other class members** and **compile a class master list**.

i.	ii.
iii.	iv.
v.	vi.
vii.	viii.
ix.	x.

Preview Sample:
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Interview Advice

You

As you have seen, the way that you present will go a long way towards getting you considered for a job.
You need to dress appropriately for the position and also to suit the corporate culture of the organisation. You have to know the type of clothing expected of an employee in that organisation. Usually this is formal professional attire for both males and females, or hospitality style clothing that is similar to the types of uniforms workers might wear.
You should dress modestly. Be aware of any religious or cultural expectations

regarding clothing and attire. Limit your jewellery and accessories to suit.
However, different global organisations may expect different standards of clothing. Local influences, customs and beliefs might dictate the type of clothing to wear. e.g. Shorts might be acceptable for a job in the far north.
Your physical bearing is an aspect of non-verbal communication. This might go a long way towards unconsciously influencing the person interviewing you. So therefore, you must ‘carry yourself’ well. This means that you should be comfortable in your interview ‘clothing’!

Them

Before the interview, research and find out as much as you can about the organisation.

- ⇒ What do they do, what are their products or services?
- ⇒ Where do they operate?
- ⇒ How big are they?
- ⇒ Where/how might you fit in?

Use the internet to research them and browse their social media profiles. If you can't find out anything from the digital world, contact the organisation to have some brochures sent to you, or to talk to someone before the interview. (They will be impressed!)

Always bring along a Pathways Portfolio with a copy of your résumé, copies of any references and copies of any certificates stored together in a flat folder with plastic pockets. Offer to leave these with them.

Others

Once you enter the premises, or around you are under scrutiny - so earbuds out before entering. Use manners with a receptionist, personal assistant or someone else whom you might deal with initially. They might also have some input into your selection.

Be professional in how you deal with all people, using appropriate names as they are introduced; i.e. by first name or by surname. Make sure that you have researched about appropriate cultural issues, such as shaking hands, waiting to be asked to be seated, use of salutations and honorifics such as Mr, Mrs, Ms. or Miss; or other issues for gender identities or for different cultures.

When in the interview sit upright, slow down and focus by listening intently. Repeat and greet using someone's name after you are introduced. Use positive non-verbal communication and active listening.

Role

Before you attend your interview, you must be able to answer questions and give examples that show that you can successfully do that job.

You need to be completely aware what this job entails. You might have seen a job description; if so this is a big help. However, you might just be relying upon what was mentioned in a job advertisement.

You need to know what is expected of an employee doing this job in organisations generally. A good tip is to consider those general skills from earlier in the unit, or information from *myfuture*. How might you use any or all of these skills in this position? You also need to be able to demonstrate any specific requirements that might relate to this job as part of this organisation. So you need to know what some of the responsibilities are of this position and then be able to relate them to the organisation you are planning to work with.

Tasks

You need to have a list of examples you can communicate that show how you could fulfil all of these roles or responsibilities. If you can't fulfil all of these, then you'll have to show how you could undertake further training to develop these skills.

For example, you might be applying for a job as a sales assistant. You know that sales assistants are responsible for helping customers with their inquiries - that's a general skill or competency. If the sales assistant job is with a sports store, then you will have to demonstrate that you have the specific ability to be able to talk about how products relate to the fitness, health and wellbeing of customers.

Ask

You will be expected to ask questions.

Always ask at least one question. A good standard question you might ask is:

"What opportunities could I get to advance or be promoted within this organisation?"

This shows that you are looking to build a career and not just after a job. Another good question is:

"What are some of the main reasons why employees enjoy working for this organisation?"

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



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10.21 Assessment Task 2

AT2 Job Interview // Career building



Overview:

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

- ☐ Investigate **types** and **formats** of job **interviews**.
- ☐ **Prepare** for a **job interview**.
- ☐ Participate in a **real or simulated interview process**.
- ☐ Discuss the interview and use **feedback** to suggest **improvement strategies**.

(Note: Your teacher/interviewer will have criteria to assess your performance.)

Job Interview




You are required to participate in a job interview process. This might be a real process related to your own career, or a simulated process organised by your teacher and school.

To successfully complete this task, you will be required to **prepare** effectively, **participate** successfully, and **review** appropriately. Tasks related to each of these are outlined below. Your teacher might add other tasks.

Consider filming the interviews as part of a feedback process. This can be very instructive in relation to non-verbal communication and body language. Your teacher or your interviewer might use the feedback formula on p. 148, or perhaps your class can develop its own. Also consider playing the role of both interviewee and interviewer.

Tasks

1. Find and analyse a suitable employment opportunity that matches your career pathways goals.
2. Prepare job application documents including your CV, an application letter, cover letter or direct response as required for this employment opportunity.
3. Participate in a real or simulated job interview process involving:
 4. Investigating types and formats of job interviews.
 5. Clarifying selection criteria.
 6. Anticipating potential questions.
 7. Developing responses to these questions and selection criteria.
 8. Seeking advice and feedback prior to the interview.
 9. Undertaking a job interview including appropriate personal presentation.
 10. Effectively communicating with the interviewer(s).
 11. Using criteria to evaluate your performance in the interview.
 12. Suggesting steps for an action plan to refine your responses and make improvements as part of a pathways plan.

Name:		Key dates:		UNIT 4 AT2
Tasks - AT2: Job Interview	Must Do?	Due Date	Done	Level
Part A: Application letter(s) (if required)				
1. Find and analyse a suitable employment opportunity.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Prepare draft <u>letters</u> or <u>scripts</u> to 'apply' for the job.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Get feedback to refine and improve <u>responses</u> .	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Part B: Job interview 				
3. Participate in a real or simulated job interview process.	<input checked="" type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Investigate types of job interviews.	<input checked="" type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Clarify selection criteria.	<input checked="" type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6. Anticipate potential questions.	<input checked="" type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
7. Develop responses.	<input checked="" type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
8. Apply advice and feedback.	<input checked="" type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
9. Undertake a job interview.	<input checked="" type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Demonstrate appropriate personal presentation.	<input checked="" type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
10. Communicate effectively with the interviewer(s).	<input checked="" type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Use appropriate non-verbal communication.	<input checked="" type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
11. Evaluate your performance in the interview.	<input checked="" type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
12. Action plan to refine responses and apply improvements.	<input checked="" type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate use of resources, including ICT.				
⇒ Finalise and submit my job application responses.				
 Participate professionally in interview(s).	<input checked="" type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Present or report to my teacher or the class.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Additional information:

Signed: _____

Date: _____

10.23 Job Interview Evaluation

Job Interview Evaluation

Applicant: _____

Position: _____

Organisation: _____

Interviewed by: _____ Position: _____

Applicant's interview performance in relation to:	Excellent	Very Good	Good	Basic	Not shown
⇒ Communicating effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Personal presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Confidence and bearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Knowledge of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Knowledge of organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Examples of generic work skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Examples of employability skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Examples of industry-specific skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Examples of team work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Ability to problem solve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Demonstrated interest in the position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Evidence portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe up to three of the applicant's strongest attributes

1. _____

2. _____

3. _____

Identify areas that this applicant should aim to develop further.

1. _____

2. _____

Recommendation? (Add another page or a specific evaluation/assessment if necessary.)

Signed: _____

Date: _____

Career Building

11

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Activities 11. Career Building

	p.	Due date	Done	Comment
11A Performance management	251	<input type="checkbox"/>	<input type="radio"/>	
11B Performance Management & Goal-setting	253	<input type="checkbox"/>	<input type="radio"/>	
11C PM & Accountability and transparency	255	<input type="checkbox"/>	<input type="radio"/>	
11D PM & Employee improvement	257	<input type="checkbox"/>	<input type="radio"/>	
11E PM & Recognising achievements	259	<input type="checkbox"/>	<input type="radio"/>	
11F Responding to unemployment	265	<input type="checkbox"/>	<input type="radio"/>	
11G Responding to organisational restructuring	267	<input type="checkbox"/>	<input type="radio"/>	
11H Responding to feedback and review	269	<input type="checkbox"/>	<input type="radio"/>	
11I Responding to promotion opportunities	271	<input type="checkbox"/>	<input type="radio"/>	
GA2 Advice for Dealing with Change	272	<input type="checkbox"/>	<input type="radio"/>	

Comments:

Preview Sample:
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11.01 Performance Management

Performance management

Do you remember back in Section 7 when you were introduced to **performance appraisal**? Well, performance appraisal is one of the key tools of an organisation's performance management process.

TIME FOR REVIEW

Image: Aquir/iStock/Thinkstock

Performance management is a **quality process** that involves appraising employee performance so as to determine whether employees are achieving the **goals** and **objectives** of an enterprise. Performance management, though an appraisal process, aims to measure employee **productivity** within the broader goals of employee **efficiency**.

Essentially an appraisal system is a **performance audit**. Performance appraisal allows an organisation to investigate employee performance in terms of its **key performance indicators** (KPIs).

Employee performance needs to be reviewed to determine whether employees are efficiently carrying out the tasks, activities and responsibilities related to their positions. As part of this process, appraisal may consist of regular or annual reviews of performance measured against quantitative and qualitative key KPIs.

⇒ **Quantitative appraisal**, which uses numerical KPIs.

⇒ **Qualitative appraisal**, using non-numerical or behavioural indicators.

In this section, Career building, you will investigate the role of performance management in these two areas.

Preview Sample:

Role of Performance Management in...

i. Assisting employees with goal setting.

ii. Establishing accountability and transparency in the workplace.

iii. Helping employees make improvements.

iv. Recognising and rewarding achievements.

Performance appraisal process

Performance appraisal usually occurs **periodically** according to set **timeframes**. These appraisal timeframes should match the timeframes of the objectives that the organisation is trying to achieve.

For example, production or service staff may have to meet a daily, weekly or monthly quota. A machine operator may have to produce a certain number of products a day, or a call-centre operator may have to achieve a set number of calls per day. These are daily targets, and they are measured **numerically** and indicate employee productivity.

A sales representative may have to fill a set quota of sales a month, or a production supervisor might have to organise production of a certain volume of products per month. These are monthly quotas and are also measured numerically.

A customer service supervisor might measure monthly sales targets and monitor working hours for a team. However, the manager might also need to evaluate how effective the team is in communicating with one another, working together and solving problems. This type of review introduces some **qualitative** appraisal assessments, which are, by their very nature, harder to judge! This can make performance management more complex.

Tool for improvement

The aim of performance management is for it to operate as a tool to improve performance, rather than be used as a tool to punish workers. In essence, the aim of performance appraisal is to achieve the following objectives.

1. Identify and set expected **standards of achievement** for the role.
2. **Communicate** expected **standards** of achievement to **employees**.
3. **Appraise** to assess whether achievement **standards** are being **met**.
4. **Reward** for achievement through positive **feedback**, **recognition**, **advancement** (to a higher job classification) or even issue a **bonus**.
5. **Highlight non-achievement**, and then implement **training** and **support strategies** to improve employee performance.
6. **Represent** to **monitor** if improvement is occurring.

Ongoing review by a workplace assessor is a key part of competency-based training such as Australian Apprenticeships.



Image: Cathy Yeulet/
Hemera/Thinkstock

Performance management 11A

Preview Sample:

1. List the **key words** and **terms** in this topic, 'Performance management'.

Do not copy

2. In Section 7, you investigated the role of **feedback** as part of supporting **growth** and **development** and **building resilience**. So right now, what do each of the **4 areas of performance management** mean to you?

i.	ii.
iii.	iv.

11.03 Goal-Setting

Goal-setting

Performance management often begins with setting clear goals. These goals give employees specific **objectives** and **targets** to work toward. Clear goals help workplace **stakeholders** understand what's expected of their work **performance**. An effective performance management process uses workplace goals to create **direction**, to measure **progress**, and to support ongoing **employee development**.

Goal-setting often uses **key performance indicators** (KPIs), including:

- ⇒ **quantitative** KPIs, such as productivity, speed, accuracy, output quantity, or financial measures (e.g. sales per week in a retail store), and
- ⇒ **qualitative** KPIs, such as communication, teamwork, initiative or leadership, which might be assessed using a scale (e.g. 1 to 10, or very high to very low), similar to school assessments.

When goals are set **collaboratively** as part of **employee involvement** in **planning** and **decision-making** (i.e. a **culture of enterprise**), those goals feel more **meaningful** and **achievable**. That's because the employee has some **ownership** and **input** into what they're working toward. This helps create a clear **vision**, shared **values** and builds **trust**.

Goals might relate to:

- ⇒ completing tasks within a certain **timeframe** (e.g. completing customer bookings by the end of shift)
- ⇒ improving a **skill** area (e.g. developing better customer service or learning to use new software)
- ⇒ reaching a sales **target** (e.g. achieving \$500 in daily sales)
- ⇒ achieving **productivity** measures (e.g. processing 20 online orders per hour)
- ⇒ contributing to a **team project** (e.g. taking responsibility for the visuals in a marketing campaign).

Workplaces often use the **SMART Goals** approach. As you know, these are goals that are **Specific**, **Measurable**, **Achievable**, **Relevant** and **Time-bound**. This helps set clear objectives and also helps to avoid vague or unrealistic expectations.

And of course **review**, **feedback** and **support** are key drivers of successful goal-setting.



Role of performance management in goal-setting

Performance management helps employees set and achieve goals by:

- ✓ Aligning individual goals with team or organisational objectives.
- ✓ Identifying clear performance standards and benchmarks (KPIs).
- ✓ Providing structure and clarity around expectations.
- ✓ Encouraging input from employees to improve goal ownership.
- ✓ Linking goals to skill development and training opportunities.
- ✓ Reviewing progress, and adjusting goals as needed over time.

Image: artisticco/
Depositphotos.com



Benefits of performance management for goal-setting



- ✓ Improves employee focus by setting clear priorities and expectations.
e.g. Maya knows her main priority is to manage the self-serve checkouts efficiently during the after-school rush. Her goals help her stay focused on that task rather than getting distracted by other duties.
- ✓ Enhances communication between staff and supervisors.
e.g. Luca has regular check-ins with his supervisor to review his progress. These chats give him a chance to ask questions and raise ideas, and they've improved their working relationship.
- ✓ Increases motivation through achievable and meaningful goals.
e.g. Luca is set a goal to reduce shelf restocking time by five minutes per aisle. Making progress each shift keeps him motivated and helps him feel a sense of achievement.
- ✓ Supports career development by linking goals to learning and growth.
Maya's goal of completing the supermarket's online training in customer service skills helped her feel more ready to take on extra responsibilities, like supervising junior staff.
- ✓ Builds confidence as employees see their progress and achievements.
e.g. Maya used to be nervous when customers asked tricky questions. After being supported to set a goal around improving product knowledge, she now feels much more confident helping shoppers.
- ✓ Helps identify support needs early (e.g. training, mentoring, resources).
e.g. When Luca was struggling to meet his restocking targets, his supervisor realised he needed better equipment and gave him a height-adjustable trolley that made the task much easier.

Preview Sample:

Performance management & Goal-setting 11B

1. Why is goal setting an important part of performance management?

Do not copy

2. Describe work examples of how CAE employability skills might be applied to goal-setting as part of performance management. (They will likely crossover.)

11.05 Accountability and Transparency

Accountability and transparency

Performance management supports a **workplace culture** where people take **responsibility** for their roles and actions as part of being **accountable**, and where **expectations** and **decisions** are communicated openly. This helps everyone understand what they're meant to **do**, how their performance is **measured**, and what **standards** they're working toward.

When workplaces (and management) are **transparent**, they are open **about** what's expected, how performance is **measured**, and why **decisions** are made. In response, employees are more likely to feel **involved**, **informed** and **respected**.

When individuals are accountable, they take **initiative**, **follow through** on tasks, and respond to **feedback**, rather than waiting to be told what to do. As a result, this culture of enterprise reduces confusion, prevents conflict and builds trust across the team.

It is also important to understand that being accountable doesn't mean being constantly watched and monitored. Rather, being accountable means being **trusted** to manage your **responsibilities** by having **performance management** systems in place to track **progress** and provide **support** when needed.

Accountability and transparency are often supported by:

- ⇒ clear **job descriptions** and work **instructions**
- ⇒ open **two-way** (or 360-degree) **feedback**
- ⇒ regular **check-ins** and **progress reviews** as part of a **performance appraisal** process
- ⇒ fair and consistent application of **policies**, **expectations** and **standards of behaviours**
- ⇒ **systems** that **track** and **communicate** tasks **progress** or **results** (e.g. digital dashboards, shift reports, shared schedules)

For example, at the supermarket, Luca knows that his restocking performance is tracked using a simple checklist. He gets weekly updates from his supervisor, and if something isn't right, they talk it through straight away. Maya's work on the self-serve area is tracked using customer wait times and a brief end-of-shift report. She appreciates knowing what's being measured and how she can improve.

Image: garagestock/
Depositphotos.com



Role of performance management in accountability and transparency

Performance management helps to establish accountability and transparency by:

- ✓ Clarifying individual responsibilities and expectations for each role.
- ✓ Tracking progress using fair and consistent performance measures.
- ✓ Encouraging open communication and regular feedback.
- ✓ Building trust through transparency in decision-making and evaluation.
- ✓ Supporting employees to take ownership of their tasks and outcomes.
- ✓ Providing systems for identifying and addressing issues early.

Benefits of performance management for accountability and transparency



- ✓ Improves clarity about responsibilities and standards.

e.g. Lee-teesha knows exactly what is expected when preparing colour treatments, cleaning hair basins, and following hygiene protocols in the salon, which helps her avoid mistakes.

- ✓ Builds trust through fair processes.

e.g. Alex feels reassured knowing that client feedback on barber cuts is handled consistently for everyone, rather than depending on favouritism.

- ✓ Encourages initiative and self-management.

e.g. Lee-teesha feels confident stepping in to help by greeting walk-in clients at reception when appointments overlap, because she knows the system values teamwork and supports flexible roles in the salon.

- ✓ Supports professional growth and skills-building.

e.g. Alex gets constructive feedback on their barbering techniques, including skin fades and beard shaping, helping them work toward becoming a senior stylist.

- ✓ Reduces confusion and potential conflict.

e.g. Lee-teesha appreciates the open discussions about the policies and rules on rosters, break scheduling and shift swaps. This reduces misunderstandings between staff in the hair salon.

- ✓ Provides early opportunities for support.

e.g. Alex was finding clipper maintenance tricky, but performance check-ins meant they could get mentoring from the senior barber before any problems affected their client services.

Preview Sample:

PM & Accountability and transparency 11C

1. Why are **accountability** and **transparency** important features of **performance management**?

Do not copy

2. Describe work examples of how **CAE employability skills** might be **applied** to **accountability** and **transparency** as part of **performance management**.

11.07 Employee Improvement

Employee improvement

A key role of performance management is to support employees in continually developing their performance as part of **lifelong learning**. This includes building **skills**, learning from **feedback**, and growing in **confidence**. Developing the ability to improve performance also builds **resilience** and the capacity to bounce back from challenges. It also enhances **adaptability**, so that employees can adjust to **changing demands**, **innovation** and new **skills**, and varied **work situations**.

Improvements might relate to **quality** of work, **efficiency**, customer **service**, **teamwork**, or **workplace safety**. Of course, **digital communication** and **innovation** are also key areas for improvement as workplaces evolve.

When improvements are proposed and discussed in an inclusive, supportive way, employees are more likely to see them as **opportunities** for growth rather than **pressures** or stressors. Ongoing improvement processes through **performance management** and **appraisal** are a hallmark of a **culture of enterprise**, because they encourage staff to **learn**, **adapt**, and continually strive for better **outcomes** as part of a **quality** framework.

Performance management systems can help employees make improvements by:

- ⇒ providing regular **constructive feedback**
- ⇒ creating **action plans** with realistic **timeframes**
- ⇒ linking improvements to **training**, **mentoring** or new **learning opportunities**
- ⇒ **recognising and celebrating** small **improvements** to encourage ongoing **motivation**
- ⇒ **involving employees** in setting improvement **goals** so they feel ownership and commitment
- ⇒ **tracking** progress in a **fair** and **non-exploitative** way as part of **transparent accountability**.

Naturally open and honest **communication** and **feedback** underpin successful performance management for employee improvement.



Role of performance management in employee improvement

Performance management helps to encourage and achieve employee improvement by:

- ✓ Encouraging a mindset of lifelong learning and skill development.
- ✓ Supporting resilience by helping employees adapt to challenges.
- ✓ Providing fair, constructive and clear feedback for growth.
- ✓ Linking improvement goals to relevant training or mentoring opportunities.
- ✓ Recognising and celebrating progress to build confidence.
- ✓ Ensuring transparent, consistent processes that help employees feel safe, supported, and able to enhance their employability.

Benefits of performance management for employee improvement



- ✓ Builds skills and confidence.

e.g. Mo received constructive feedback on his coffee-making speed at the café and practised new methods, helping him feel more confident during busy morning rushes.

- ✓ Encourages resilience and adaptability.

e.g. Taylah learned to handle complaints about wait times more calmly after extra mentoring at the café, improving her ability to adapt during stressful rush periods.

- ✓ Promotes fairness and trust.

e.g. Mo appreciates that everyone's drink quality and customer service at the café is reviewed the same way, which makes him trust the performance process.

- ✓ Links improvement to growth opportunities.

e.g. Taylah was given the chance to attend a latte art workshop through the café after working on her barista skills, linking improvement directly to personal growth.

- ✓ Reduces repeated mistakes.

e.g. Mo kept forgetting to restock takeaway cups at the café, but a simple checklist and coaching helped prevent future slip-ups.

- ✓ Creates a culture of support and quality.

e.g. Taylah feels comfortable asking for help with new menu items, because the café team focuses on improvements, rather than blaming mistakes.



Image: plahoty/Depositphotos.com

Preview Sample: PM & Employee improvement 11D

1. Why is **employee improvement** an **important** focus of **performance management**?

Do not copy

2. Describe work examples of how **CAE employability skills** might be **applied** to **employee improvement** as part of **performance management**.

11.09 Recognising Achievements

Recognising and rewarding achievements

As you have probably already realised, a key role of performance management is to **recognise** and **reward** workers' **achievements**. Celebrating **success** helps **motivate** staff, builds **morale**, and **reinforces** positive behaviours that contribute to workplace **goals**. Recognition can be **formal**, such as employee-of-the-month programs, certificates, or bonuses; or **informal**, like a thank-you message or a mention in a team meeting.

Effective recognition also supports **job satisfaction** and **self-esteem** by promoting **intrinsic** rewards, such as the pride, purpose and personal fulfilment people feel from doing a good job. This can strengthen their connection to **the work itself**, making tasks more **meaningful** and enjoyable. While **extrinsic** rewards (like cash **bonuses**) can be motivating in the short term, they may lose impact over time if workers do not also feel genuinely appreciated for their skills and efforts.

By acknowledging achievements, workplaces - through their owners, managers and supervisors – show workers that their **contributions** are **valued**. This helps create a positive **enterprise culture** where staff feel **appreciated** and **encouraged** to keep performing at their best.

Rewarding achievements supports **professional development**. Workers gain **confidence** to take on **challenges** or to build on their strengths. This can even lead to acting in more senior roles or achieving **promotion**. Performance management systems help ensure recognition and rewards are **fair, transparent**, and **consistent** with workplace **values**.

Performance management systems can help to recognise and reward achievements by:

- ⇒ linking **recognition** to employees **achieving** their workplace **goals** (goal-setting)
- ⇒ ensuring **rewards** are **aligned** fairly with **transparent** performance **measures** (accountability and transparency)
- ⇒ acknowledging **improvements in skills, attitudes and confidence** (employee improvement)
- ⇒ encouraging ongoing **intrinsic motivation** and **pride** in a job well done
- ⇒ celebrating **achievements** in ways that match **workplace values** and **culture**
- ⇒ providing **consistent, fair** processes for rewards so all staff feel **valued** and **respected**.



Role of performance management in rewarding achievements

Performance management can proactively and positively recognise and reward achievement by:

- ✓ Linking recognition to progress on workplace goals and standards (e.g. hitting a sales target recognised at a team meeting).
- ✓ Promoting fair and transparent reward systems so everyone feels valued (e.g. clear criteria for team bonuses).
- ✓ Highlighting improvements in skills, teamwork, attitude and effort (e.g. praising a worker for stepping up to help support and guide new recruits).
- ✓ Supporting a culture of respect, gratitude and shared success (e.g. celebrating a team project milestone with a morning tea).
- ✓ Encouraging ongoing learning and professional growth through recognition (e.g. offering an upskilling course or workshop as a reward).
- ✓ Creating consistent ways to celebrate contributions, both formal and informal (e.g. employee-of-the-month awards and thank-yous).

- ✓ Builds confidence and pride in work.
e.g. Amina felt proud and motivated after being recognised for running a safe and positive swim class for children at the centre.

- ✔ Strengthens teamwork and cooperation.
- e.g. Amina and her co-workers received a morning tea shout-out after successfully coordinating a multi-age holiday program, which boosted team spirit.



- e.g. Kai noticed everyone was more upbeat after the manager started giving quick, sincere praise during busy and hectic shifts.

Image: <https://www.depositphotos.com/10612676/13012576.html>

PM & Recognising achievements 11E

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11.11 Responding to Change

Responding to change

The commercial world is not static. Industries, industry sub-sectors and workplaces continue to **change** and **evolve**. These changes will impact on your own **career development** and **growth**.

At times, change might be **positive** and create **employment opportunities**, such as new jobs in emerging green industries, or a boost in **local jobs** when a large business comes to town.

Throughout your career you will benefit from **feedback and review processes**, and be presented with **opportunities for promotion** as an ongoing part of your **skills progression** and **qualification upgrades**.

You might also benefit from **organisational restructuring**, which can offer new opportunities in a **growing enterprise**, support **career advancement**, and even provide access to new positions due to a broader **geographical reach**.

However, change can also have **negative** impacts on workplaces, and places both **professional** and **personal pressures** on individuals.

Organisational restructuring, such as company **mergers**, **downsizing**, or changes to **management structures**, can adversely impact workers by creating **uncertainty**, removing job roles, or requiring **redeployment** that might not match workers' skills or interests.

Many people have to **cope with unemployment** at varied stages of their **career life cycle** due to economic **downturns**, business **closures**, or industry change and **decline**.

Feedback and review processes, as part of **performance management**, might force you to confront areas of **underperformance** or **skills-gaps**, which can feel challenging or even threatening at times.

In CAE General Year 12, you'll investigate how responding to change can influence your own career development. You'll explore four key change elements that really are broad 'mega topics', each of which could easily form a whole section of your Unit 4 curriculum. However, in your course, each represents just one of many curriculum 'dot points'.

Your teacher will help focus your study on four main elements, showing how these change factors might impact on your future career. They may also introduce other change factors relevant to your local area, your learning program, and the applied situations that relate to your own experiences.

The four change elements are:

1. **Coping with unemployment**
2. **Organisational restructuring**
3. **Feedback and review processes**
4. **Opportunities for promotion.**



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Depositphotos.com

1. Coping with unemployment

An unfortunate part of the **labour market**, is that at times, people experience unemployment, due to a mismatch between the skills they have available, and the skills that are in demand within the broader commercial world. It is very likely that all of you will experience at least one period of extended unemployment.

People are only counted as being officially **unemployed** if they are **actively seeking work**. According to the ABS, the official definition of unemployment requires:

- ⇒ someone to be aged **15+**, and who was **not employed** during the reference week:
 - ✓ to have **actively looked for work** during the previous four weeks, and
 - ✓ be **available to start work** in the reference week if a job is available.

It is important to understand that many people who are '**not employed**' are not necessarily unemployed. These might include retirees, aged people, invalid people, non-working spouses, non-employed high school and post-secondary students, stay-at-home parents, unpaid volunteers, 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 June 2025, 659,600 people were officially unemployed, i.e. actively seeking work. The **unemployment rate** was 4.3% (Source: ABS 6/2025).

Preview Sample:

Common causes of Unemployment

Finishing post
secondary training

End of temporary or
contract work

Changes in consumer
preferences

Regional economic
downturn

Illness or injury

Lack of training, skills
and qualification

Leaving school



Family or personal
circumstances change

Finishing an
apprenticeship or
traineeship

Organisational
restructuring

Industry decline

Business closure

Relocation

Termination due to
poor performance

Image: igoncept/
depositphotos.com

11.13 Coping With Unemployment

Youth unemployment

Throughout the broader economy, unemployment can affect young people at greater proportional rates than the general population. In Australia, youth unemployment refers to people aged 15 to 24 years who meet the official definition of unemployment.

Young job-seekers experience **unemployment** at different **transitional changes** in their career, such as:

- ☹ when leaving school
- ☹ completing post-secondary training
- ☹ finishing their apprenticeship or traineeship
- ☹ losing a temporary or contract role
- ☹ experiencing industry or regional economic decline
- ☹ facing personal challenges like illness, injury, or family changes.

In Australia, the **youth unemployment** rate is higher than the unemployment rate generally. Younger people are also more likely to be unemployed for longer periods. Many **regional areas** experience significantly higher than average unemployment and youth unemployment rates and periods of unemployment.

Underemployment

Underemployment occurs when people are working, but not as much as they need or want to (e.g. limited casual, part-time hours). Underemployment is common among young people starting their careers and can result in:

- ☹ Financial pressure, due to too few hours or low pay.
- ☹ Slower career development as skills are under-utilised.
- ☹ Frustration or feeling stuck in casual or entry-level roles.

Australia: Unemployment & Youth Unemployment Rate % 2015- 2025 (as at June)		
Year	Overall %	Youth %
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%	16.0%
Jun '21	4.9%	10.2%
Jun '22	3.5%	7.9%
Jun '23	3.5%	8.2%
Jun '24	4.0%	9.5%
Jun '25	4.3%	9.6%
Jun '26		
Jun '27		

Source: ABS, 6202.0
Labour Force, Australia.



Unemployment by the numbers

As at June 2025 (Note: trend/original rates except where stated): ¹

- ⇒ Australia’s unemployment rate was 4.3%, up from 4.0% in June 2024.
- ⇒ WA’s unemployment rate was 4.0%, up from 3.8% in June 2024.
- ⇒ The youth unemployment rate for those aged 15–24 in Australia was 9.6%, marginally down from 9.7% in June 2024.
- ⇒ The WA youth unemployment rate was 8.9%, down from 9.2% in June 2024.
- ⇒ The Australian unemployment rate for those aged 15-19, was 14.8% as at June 2025. (14.2% as at Jun '24).

As at May 2024, the unemployment rate for those aged 15-74 with: ²

- ⇒ Post graduate degree, 2.8% // Bachelor’s degree, 2.3%.
- ⇒ TAFE diploma or advanced diploma (highest qualification), 2.5%.
- ⇒ Certificate III or IV (highest), 3.5% // Certificate I or II (highest), 6.3%.
- ⇒ Year 12 only, 5.3% // Year 11 only, 8.1% // Year 10 only, 6.4% // Below Year 10, 13%.

Sources: ¹ ABS, 6202.0 Labour Force Survey, June 2025; & June 2024. ² ABS, Education and work, May 2024 (released November 2024).

Impacts of unemployment

An unexpected or prolonged period without **paid employment** can have a significant, or even devastating, impact on a person's **financial**, **emotional** and **social wellbeing**.

Unemployment can quickly cause **relative poverty**. And of course, unemployment can lead to personal, social, and even legal issues! But it doesn't have to. So what can you do about this? What is in your **locus of control**? Well, how about again considering **enterprising behaviours** and seeing how they might be able to reduce the burden and stigma of unemployment - by building **resilience**!

Some, or even many, of these effects might impact on you, or someone you know, at some stage of their career.

- ⇒ Loss of regular income and financial security.
- ⇒ Increased financial stress or poverty.
- ⇒ Loss of routine, structure, and daily purpose.
- ⇒ Impacts on lifestyle from a reduced standard of living.
- ⇒ Reduced self-confidence and self-esteem.
- ⇒ Feelings of failure, frustration or helplessness.
- ⇒ Social isolation or disconnection from friends and community.
- ⇒ Negative effects on mental health, including anxiety and depression.
- ⇒ Pressure and strain on personal relationships.
- ⇒ Difficulty maintaining motivation and focus.
- ⇒ Delayed career progression or skills development.
- ⇒ Risk of long-term unemployment if periods without work extend.

Impacts on young job-seekers

The impact of unemployment (or not yet being employed) can be particularly acute for young job-seekers just starting out on their career pathways. Without paid work or even a career start, young people might lose **confidence**, fall behind **financially**, or feel **disconnected** from others. Common impacts include:

- ⇒ Financial stress from having little or no income.
- ⇒ Loss of routine, making it harder to stay motivated.
- ⇒ Reduced confidence after repeated job rejections.
- ⇒ Social isolation from friends or community activities.
- ⇒ Career delays, as gaps in employment make it harder to build skills and experience.
- ⇒ Pressure from family or friends to 'get a job'.
- ⇒ Feeling left behind compared to peers who are working or studying.
- ⇒ Negative impacts on mental health, including anxiety and low mood.

*Image: Tomasz Trojanowski/
Hemera/Thinkstock*

"Any job will do, I just need a start!"



11.15 Coping With Unemployment

Responding to unemployment

There is no easy or simple set of guidelines to prepare people for dealing with unemployment. Each person's individual circumstances are different.

Government assistance, such as **Youth Allowance** and **JobSeeker**, is in place to assist people who face a situation of unemployment. However, these are proving harder to qualify for. Some people are supported by their **parents** or **partners**, some might have **savings** to fall back on, while others find themselves in **financial hardship** immediately.

Some people use a period of unemployment as a time to take stock and reassess their goals, and to pursue **training** options for enhanced **skills-development**. Others actively involve themselves in **community programs** and **volunteer work**, which broadens their network, builds their skills, and brings them into contact with potential job opportunities.

Some people find it hard to deal with the social **stigma** surrounding unemployment, especially in communities with higher than average unemployment levels. This can lead to a drop in self-esteem, and a general feeling of **disconnectedness**.



Responding when becoming unemployed

If you lose your job, it helps to respond proactively.

- ⇒ Allow yourself time to adjust: It's normal to feel shocked or discouraged.
- ⇒ Get feedback from your employer: If possible, ask for feedback to help understand why you were let go and what skills or experience you might need to improve. Ask for a reference.
- ⇒ Seek financial advice early: Find out what assistance you're eligible for (e.g. Youth Allowance, JobSeeker, local initiatives, targeted support programs).
- ⇒ Talk to people: Family, friends, mentors, and support services can provide both emotional and practical help.
- ⇒ Set small goals: Focus on short-term actions like updating your résumé or applying for one job at a time.



Building and applying resilience while unemployed

Unemployment can challenge your sense of identity and purpose. Staying active, connected and positive, can help you manage this 'down' period more effectively.

- ⇒ Stay connected: Keep in touch with friends, family, and your community. Join a club, volunteer, or attend local events to avoid isolation.
- ⇒ Focus on wellbeing: Maintain a healthy routine with regular exercise, balanced meals, and proper rest, so as to support your physical and mental health.
- ⇒ Keep learning: Enrol in free short courses or workshops to build new skills and improve your future job prospects.
- ⇒ Reframe the situation: See this as a chance to reassess your goals and explore new opportunities for personal and career growth.
- ⇒ Seek professional support: Access career services, Jobs and Skills Centres, or counsellors for guidance and practical support.
- ⇒ Participate in the community: Volunteer or help with local projects to stay active, gain skills, and expand your network.

Proactively building skills, experience and seeking employment opportunities.

Being unemployed doesn't mean standing still. You can take steps that support your future career.

- ⇒ Training and courses: Build new skills or gain qualifications through TAFE, online learning, or short courses. Get advice from your local **Jobs and Skills Centre**.
- ⇒ Community participation: Get involved in activities that connect you with others and to develop transferable skills and real-world experience; such as volunteering, charity work, and helping with local initiatives, community events and social enterprise projects.
- ⇒ Cold-canvassing: Approach businesses and employers directly to ask about potential job opportunities, even if no jobs are advertised.
- ⇒ Networking: Talk to family, friends, and community contacts about job leads. Attend industry events or local business meet-ups, as casual conversations can lead to unexpected job opportunities.
- ⇒ Gig work, freelance or contracts/temp work: Take on short-term or casual jobs to stay active in the workforce and keep building your résumé.
- ⇒ Use online resources: Access free job-seeking advice, résumé templates, and training tools, through government, community and career portals and platforms.

Preview Sample:

Responding to unemployment 11F

Experiencing unemployment is a serious situation and the information in this topic can only be - by definition - general. Unemployment can impact varied people in different ways depending on their age, work history, location, family and parental support, friendships and community bonds and their professional network.

It is very likely that your teacher will arrange for a professional who is skilled in this area, perhaps from your local **Jobs and Skills Centre**, to talk to your class about the different support services available, as well as the strategies to build and apply **resilience** and **career adaptability**.

So, from what you have **learned** and what you continue to **find out**, respond to these prompts in your work folios. Report back to the class.

What should I do if I lose my job?	What immediate support can I access? What, how, who and when?
What should I do if I experience a period of longer-term unemployment?	What longer-term support can I access? What, how, who and when?
From where/whom can I access financial advice and support?	From where/whom can I access job-seeking advice and support?
How can I develop and apply resilience and adaptability?	How can I stay connected to my communities?
How can I build my transferable skills to make me more employable?	How can I build my specific skills to make me more employable?
How can I access local employment opportunities?	What else can I do that will help my personal situation?

11.17 Organisational Restructuring

2. Organisational restructuring

Organisational restructuring involves changing how a business or organisation is structured, with the aim of improving efficiency, quality, and other performance outcomes. It is a type of **workplace reform** that can help promote a more enterprising and adaptable workplace culture. Restructuring can be driven by both pressures for change and opportunities for change, such as:

- ⇒ The need to improve performance or productivity.
- ⇒ Pressure to operate more efficiently or reduce costs.
- ⇒ A focus on enhancing competitiveness in the market.
- ⇒ New technologies enabling different ways of working.
- ⇒ Shifts in customer needs or preferences.
- ⇒ Growth that requires different management structures or expanded operations.
- ⇒ Downsizing to remain competitive in a challenging market.
- ⇒ Business mergers, acquisitions and takeovers.
- ⇒ Changes in government policies, regulations or legislation.

Workplace reform can be described as an integrated approach to changing how work is managed so as to improve outcomes for work-related stakeholders. It usually involves changing the **structure** of an organisation, as well as redesigning how **activities** are carried out. Effective workplace reform might involve:

- ✓ a flatter **management hierarchy**
- ✓ a focus on two-way **communication** and/or 360° feedback
- ✓ greater **autonomy** and **responsibility** for employees
- ✓ increased **employee** involvement in **decision-making**
- ✓ a shift towards **team-based** work units
- ✓ a redesign of work environments, including more **adaptability** and **openness**
- ✓ an emphasis on both numerical and functional **flexibility**
- ✓ supportive **training** and **development** programs to enhance **multi-skilling**
- ✓ a shift towards more **family-friendly** work arrangements
- ✓ a drive towards **innovation** and **total quality management**
- ✓ a focus on environmentally **sustainable** work practices;
- ✓ as well as many other 'progressive' changes to reflect a more **inclusive**, **adaptable** and efficient contemporary **culture of enterprise**.

Digital innovation and AI will continue to shape organisational restructuring and reform. So, how different will your workplace, and your work roles, be in 10 years' time?



Image: Ellagrin/
Depositphotos.com

Reform & Restructuring: Issues to consider...



Preview Sample:
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Responding to organisational restructuring 11G

Consider your career development at the entry-level stage, after 2-3 years, and in 5+ years' time. Suggest how varied examples of organisational restructuring and reform might impact on you. Don't forget to consider these examples not only as pressures, but also as opportunities for change. Get advice from experienced workers, managers and owners. Start here and continue in your work folios.



Entry-level	In 2-3 years	5 years +

11.19 Feedback and Review

3. Feedback and review

As you investigated in Section 7, and in this section as part of **performance management**, **feedback and review** are important elements of effective career development.

It's how you respond to feedback and review; such as reactively, proactively (or even a mix of both), that will influence potential changes that shape your career growth and development.

Throughout your career, feedback and review will help you to continue learning, improving and moving forward. Whether it's **advice** from a **supervisor**, **input** from **co-workers**, or formal **performance reviews**, feedback gives you valuable insights that can help you shape your career. Responding to feedback not only supports skill development, but also builds two key career qualities: **resilience** and **adaptability**.

In fast-changing industries and workplaces, the ability to learn from feedback and apply it in new situations is a key advantage.



Using feedback to build resilience and adaptability to deal with change

⇒ At entry-level

Feedback helps build essential skills and confidence. Applying advice and guidance enables workers to adapt to workplace expectations and learn new routines. e.g. A new staff worker improves customer service after receiving feedback on greeting customers and managing orders promptly.

⇒ After 2-3 years

Feedback supports progression into more advanced tasks and responsibilities. Acting on feedback helps develop resilience when managing challenges and adapting to change.

e.g. A retail employee uses feedback from senior managers to develop skills in supervising junior staff and handling customer complaints.

⇒ From 5+ years

Ongoing feedback enables continued adaptability as industries evolve. Feedback guides ongoing learning and career decisions, strengthening both resilience and adaptability.

e.g. A construction supervisor responds to feedback by completing training in new safety regulations and equipment use.

Case: Lily's hospitality career progression

⇒ Entry-Level

Lily begins working as a casual café assistant while completing Year 12. Feedback from her supervisor on customer service techniques helps her to develop essential skills and adapt to workplace routine.

⇒ After 2-3 years

Now employed as a shift supervisor, Lily receives feedback through regular performance reviews about her leadership and team management skills. By acting on this advice, Lily builds even greater resilience when managing busy shifts, and through having the responsibility to deal with customer issues.

⇒ 5+ years

Now in a senior management role, Lily applies feedback to adapt to newer responsibilities such as rostering, financial reporting and staff training.

Ongoing guidance and mentoring from senior managers help her remain adaptable as the business expands under her guidance.

Image: Dmyrto_Z/Depositphotos.com



"To think that I was just a nervous kid when I started. But they have 'coached' me all long and now I manage the place!"

Feedback and review: Sources and types



Supervisor feedback

Co-worker observations

Peer reviews

Training course assessments

Mentoring programs & advice

Social media reviews

Client/customer complaints

360° feedback

Sales targets and service data

Feedback from job/role trials

Performance appraisals

How might these impact on my career?

Task performance audits

Customer feedback

Informal advice

Competency-based training assessment

Professional development

Mystery shopper reports

Self-reflection

Coaching sessions

Incident reports

Performance metrics

KPI achievements

Online rating systems

Preview Sample:

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Responding to feedback and review 11H

Consider your career development at the entry-level stage, after 2-3 years, and in 5+ years' time. Suggest how varied **examples** of **feedback and review** might **impact on you**. Don't forget to consider these examples not only as **pressures**, but also as **opportunities** for change. Get **advice** from experienced workers, managers and owners. Start here and continue in your work folios.



Entry-level	In 2-3 years	5 years +

11.21 Promotion Opportunities

4. Promotion opportunities

There comes a time in everyone's career when a **promotion opportunity** appears. Whether through business **growth**, organisational **change**, or simply being ready to take the next step in a workplace role.

Promotions offer more than **increased responsibility** and **more pay**. They can provide access to **new skills**, fresh **challenges**, and the opportunity to **contribute** at a higher level. However, promotions can also bring new **pressures**, including **managing others**, meeting **performance targets**, or handling more **complex tasks**.


Understanding how to recognise, prepare for, and respond to promotion opportunities is important, especially as you move from entry-level work towards more advanced roles over the course of your career.

We need to emphasise that becoming a **manager** does not necessarily mean that a person becomes a **leader**. Being a manager involves planning, organising, directing and monitoring work tasks. Leadership, however, requires more than just managing tasks. Leadership also involves guiding others, building trust, setting a positive example, and inspiring people to work towards shared goals. And that sounds a lot like building a positive **culture of enterprise**.

Preview Sample:

Types of promotion opportunities

- ⇒ **Vertical promotion**
Moving upwards to a higher-level role (e.g. team member to supervisor).
- ⇒ **Lateral /horizontal promotion**
Moving into a different role at the same level but with increased responsibility or skill requirements (e.g. sales assistant to product specialist).
- ⇒ **Open promotion**
A promotion opportunity available to all staff who apply, often through formal recruitment processes.
- ⇒ **Closed/targeted promotion**
A promotion offered directly to an individual or selected group, without open competition.
- ⇒ **Temporary promotion/Acting Role**
Taking on a higher role for a set period (e.g. covering for a manager on leave).
- ⇒ **Merit-based promotion**
Based on performance, qualifications, or meeting specific targets.



- ⇒ **Seniority based promotion**
Based on length of service and experience, though less common in many modern workplaces.
- ⇒ **Project-based promotion**
Gaining leadership or higher responsibility through being assigned to manage or create a project.
- ⇒ **Length of service promotion**
Based on length of service with the organisation. Pay progression may occur after set time periods, or longer-serving employees may be offered more advanced roles in recognition of reliability and experience.
- ⇒ **Meeting qualifications promotion**
Promotion granted after achieving a required qualification, such as a Certificate III, IV, diploma, degree, apprenticeship or traineeship.
- ⇒ **Ghost promotion**
When a worker 'unofficially' takes on the duties of a higher role without receiving the formal title or pay. This can occur during periods of change, under-resourcing, poor management, staff turnover, or even exploitation.

Image: kikkerdirk/Depositphotos.com

Promotion opportunities can lead to:

Recognition
& respectHigher pay
& incomeMore
responsibilityHigher expectations
& longer hoursEnhanced
self-esteemIncreased stress
or burnoutHigher
motivationLack of experience/
skills (i.e. not ready)Improved job
satisfactionRole
dissatisfactionTraining &
developmentLimited support or
trainingBroader and deeper
skills-setStaff resentment
& conflictWork/life perks
& benefitsUnpaid overtime
(no salary)Improved future
employabilityIncreased status, expectations
& professional recognitionWork/life
imbalance

Preview Sample:

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Image: bitandri
Depositphotos

Responding to promotion opportunities 111

Consider your career development at the entry-level stage, after 2-3 years, and in 5+ years' time. Suggest how varied **examples of promotion opportunities** might **impact on you**. Don't forget to consider these examples not only as **opportunities**, but also as **pressures** for change. Get **advice** from experienced workers, managers and owners. Start here and continue in your work folios.



Entry-level	In 2-3 years	5 years +

11.23 Graduated Assessment 1

GA2 Advice for Dealing with Change // Career building



When it comes to building your career and dealing with change, you don't have to come up with all the answers yourself.

Yes, change will affect you personally and influence your career development. But you're not the first to experience these pressures, and you certainly won't be the last. In fact, most people in the workforce have faced change situations, and some are dealing with them right now.

There are many people who can share their experiences and offer advice to help you manage change when it happens to you.

For this graduated assessment task, you are required to interview a range of workers and professionals who can give you practical insights into managing workplace change as part of career development. You should interview:

- an older worker/manager with 15+ years experience

- an experienced worker in their mid to late 20s

- a new worker in the first 2 years of their career

- You should also interview a professional such as a Careers Advisor or an employment specialist about:

- ⇒ the potential impact of unemployment

- ⇒ support available for unemployed workers

- ⇒ actions you could take if facing a period of unemployment.

Ask each person how the following situations have affected them (or are still affecting them):

- ☐ Performance management, feedback and review.

- ☐ Dealing with unemployment.

- ☐ Organisational restructuring.

- ☐ Promotional opportunities.

Find out:

- ⇒ What happened (or is happening)?

- ⇒ What positives were (or are) associated with the situation?

- ⇒ What negatives were (or are) associated with the situation?

- ⇒ How did they respond?

- ⇒ How did their career development benefit from the situation and their response?

- ⇒ What advice can they offer you?

Your teacher might get you to work in pairs for this task.

When finished, summarise the information given to you in point form and report back to the class. Conclude your report with recommendations on how to deal more effectively with change and unemployment as part of career development.

Preview Sample:
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Legislation and Employment

12

12.01 Policies, Protocols and Rights	274	12.19 Workplace Bullying	292
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Activities 12: Legislation and Employment

	p.	Due date	Done	Comment
12A Workplace policies and protocols	277	<input type="checkbox"/>	<input type="radio"/>	
12B Responsible use of technology	279	<input type="checkbox"/>	<input type="radio"/>	
12C Technology legal requirements	280	<input type="checkbox"/>	<input type="radio"/>	
12D What's going on?	285	<input type="checkbox"/>	<input type="radio"/>	
12E Employer/PCBU responsibilities	287	<input type="checkbox"/>	<input type="radio"/>	
12F Issue resolution protocols	291	<input type="checkbox"/>	<input type="radio"/>	
12G Dealing with WHS risks	294-295	<input type="checkbox"/>	<input type="radio"/>	
12H Equal opportunity	298-299	<input type="checkbox"/>	<input type="radio"/>	
12I Sexual harassment	303	<input type="checkbox"/>	<input type="radio"/>	
AT3 Employment Legislation and Grievances Procedures	304-306	<input type="checkbox"/>	<input type="radio"/>	

Comments:

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12.01 Policies, Protocols and Rights

Legal 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.

Many rights, such as **equal opportunity** and **anti-discrimination**, are governed by state laws. **Industrial relations laws** usually apply on a national basis, unless a particular state, such as WA, still has its own IR system.

To ensure that these rights are being adhered to, employees and employers have certain **responsibilities** to fulfil. These responsibilities usually require a joint effort on the part of both employees and employers to create a positive **workplace culture** with minimal conflict.

Many responsibilities are governed by **legislative frameworks** at the Commonwealth, state and local levels. These include privacy laws at the national level, state-based WHS legislation, and local trading restrictions and council permits.

The operations of workplaces do not happen in a vacuum. All workplaces deal with **internal** and **external stakeholders** (to a lesser or greater extent). There are thousands of different legal requirements that impact on the **operations** of workplaces. Some apply generally, such as taxation requirements surrounding GST. Some apply specifically, such as different taxation requirements related to incorporated enterprises (companies, partnerships and sole traders, and registered charities and not-for-profits).

All enterprises make or provide products (goods and/or services) that are used and consumed by other stakeholders. There are various laws related to **product safety**, product labelling, service provision, **product restrictions** (such as almonds) and many others. Some laws apply generally, such as **consumer protection legislation** (which is state-based). Some apply specifically, such as Commonwealth bans on the importation of harmful products, for example, toys containing lead paint.

Many enterprises develop internal **policies**, **protocols** and **codes of behaviour** to govern their **operations**. Some of these are based on laws (such as non-disclosure of client information), whereas others are based on preferred modes of operation (such as airlines refusing to carry passengers wearing inappropriate or 'offensive' clothing). Some of these protocols and policies are not legal requirements, but the enterprise might well be within its rights to apply these.

However, some might even be illegal (e.g. no refunds given), and are often unethical (e.g. not giving shifts to more expensive staff), or exploitative (e.g. hiring workers as independent sub-contractors). And let's not forget about mandated **vaccination** status.

Australian firms face some of the strictest legal production requirements of anywhere in the world.

*Image: michael jung/
iStock/Thinkstock*



CAE Unit 4 foci

We could continue describing the legal and regulatory framework affecting employers and employees. However, unless you want to spend another four years on this topic (you could study **commercial law**), it is better to summarise key legal requirements that are likely to apply in workplaces. Then you can research legal requirements related to specific workplaces, occupations and industries in which you are likely to build a career pathway.

The three areas of **employment-related legislation** you will focus on for **Unit 4** are:

- ✓ **Work Health and Safety Act 2020** (for WA)
- ✓ **Equal Opportunity Act 1984** (WA)
- ✓ **Fair Work Act 2009** (for Australia).

Legal Rights and Responsibilities



Employment legal requirements

- ⇒ workplace relations laws
- ⇒ equal opportunity and anti-discrimination
- ⇒ federal (& state) awards
- ⇒ registered agreements
- ⇒ National Employment Standards
- ⇒ minimum pay scales
- ⇒ loadings, overtime, penalties, etc.
- ⇒ leave provisions
- ⇒ termination & redundancy
- ⇒ Australian Apprenticeships
- ⇒ youth and trainee wages
- ⇒ unpaid and paid trials

Financial legal requirements

- ⇒ income tax
- ⇒ GST collection
- ⇒ BAS reporting and payment
- ⇒ company tax
- ⇒ superannuation compliance
- ⇒ 'business' structure
- ⇒ corporate compliance
- ⇒ corporate governance
- ⇒ financial and accounting standards
- ⇒ company reporting and auditing
- ⇒ trust accounts
- ⇒ contract law
- ⇒ loans and financing

Operational legal requirements

- ⇒ WHS laws
- ⇒ emergency procedures
- ⇒ business trading laws
- ⇒ product safety laws
- ⇒ ISO and Australian standards
- ⇒ fair trading laws (ACCC)
- ⇒ competition laws (ACCC)
- ⇒ occupational licensing/certification
- ⇒ industry regulations
- ⇒ global legal implications
- ⇒ trading and hours of operation
- ⇒ control and disposal of waste
- ⇒ privacy and non-disclosure
- ⇒ COVID/infection-safe laws/guidelines

Other legal requirements

- ⇒ industry regulations
- ⇒ hygiene and food safety
- ⇒ environmental regulations
- ⇒ driving and parking regulations
- ⇒ fire safety regulations
- ⇒ safe chemicals and substances
- ⇒ import and export restrictions
- ⇒ customs laws and duties
- ⇒ collection and use of data
- ⇒ intellectual property (copyright)
- ⇒ digital operating protocols
- ⇒ patents and trademarks
- ⇒ overseas legal requirements
- ⇒ Australian content regulations

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12.03 Policies, Protocols and Rights

Workplace policies and protocols

All workplaces have protocols that must be followed by various stakeholders. These protocols are usually set down in policies that relate to the **rights** and **responsibilities** of employees, managers, customers and clients, suppliers, owners, and other relevant **stakeholders**.

The term **protocol** is a general term that may refer to internal **policies**, **codes of conduct**, **standards of behaviour**, **legislative guidelines** and other formal and informal expectations of behaviour.

Protocols manifest in the development of workplace procedures, processes, systems, and other 'rules' that stakeholders must follow (i.e. the workplace structure and workplace culture). Therefore, they impact on the nature of work and how work is carried out.

Three key areas that drive the need for rights and protocols for the workplace are **health and safety**, **equal opportunity**, and **pay and conditions**.

All employees have basic rights. But in return they are expected to meet certain basic responsibilities. Of course, there are legal rights in relation to rates of pay, freedom from discrimination and the right to have a safe and healthy workplace.

Responsibilities balance these rights and include working to fulfil the reasonable demands of an employer, not harassing, bullying or intimidating other work-related stakeholders, and working safely by following established workplace procedures.

The combination of protocols, guidelines and policies balances the rights and responsibilities of work-related stakeholders. This results in the development of **codes of conduct** and associated **standards** in a workplace. These combine to influence the nature of work in the workplace.

Codes of conduct and standards of behaviour

Codes of conduct and **standards** (of **behaviour**) are the practical means by which the **rights** of **work-related stakeholders** are **protected**. Codes of conduct and standards lead to the development of work-related **protocols**, which are then applied to **work practices**, **systems**, **processes** and other **guidelines** that must be followed in all work-related situations.

Therefore, these codes of conduct and associated standards of behaviour, both reflect and reinforce, the **expectations** on workers as part of the **workplace structure** and **workplace** (or enterprise) **culture**.

When an employee signs their employment contract they will be agreeing to abide by expected codes of conduct and standards of behaviour.

Some of these will be general and apply to all workplaces; such as **anti-discrimination** and **workplace health and safety** protocols.

Others might be specific to a particular industry or workplace, such as a **social media usage policy**, an employee **uniform/dress standard**, or undertaking a **criminal record check** and gaining **working with children certification**.

Even though Kelvin here looks great, some workplaces are still very old-school about their expected standards of professional presentation, and will spell this out in their policies and codes of conduct.



Code of Conduct Protocols can relate to:



Employee behaviour including appropriate interpersonal communication.

Internal policies governing communication between management and employees.

Social media, internet and email usage policies, including expected standards of behaviour.

Employee behaviour in relation to customers and clients, including non-discriminatory practices, non-disclosure of client information, and cross-cultural awareness.

WHS policies and procedures including following safe work practices, and ensuring that all work-related stakeholders are not exposed to danger.

The reporting of safety issues through the relevant WHS reps, managers and stakeholders.

Employee use of an organisation's assets such as vehicles, devices, technology and equipment.

Employee responsibilities when carrying out their duties in line with the expectations and goals of their employer.

Many other specific work practices, systems and processes that relate to industry-specific settings; including mandatory reporting, licensing and certification, professional or occupational registration, gambling, alcohol consumption and testing, drug testing, and many others.

Workplace policies and protocols 12A

Define these terms and use **examples** to describe how each **applies** in **workplaces**.

Workplace policy

Codes of conduct

Workplace standards of behaviour

Workplace protocol

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12.05 Using Workplace Technology

Workplace technology

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

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

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



Image: Mark Bowden/iStock/Thinkstock



Workplace technologies

Manufacturing technologies

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

Service technologies

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

Information and communications technology

- ⇒ ICT innovation is driving workplace change.
- ⇒ As a work-related technology, ICT is used directly by service industries to provide their core services, such as media, finance, communications and retail.
- ⇒ ICT is also used indirectly by all industries as part of their communications, data management, ordering and finance infrastructure; as well as a platform to control manufacturing, mining, agricultural and other processes.
- ⇒ Work-related information and communications technologies include computer-aided design, virtual manufacturing, computer-integrated manufacturing, global communication networks, industry-specific software, device management apps and many, many more.
- ⇒ However, the use of work-related ICT does raise many issues. These include safety issues associated with overuse, terms of use issues for employees, environmental issues such as 'e-waste', and ethical issues associated with data security, privacy and intrusive marketing.

Responsible use of technology

There is a range of **social**, **ethical**, **legal** and **environmental issues** that arise from the increasing use of workplace technology. These issues lead to **rights** and **responsibilities** that influence the development of appropriate **policies**, **protocols** and **codes of conduct** for the use of technology in the workplace; as well as impacting on the **expectations** surrounding appropriate use of technology and its associated **behaviours** by all workplace **stakeholders**.

Work-related technology should be used for work-related tasks in such a way that takes into account rights and responsibilities related to safety, accessibility, and the availability of training. Most organisations and workplaces have strict procedures and protocols that govern how they expect work-related technology to be used.

- ⇒ **Safety**: Follow rules to prevent injury, damage and cybersecurity risks.
- ⇒ **Accessibility**: Technology must be usable by all staff, including people with disabilities.
- ⇒ **Training**: Staff must be trained before using workplace technologies.
- ⇒ **Data privacy**: Protect customer, client and employee information. Keep workplace information confidential.
- ⇒ **Standards of behaviour**: Use professional communication, share appropriate content only, and keep personal use limited.
- ⇒ **Codes of conduct**: Use technology for work tasks, protect passwords, follow security rules, and report problems.
- ⇒ **Copyright**: Respect intellectual property; and only use licensed software and approved materials.
- ⇒ **Sustainability**: Use green energy, reduce resource use and dispose of e-waste correctly.

Preview Sample:
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Responsible use of technology 12B

Describe **applied examples** of how **organisations** and **workplaces** have **protocols** related to the **responsible use of technology** in these **3** areas. Add 1 more.

Standards of behaviour

Data privacy

Sustainability

12.07 Using Workplace Technology

Technological issues

As a worker, you need to be aware of the expectations, protocols and even the legal requirements that relate to the appropriate use of technology.

This is becoming an even more complex area to manage, especially in relation to the online use and sharing of personal information, images, intellectual property, text and data.

Legal requirements

First and foremost, there are legal issues to consider in the use of work-related technology. Consider the following and how each might relate to your preferred career pathway.

- ✓ **Licensing, registration and compliance:** For example, an electrician must hold the correct trade licence, or a driving instructor must be registered.
- ✓ **Age restrictions:** Certain industrial machinery can only be operated by workers above a specific age, such as on construction sites.
- ✓ **Industry-specific WHS regulations and laws:** These vary between industries such as child-care, food services, and the trades, and may include specific equipment, hygiene or safety requirements.
- ✓ **Privacy laws:** Covering how personal or sensitive data is collected, stored, and shared (or not shared), especially when dealing with clients, customers, or students.
- ✓ **Intellectual property (IP) protections:** Strict laws and guidelines prevent the unauthorised use of another person's or organisation's IP, including trademarks, industrial designs, patents, published materials, images, logos, and other information.

Image: photobac/
Depositphotos.com



12C Technology legal requirements

Choose **2** of the **technology legal requirements**. Describe **examples** of how a **worker** would ensure they **meet** these **requirements** when doing their work duties.

Legal prohibitions



So let's explore some things you usually cannot do, in relation to the use of work-related technology, by law!

- ✗ **You cannot carry out work-related duties associated with a licensed or regulated occupation, such as a construction worker, mobile equipment worker (including drivers), electrician, teacher, medical practitioner, solicitor, psychologist and many more occupations. This extends to the use of any technology related to that occupation for work-related purposes.**

For example, Fredi works for a warehousing company and occasionally has to do short deliveries using the company's 5-tonne vehicle. But she doesn't have an endorsed license!

- ✗ **You cannot use particular work-related equipment until you reach a certain age. Obviously this includes various motorised vehicles, including forklifts, but also extends to the use of various examples of industrial machinery. There are also restrictions on the duties that can be performed by work experience and work placement students.**

For example, Lohan is 17 and is very good at using pallet trucks to safely move loads around the warehouse. His boss asks him to jump on the forklift to move a big load a little to the left (which would require an LF license). He doesn't know if he should.

- ✗ **You cannot perform specific work-related tasks (that naturally depend on the use of technology) unless you are trained, accredited and licensed to do so. This might involve obtaining a high-risk license for occupations such as a dogger, scaffolder, crane operator, boiler and steam turbine operator, forklift operator and many more. It also involves appropriate training, accreditation and in many cases, licensed certification for hundreds of varied industry-specific occupations.**

For example, Mike is a Careers teacher and has just been given a replacement class in Year 9 woodwork to

cover for an absent teacher who has come down with a migraine. It's a hot afternoon and the kids are going feral having to sit down and do puzzles. As they become increasingly 'agitated' they keep pleading with him to let them go on with their wood-turning projects. What should he do?

- ✗ **You cannot disclose the personal information of a customer or client to a third party without explicit and clear consent (there are some legal exclusions to requests for information including requests from government agencies). There are also restrictions on how organisations can go about collecting information.**

For example, Alaanyah is working in a health-food store and a customer asks her if a particular type of weight-loss product is any good. Alaanyah looks up the database and sees that celebrity fitness instructor, The Dominator, has purchased some. She replies, "Well it must be good, The Dominator bought 5 cans last week, and he's ripped!"

- ✗ **You cannot use another party's intellectual property in breach of copyright law. This includes material that many people think lives in the 'public domain' on the internet (it doesn't - public domain has a much different legal definition).**

For example, Zed has just opened a tattoo studio in Mount Lawley and is trying to build up his clientele. A hipster dude comes in with a printout of an image of a ripped rabbit riding a motor scooter. He wants Zed to ink this on his back, so Zed asks him where he got the image.

The hipster replies, "S'cool bro, on t'net, s'in the public domain." Zed has paid attention in CAE last year and is not sure he should. The hipster replies, "Well bro, if you won't do it then I just go try Shaky Jakes up the road - Your loss dude!"



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12.09 Using Workplace Technology

Protocols related to digital communications technologies

In the digital age, many employees rely on **digital tools** to do their jobs. From sending emails and messaging team members, to checking rosters, joining video meetings, and using specialised apps, communication technology helps workplaces operate more efficiently and stay connected.

However, using digital tools at work comes with responsibilities. Most organisations will usually have formal **policies** and **protocols** that explain how technology is expected to be used. These **codes of conduct** and **standards** of **behaviours** are designed to protect staff, customers/clients and the enterprise itself.



Maybe not the right thing to do on the first day at work!

Image: AllaSerebrina/
depositphotos.com

1. Using technology for work tasks

Work technologies are provided so staff can get their job done efficiently and professionally.

e.g. At a surfwear shop, Aisha uses the point-of-sale system to process orders and update stock. While it's tempting to check messages during quiet periods, the shop's digital devices are meant for work tasks only, so she keeps her personal phone for breaks.

2. Following security protocols

Organisations need to protect important data and systems from security risks. This is why workplaces often require staff to follow security processes including, creating strong passwords, logging on shared devices and reporting any suspicious activity.

e.g. Jake works for a delivery company. His employer asks all drivers to use a secure app to track jobs. If Jake leaves the app open and unattended, someone else could access private customer addresses. By following security steps like locking his device, Jake helps protect customer information.

3. Keeping communications professional

Work-related emails, messages and apps are designed to help employees share information, stay organised and work together efficiently. Clear, professional communication keeps everyone on the same page and helps tasks get done smoothly.

e.g. Samu and their team use a workplace chat app to swap shifts and update each other about task progress. Keeping the messages short, clear and professional means everyone can quickly find the information they need, without having to scroll through personal conversations or off-topic jokes.

4. Respecting privacy and confidentiality

Staff often have access to private information. Workplace policies help employees understand how to handle this information responsibly, thereby protecting customers/clients, co-workers and the enterprise.

e.g. Working at a gym, Dami can see members' personal details on the booking system. Dami follows workplace protocols and never shares this information with others, even casually in conversation.

Preview Sample:
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5. Online communication and posting

In the digital world, what staff post online - even outside of work - can sometimes affect their employer. That's why many organisations have **social media** and **online communication policies**, which apply to both **work-related accounts** and **personal profiles**. Workplaces encourage staff to be thoughtful and professional when posting online. This helps protect both their own **professional reputation** and that of the business. By keeping personal and work-related content separate, employees help build **trust** with customers, clients and the wider community.

e.g. Ella works part-time at a clothing store. She loves the brand and often posts pictures wearing their clothes. One day, after a frustrating shift, she posts a joke online about 'entitled customers'. Even though she doesn't mention the store by name, someone tags the business, and her manager sees it.

Although Ella didn't mean any harm, her post could still affect the store's reputation. That's why workplaces have clear social media guidelines. Staff are encouraged to promote the business in positive ways, but are reminded to avoid posting negative opinions or work frustrations online. So, most organisations expect staff to:

- 😊 Be mindful that online posts can reach much further than expected.
- 😊 Post in ways that protect the reputation of the enterprise and all workplace stakeholders.
- 😊 Keep personal social media separate from any work accounts they help manage.
- 😊 Avoid posting confidential information or images from the workplace.
- 😊 Ensure that anything posted doesn't breach confidentiality agreements, or contradict company policies and values.

Preview Sample:

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While most workplaces have general protocols covering basic use of digital communication tools, many organisations and industries have additional policies and protocols you may need to follow, depending on your role.

General workplace protocols

⇒ Device use agreements (BYOD policies).

Rules about using your personal phone, tablet or laptop for work tasks.

⇒ Monitoring and access policies.

Work accounts and devices might be monitored to protect data security and ensure responsible use.

⇒ Data storage and backup protocols.

Guidelines on where to save work files, such as a company server or secure cloud platform.

⇒ Software installation restrictions.

Employees are usually not allowed to download apps or programs without approval, to avoid cybersecurity risks.

Other digital protocols

Industry or job-specific protocols

⇒ Encrypted communication.

In health-care, legal or finance roles, staff may need to use encrypted apps or systems to protect sensitive information.

⇒ Real-time tracking.

Drivers and delivery staff may need to keep location-tracking apps active during work hours for safety and accountability.

⇒ Remote work security.

Staff working from home might be required to use VPNs, secure Wi-Fi, and keep work devices locked when unattended.

⇒ Approval for online publishing.

In media, marketing or retail, employees may need management approval before posting social media updates, blogs or advertising content.

⇒ Use of surveillance technologies.

Security staff that monitor CCTV or alarm systems usually have strict rules about who can view footage and how it's handled.

12.11 Work Health and Safety

Work health and safety

One of the most important workplace rights that you have is the right to a safe workplace. Nationally, **work health and safety** (WHS) is the general term used to describe all the rights, responsibilities, training, regulations, guidelines, laws and other issues that relate to a safe work environment.

WHS is commonly used in WA workplaces and around Australia. However, as at late-2025, Victoria still uses the term occupational health and safety (OH&S).

Workplace safety is a **shared responsibility** and different **workplace stakeholders** play an important role in maintaining safe work practices. Workplaces deal with a range of **external stakeholders** on a daily basis. They must ensure that all work activities, products, services and facilities have been developed to **minimise hazards** for external stakeholders when they are visiting a workplace.

Therefore **employers**, as **WHS leaders**, together with **employees**, as **WHS facilitators**, must take an active role in ensuring the safety of all these **workplace visitors**.



Work ready

No one should get injured at work. When you set out for work each day you should expect to arrive home safely at the end of your workday. Before you can enter a workplace you must demonstrate that you can be a safe employee. If you are not aware of workplace safety, then both your own and other people's safety is at risk.

Young workers have an increased risk of being injured. According to **Safe Work Australia**, young workers are especially at risk in manufacturing, accommodation and food services, health care and social assistance, and in construction industries.

Before you enter the workplace you need to be work-ready. You need to have an awareness of common health and safety issues, hazards and risks in workplaces. You also need to build an understanding of specific WHS issues, hazards and risks that are likely to occur in the types of workplaces in which you might work, or do work experience placements.

Certain industries (mining), occupations (electrician), certain work environments (construction sites) and certain work tasks (driving) are inherently dangerous. In addition, some work tasks that do not seem obviously hazardous at first, such as working on small ICT devices every day, can present **hazards** and **risks** associated with repetition and overuse.

A growing safety issue is increased **workload**, which can cause workers to **rush**, cut corners and be **careless**. And unfortunately, there is the ever-present danger of workplace **bullying**, **harassment**, threats and **intimidation**. These are not acceptable in any workplace!



Image:
Arnel Manalang
iStock/Thinkstock

Preview Sample:
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Workplace Stakeholders

Owners/
employers

Employees

Managers/
supervisors

Customers
& clients

Volunteers
& visitors

Suppliers

Contractors

Unions

Local
community



Senior and experienced staff have a large role to play in helping guide younger workers in safe work practices.

Government agencies e.g. WorkSafe

Image:
SergeBertsiusPhotography/
Depositphotos.com

Preview Sample:

Complete the following for each of the images. (More than one workplace = use word for all)

1. Identify the **type of workplace** and/or **occupations** shown.
2. Identify the **type of work-related stakeholders** shown.
3. Describe the **safety issue(s)** and **hazards** that might occur or are occurring.
4. Outline what **employees and/or employers** need to **do** to prevent the hazard.



Image: johanna goodyear/Photos.com



Image: Jakob Jeske/Photos.com

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12.13 Work Health and Safety

Safety authorities

Safe Work Australia is a Commonwealth Government body that develops national policies on work health and safety and workers' compensation. But Safe Work Australia does not have responsibility for regulating work health and safety laws, because these laws are governed by a regulatory body in each state. However, the responsibilities are very similar in each jurisdiction. In the West, **WorkSafe WA** has responsibility for workplace safety, as detailed in the *Work Health and Safety Act 2020*. **WorkCover WA** looks after insurance and workers' compensation. Some of their main responsibilities include:

- ✓ helping to avoid workplace injuries occurring
- ✓ enforcing local WHS laws
- ✓ working to educate employers and industry
- ✓ conducting workplace safety inspections
- ✓ providing workplace injury insurance for employers
- ✓ assisting injured workers to get back into the workforce
- ✓ managing the workers' compensation scheme for injured workers.

Employer (PCBU) - Responsibilities

Workplace safety is a **shared responsibility** between all workplace stakeholders. However, it is the **owners and employers** (known as a **PCBU**, a 'person conducting a business or undertaking') who have the initial responsibility for ensuring an effective workplace.

PCBUs are responsible for designing, maintaining, controlling and reviewing all of their work **activities** and **processes**, to ensure that all safety **laws**, rules or **guidelines** are met. They must provide safety **induction** and training to workers. They need to supply appropriate **PPE** and other safety equipment. They have a duty to **consult workers** and to consult with other duty holders. They need to monitor health and safety. They must also ensure that workers can **report safety issues** through a supportive feedback process. They can, and in some cases must, enable workers to be represented by a **health and safety representative**.

In cases where no specific law, guideline or standard exists, PCBUs should follow codes of practice or guidance notes prepared by either the relevant safety authority or industry association; or even develop their own **work practices**, **protocols** and **policies** that meet (or exceed) these codes of practice or guidance notes.

State and Territory Safety Bodies



- | | |
|--|--|
| ⇒ WorkSafe ACT:
www.worksafe.act.gov.au | ⇒ WorkSafe Tasmania
www.worksafe.tas.gov.au/home |
| ⇒ SafeWork NSW
www.safework.nsw.gov.au | ⇒ WorkSafe Victoria
www.worksafe.vic.gov.au |
| ⇒ NT WorkSafe:
www.worksafe.nt.gov.au/home | ⇒ WorkSafe WA:
⇒ Work Cover WA:
www.commerce.wa.gov.au/WorkSafe
www.workcover.wa.gov.au |
| ⇒ WorkSafe QLD
www.worksafe.qld.gov.au | ⇒ Safe Work Australia
www.safeworkaustralia.gov.au |
| ⇒ SafeWork SA:
www.safework.sa.gov.au | |

Employer/PCBU Roles and Responsibilities



"I have to provide and maintain safe machinery and equipment."

"I have to make sure that I have developed safe systems and processes associated with all work activities."

"I need to follow procedures for safe use, handling, storage and transport of machinery, equipment and any dangerous substances."

"My workplace has to have safe workplace conditions, such as fire exits and emergency equipment."

"I need to provide facilities such as clean toilets, cool and clean drinking water, and hygienic eating areas."

"I must give my workers proper information, instructions, training and supervision to enable them to work in a safe and healthy manner."

"I'm expected to monitor my workers' health and conditions in the workplace."

"I must keep information and records relevant to workers' safety."

"If needed, I should engage experts to advise on health & safety issues."

"I need to ensure that any customers, visitors and the general public are not endangered by the conduct of my business."

Preview Sample:

Do not copy

Employer/PCBU responsibilities 12E

Choose 3 of the responsibilities shown above. For a workplace you are familiar with, **explain** what that **employer/PCBU** actually does to meet this responsibility.

Employer/workplace:

e.g. My employer Sal Gee at Sal's Tile Emporium contracted in an expert Safety Auditor to do a workplace safety audit, because workers were starting to have a lot of little accidents when using the tile production machinery.

1.

2.

3.

12.15 Risk Control Protocols

Employee rights and responsibilities

Your workplace safety **rights** and **responsibilities** are **interdependent**. **Governments** (after consultation) develop and pass **WHS legislation** that becomes law, e.g. the licensing of tradespeople such as electricians. **WorkSafe agencies** enforce these laws, prepare **guidelines** to help employers and employees work safely, and also offer **training**. Examples include industry-specific **hazard control** resource packages, and training such as that offered to workplace **safety reps**.

Employees must be active participants in workplace safety as part of safety protocols. It is up to you, as a worker, to ensure that you follow all WHS guidelines. You must also report any safety issues and problems to the appropriate workplace personnel, such as your **health and safety representative (HSR)**, supervisor, or to the employer/owner directly (if in a very small business). This safety awareness is part of your day-to-day workplace responsibility.

You also have to take care not to harm yourself or any **other workplace stakeholders** while you are carrying out your work activities. For example, construction workers must carry out their activities without compromising the safety of passersby; hairdressers must use chemicals in a safe and appropriate manner, and retail workers must ensure that all customer service areas are kept free from spills, clutter and other hazards.

As a **younger or inexperienced worker** you should always be on the lookout for potential dangers, and you must report these to someone with a position of responsibility.

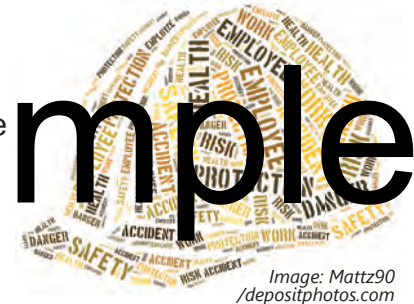


Image: Mattz90 /depositphotos.com

Hazard control

It is vital that you are able to assess risks and control hazards in a workplace environment. A hazard control process uses a procedure that has consistent steps that can be followed for all workplace tasks, occupations and even industries. Some of you might have already used the Smartmove **4-stage SAMM hazard control process**. It is a very useful tool that supports a hazard control process.

A workplace **health and safety audit** is an effective way to identify hazards and assess risks as part of hazard control. You might also have carried out a WHS audit before, perhaps last year.

Guidelines for identifying workplace hazards include, but are not limited to, these actions.

- 😊 Workplace observation by staff, managers and WHS reps.
- 😊 Completing **Safe Work Method Statements SWMS**.
- 😊 Workplace inspections by a safety rep, or by bringing in an industry expert.
- 😊 Union and industry research and advice, e.g. research into common issues.
- 😊 Workplace guidelines and checklists; some are available from:
www.commerce.wa.gov.au/WorkSafe
- 😊 Employee feedback and reports, regular safety group meetings, and hazard reporting forms.
- 😊 Analysing incident and accident reports to look at past patterns.
- 😊 Information from suppliers, such as Material Safety Data Sheets that accompany products such as chemicals.



Risk assessment and hazard control

Workers, managers and other work-related stakeholders, including visitors and volunteers, are exposed to workplace hazards on a regular basis.

Each workplace **hazard** (e.g. manual handling of heavy boxes) has an associated **risk** (e.g. injury if boxes are too heavy). The hazard and its associated risk could then result in physical or psychological **harm** (e.g. muscle strains when lifting heavy boxes, especially in the back). In order to eliminate or **control** this hazard, workers need to follow safe workplace procedures (e.g. appropriate paired-lifting techniques and use of lift-trucks).



Image: Jeremy/Depositphotos.com

So risk assessment and hazard control involve four interrelated elements. These are: **hazard**, **risk**, **harm** and **control**. Workplaces might have dozens of different risk assessment and hazard control protocols for varied work tasks, developed as part of an **ESEAP Hierarchy of Control**.

Risk control plan

When working, you might be expected to assess potential risks to and control workplace hazards. A risk control plan sets out protocols so that all risks in a workplace will be identified, assessed and controlled. This plan assists organisations to manage their safety responsibilities more effectively. **Safe Work Australia** recommends a 4-step process as a **risk control plan**.

1. Identify hazards
2. Assess risks
3. Control risks
4. Review risk control plan

At all stages, the risk control plan should include **consultation** with key stakeholders, including the **HSR** (or **safety rep**). It should also detail the allocation of **responsibilities** to appropriate workplace stakeholders.

The plan also needs to support the **development** of **effective processes** and procedures needed to **implement** and **monitor** the plan.

The development of a risk control plan is an **ongoing** process with regular **reviews** and adjustments. Many organisations, especially those that have lots of employees, or those that operate in risky industries, will follow an established, and in some cases specifically legislated, risk control (and hazard management) plan.

However, some other organisations, including many smaller firms, might not have any formal risk control plan; but they could definitely benefit from having such a plan in place.

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



Image: Baz777/Stock/Photo

Preview Sample:
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12.17 Risk Control Protocols

WHS issues resolution

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

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

When you are presented with a WHS issue, you need to have confidence that the workplace will take appropriate steps to resolve the issue.

Some responses might need to be immediate and urgent, such as an evacuation during a chemical spill, or shutting down a faulty machine.

Other actions might need to be resolved as soon as possible, such as isolating a worker from a work process until appropriate PPE has been sourced and the worker has been provided with suitable training.

Less urgent issues might need a longer-term strategy, such as potential overuse injuries from repetitive work tasks, or a gradual replacement of machinery before it wears out.

Whatever the situation, any WHS issue resolution process will need to: **clearly reporting options**, **identify the stakeholders** involved, **outline key steps** to be followed and detail a **monitoring** and **review** process. Therefore, it is vital that you find out the correct process to be used to resolve WHS issues for your workplace.



WHS issues resolution protocols

1. Reporting options

What is the process for raising WHS issues?
Consider:

- ⇒ WHS audits
- ⇒ work groups and HSRs
- ⇒ direct feedback with managers
- ⇒ incident and reporting forms
- ⇒ hazard control and risk-assessment procedures
- ⇒ emergency reporting procedures.

2. Key stakeholders

Find out who is involved and their roles.
Consider:

- ⇒ Health & Safety Representative
- ⇒ employee consultative teams
- ⇒ supervisors, managers and owners
- ⇒ expert consultants/safety auditors
- ⇒ WorkSafe inspectors.

3. Key steps

Identify the key steps in the process. e.g.

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

4. Evaluate effectiveness

Analyse the effectiveness of the process.

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

Issue resolution protocols 12F

Applied: Interview an HSR/WHS rep or manager in a workplace you are familiar with. Find out the process for resolving 3 WHS issues that you might be faced with.



WHS issue	What is the process and who is involved?	What forms or notifications are required?

Applied: Use a WHS Issues Pro-forma to record information about issues/concerns that you discover as part of a WHS audit. (If appropriate) take a photo or make a drawing/diagram of the issue/concern. On the pro-forma record any ideas/strategies to try and correct the problem.

Workplace: Coles Day Supermarket, Bonython

Worker/activity: Store

Inspected by: Mikal Bayler

Date: 1/1/2026

Time: 1.00pm

Safety issue: Briefly describe the WHS issue/problem that is occurring or likely to occur.

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

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

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

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

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

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

Action strategy: (Complete the following as appropriate.)

Notification: emergency immediately by shift's end by week's end next WHS review

Who should be informed?: Any of the managers or assistant managers or the Safety Rep.

Format: verbal written hazard report incident report other:

Rectify: emergency immediately by shift's end by week's end next WHS review

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

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

12.19 Workplace Bullying

Workplace bullying

Workplace bullying is one of the most common causes of **psychological stress** and **illness** affecting young workers. Some workplace bullying can result in **physical harm** in addition to the associated **emotional** and **mental** stress and **anguish**.

Workplace bullying can happen between **workers**, between workers and **managers** and between workers and **customers** and **clients** - of any age. New workers are often exposed to workplace bullying as part of a **toxic workplace culture**.

The main agency that deals with workplace bullying in Western Australia is **WorkSafe WA** as part of the *Work Health and Safety Act 2020*. So it is important that we use WorkSafe WA's definition (via **Safe Work Australia**) and descriptions of workplace bullying.

According to Safe Work Australia and by extension WorkSafe WA, "Workplace bullying is repeated, unreasonable behaviour directed at a worker (or group of workers). Bullying can cause both psychological and physical harm, making it a risk to health and safety." ¹ Main (but not all) examples of bullying include those below.

¹ Source: <https://www.safeworkaustralia.gov.au/safety-topic/hazards/bullying> (as at late-2025)



Workplace bullying might involve...

Image:
photography33/
Depositphotos.com

Verbal abuse
& demeaning
language.

Physical or verbal intimidation.

Psychological
harassment &
intimidation.

Threats &
intimidation.

Hazing & initiations.

Gossip; & excluding
or isolating workers.

Ganging-up

Abusive or offensive
digital correspondence,
including emails and social
media activity.

"Sure, it's a high pressure
work environment.
But we help - and not harm -
one another."

Unrealistic work de-
mands & deadlines.

Unfair rostering.

Withholding
information to
properly do tasks.

Interfering with personal
property, uniform, tools or
work equipment.



What is not workplace bullying?

It is important to understand, that these actions, and others, are not workplace bullying.

- ⇒ one-off incidents (although these can still be prohibited, unlawful or illegal)
- ⇒ disagreeing with a point of view
- ⇒ difference of opinion
- ⇒ statements of dislike of a person
- ⇒ workplace conflict that is not abusive
- ⇒ informing a worker of poor performance
- ⇒ not selecting a worker for a promotion
- ⇒ taking appropriate disciplinary action such as suspension, or in severe cases, termination.



What can I do? - Generally

If you are experiencing workplace bullying, or are a witness to someone else being bullied in the workplace, there are a number of actions you need to take.

- 1. Talk to someone.** Share what is happening with someone else. This can be your manager or business owner, a safe colleague, a trusted adult such as a parent, teacher, counsellor or doctor, your union representative, your HSR, or an apprenticeship supervisor or trainer.
- 2. Check the bullying policy of the organisation.** Ask key workplace personnel about the standards of behaviour expected from employees. Find out the process for preventing bullying, and for dealing with workplace bullying.
- 3. Seek advice.** Take action to deal with issues as soon as possible - don't let it drag on. This might involve informing your supervisor, manager, HSR or HR officer, and also finding out how to make a formal complaint (a **grievance**) using the appropriate incident reporting form.
- 4. Report the workplace bullying.** If that matter hasn't been dealt with, and/or the bullying is continuing, then make a formal complaint within the workplace, or to an outside agency such as WorkSafe.

What can I do? - Specifically

Wherever possible you should let the person know, firmly and asseverely, that their behaviour is unreasonable and inappropriate. "This must stop now."

As a next step you must talk to a **trusted adult supervisor, manager, owner** and/or HSR in the workplace at the first opportunity; and a **parent, teacher, mentor, etc.** as soon as you can. Write down what happened. You should also seek direct help from the **health and safety representative (HSR)**.

You should see a **doctor** if you are **injured**. This includes psychological injury. You should report the incident to the police for assault and similar bullying actions that are criminal offences.

Always make **written records** of what has happened. Include the names of the people involved, as well as any witnesses. Focus on the facts of what happened - use point form. Try to quote anything that was said as closely as possible. Record the key dates, times, location and any documentary evidence, e.g. for digital bullying.

In line with steps 2-4 above, **report the bullying** using the appropriate steps in the organisation's **policy**. For your own health and wellbeing, seek professional **counselling** and/or **advice**. As a starting point - you can always contact **Kids Help Line** for its advice and support.

In addition to the formal reporting process, make an appointment to talk through the incident with **trusted people** at your workplace, such as a manager, HSR, or HR person.

If your employer doesn't deal with the issue, or if their actions have not stopped the bullying, or the employer is the issue, you can take the matter further by contacting **WorkSafe WA's health and safety services** (1300 307 877).



If the bullying doesn't stop, then the **Fair Work Commission** might be able to investigate the grievance. When the Commission is involved, it is the start of a legal process.

Preview Sample:
Do not copy

12.21 Workplace Bullying

12G Dealing with WHS risks



Part A: WHS processes investigation

- 1. Describe a **risk control process** for a **workplace** with which you are familiar. See if you can find an example of a Hazard Control and Risk Assessment Pro-forma from that specific workplace.
- 2. Outline the **work procedure**, and **how** the risk control **process deals** with **hazards, risks, harms and controls**.
- 3. Apply **Safe Work Australia’s 4-step process** to this work procedure. How closely does the workplace’s risk assessment and hazard control process ‘follow’ this 4-step process?
- 4. Does the **workplace’s specific risk control process** deal **more effectively**, or **less effectively**, than the **4-step process**? Why so?
- 5. What **other hazard and risk management steps** or actions can **you suggest**?

Workplace:	
1.	2.
3.	4.
5.	

Preview Sample:
Do not copy

Part B: Workplace bullying

1. In your words, what is **workplace bullying**?

2. Discuss whether these situations constitute **workplace bullying** - and **why** or **why not**? What should they (or would you) **do in response**? Consider role-playing these.

<p>Con starts work as an apprentice carpenter. At the end of the first week, the older workers chase him down and spray him with the hose. His boss says, "It's Ok, it's a welcome. You're one of us now. It won't happen again."</p>	<p>Suze works in a café. It's all good when the owner is there. But when the shift manager is in charge, and the workers are taking too long because it's busy, they get told off loudly in front of customers and called 'stupid' and 'slackers'.</p>
<p>Mo gets promoted to shift manager. Some of the issues are much older and have been employed longer. When Mo asks them to do duties such as cleaning, they complain and don't do it. They also now don't let Mo join them at lunch.</p>	<p>Betty thinks there's something going on at work but no-one says anything bad to her - but she has a gut feeling from their body language. She overhears about a WhatsApp group where her colleagues have created a nasty meme about her.</p>

Applied

The first stage in dealing with an incident of workplace bullying is to report the matter to someone senior in the workplace.

Interview key personnel in a workplace you are familiar with, and ask them about the reporting process that a worker experiencing bullying would use.

Ask them for other advice about the role of key people in the workplace to prevent or deal with workplace bullying - including the consequences of bullying.

Questions for the interview

Problem-solving

All the advice on workplace bullying says to report the situation to a senior person in the workplace. But what if that senior person is the bully? This might be the case in small workplaces, stand-alone or off-site worksites, or enterprises with a toxic management culture. Get advice on what you can do.

12.23 Equal Opportunity

Equal opportunity

Equal employment opportunity aims to **protect** employees, potential employees and other **workplace stakeholders**, including customers/clients, from discrimination, harassment and other forms of unfair treatment. It also aims to promote **fair** and **equitable** work-related **opportunities** for all people, regardless of personal characteristics, background or status. You have been introduced to equal opportunity before, and now you are expected to explain the need for **rights** (and responsibilities), and related **protocols**, that protect equal opportunity as part of anti-discrimination.

Equal opportunity legislation makes it illegal to discriminate against people. The *Equal Opportunity Act 1984 (WA)* deals with discrimination and harassment and aims to promote equality for all people regardless of their characteristics and status in society. The **Equal Opportunity Commission - Western Australia** is the state body that deals with equal opportunity and discrimination issues for complaints related to WA equal opportunity and anti-discrimination laws. If a person is employed by a '**national systems employer**' then they are covered by the *Fair Work Act 2009 (Cth)* and complaints can be made to the **Fair Work Commission**.

Discriminatory practices grounds (or types) that are outlawed include those on the grounds of sex, marital status, pregnancy, family status, race, religious or political conviction, impairment, age, sexual orientation, gender history, and some others. These outlawed discriminatory practices relate to **areas** (setting) involving work, accommodation, education, providing and selling goods and services, and activities of clubs, sports and some other areas.

Should a dispute occur, the EOC offers a free and voluntary dispute resolution service that uses **conciliation** to bring the affected parties together to reach a mutually acceptable outcome that they can agree on. The process of conciliation saves the complaint from having to go to the State Administrative Tribunal (SAT).

The Australian Human Rights Commission operates under federal anti-discrimination law. Eligible people can make a complaint to the AHR Commission in relation to unlawful sex, race, disability and age discrimination. If relevant, the Commission might investigate and work with the affected parties to try to resolve a complaint without the need for court action.

Grounds (Types) of Discrimination

Age

Religion

Family status

Family responsibility

Marital status

Pregnancy

Breastfeeding



Gender history

Sex

Sexual orientation

Sexual harassment

Race

Racial harassment

Impairment

Political beliefs

Areas of discrimination



Discrimination is against the law when it happens in a specific area (setting) of public life. When you are working, you are dealing with clients and customers in public life. So just as you expect to be treated fairly by your employer, colleagues, customers and other work-related stakeholders, you also need to ensure that your actions, and the actions of your employing organisation, are not discriminatory. These public places (settings) include:

- | | | |
|---|---------------------------------|--------------------------------|
| ⇒ employment | ⇒ access to places and vehicles | ⇒ advertisers |
| ⇒ provision of goods, services and facilities | ⇒ disposal of land | ⇒ superannuation and insurance |
| ⇒ education | ⇒ clubs | ⇒ sport. |
| ⇒ accommodation | ⇒ application forms | |

Equal opportunity in action

Given that discrimination is prohibited by law, it is important that organisations ensure that they do not discriminate against certain groups (e.g. people from culturally and linguistically diverse backgrounds), on certain grounds (e.g. ethnicity), and in particular areas of operation (e.g. provision of goods and services).

For example, a real estate agent might (illegally) refuse to take the rental application of a refugee family from Syria.

At times, discrimination might not be deliberate, but an organisation or a worker might inadvertently break the law. Appropriate training in the understanding of the scope and application of equal opportunity legislation can help prevent this accidental discrimination.

For example, an employer might advertise for an older worker to fulfil the role of a delivery driver. This is age discrimination. They should have advertised for an experienced worker who has achieved a certain licensing certification.

Organisational policies might also lead to indirect discrimination.

For example, the specification of wearing a type of uniform that clashes with the modesty requirements of a religion, or mandating specific types of work safety footwear that a worker with leg impairment might not be able to wear.

Equal opportunity, achieved through anti-discrimination laws, prohibits these key types of discrimination that might happen in work-related situations.

- ⇒ Advertising for (and only hiring) a particular 'type' of employee, such as an Italian for an Italian restaurant, a male for a construction firm, or a Christian for a charity agency.
- ⇒ Refusing to provide goods and services to a particular client/customer, such as refusing a hotel booking to a parent with a young child, preventing an Indigenous person from joining a sporting club, or refusing access to a nightclub to a person in a wheelchair.
- ⇒ Harassment and vilification of a person, such as inappropriate sexual comments made to an employee, racial slurs made by a manager to workers from different ethnicities, or excluding a co-worker because of their sexual orientation.
- ⇒ Workplace bullying of any internal or external work-related stakeholder because of their 'differences', including overlooking them for promotion, excluding them from overtime, age-based bullying (both young and old), sexual harassment, refusing to provide service to a person from a particular religion, questioning a person's gender history, and many other situations.

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12.25 Equal Opportunity

Lawful discrimination

You must keep in mind that there may be exceptions and exemptions where it is **lawful** to discriminate against people in some limited work-related situations.

These might apply whereby certain **characteristics** such as race, sex or age are an absolute **necessity** to perform the **role**. For example, a female clothing store worker needed to supervise change rooms, or a driver who can only achieve licensing beyond a certain age.

Also, it is not illegal to discriminate against a person whose situation or characteristics render them unable to perform the necessary duties related to an occupational role. For example, a parent applying for an advertised night-shift role but who can only do day shift; a person with an impairment that prevents them from performing day-to-day tasks safely, or a model, actor, dancer or performer who doesn't fulfil the specific requirements needed for the work task or role. And what about lawful discrimination due to (**non**) **vaccination** status? Does that even apply now?

Exclusions and **exemptions** can include the following (and there may be more).

⇒ Offers of employment in small family businesses (i.e. by not employing non-family members).

⇒ The distribution of charitable benefits and the provision of targeted welfare services by relevant organisations.

⇒ Religious entities and religious schools can, in certain circumstances, discriminate against a person because of certain personal characteristics.

⇒ Compliance with legislation, such as not employing someone under age for a position that requires a driver's licence or some other legislative requirement.

⇒ Occupational requirements including the preservation of decency; or dramatic or artistic performance, including modelling.

⇒ Payment of youth and trainee wages.

⇒ Single-sex, age-based or minority cultural characteristic member clubs; and single-sex sporting teams.

⇒ Temporary exemptions (for a set period of time) such as those granted for women's fitness centres.



The twins play for the same club, but at their age they must now represent different teams.

Image: image-hit/
Depositphotos.com

12H Equal opportunity

1. How does **equal opportunity** aim to **protect** against **discrimination**?

Attire and dress

While it is against the law to discriminate against someone based on protected attributes such as religious belief, disability, pregnancy, or sex, both the WA Equal Opportunity Commission and the Australian Human Rights Commission recognise that schools and workplaces may set standards for **dress** and **appearance**. However, these standards must be reasonable and non-discriminatory.

In schools, **dress codes** should reflect the views of the broader school community and make reasonable adjustments where necessary. For example, students should be allowed to wear items of religious significance, such as a hijab, yarmulke, or patka, provided they align with the school's uniform colours or style.

In workplaces, dress codes must accommodate the needs of individuals where appropriate. This includes making adjustments for reasons related to **religion**, **disability** or **pregnancy**. A blanket policy that fails to consider such factors may amount to indirect discrimination under both state and federal laws.

Discrimination complaints

When someone makes a complaint under the *Equal Opportunity Act 1984 (WA)*, it must relate to:

- A **ground of discrimination** - the specific reason a person believes they were treated unfairly (e.g. race, age, sex, religious conviction, disability, etc.)
- ➔ An **area of public life** - where the discrimination took place (e.g. employment, education, access to goods or services, accommodation, clubs, etc.).

Given this, the complaint must show how the person was treated unfairly because of a protected ground, and in one of the areas covered by the Act.

- ☹ 'I was told I was too old (**ground** of discrimination) to be hired as a retail assistant at a video game store (**area** of employment).'
- ☹ 'They told me I couldn't rent the unit (**area**: accommodation) because I have a disability (**ground**: impairment).'
- ☹ 'I was overlooked for promotion (**area**: employment) because I'm a woman and might have children soon (**ground**: sex or pregnancy).'
- ☹ 'I was denied entry to a nightclub (**area**: access to goods and services) because I was wearing cultural dress (**ground**: race or religious conviction).'



Discrimination mate, it's just not on!

Image: hidesy/Stock/Thinkstock

2. Create **examples** of **potential discrimination** based on both **grounds** and **area**.

12.27 Workplace Sexual Harassment

Sexual harassment

In Western Australia, sexual harassment is considered a type of unlawful discrimination under the *Equal Opportunity Act 1984 (WA)*. Complaints can be made to the **Equal Opportunity Commission WA** (EOC WA), which provides a free conciliation service. In addition, sexual harassment is treated as a **psychosocial hazard** that creates risks to **health and safety**, so all workers are also protected under the *Work Health and Safety Act 2020 (WA)*. **WorkSafe WA** can investigate and enforce compliance where sexual harassment creates WHS risks.

Sexual harassment is unwelcome behaviour of a sexual nature that could offend, humiliate or intimidate someone. Even a single incident may meet the legal definition. What matters is how the behaviour is experienced, and whether a reasonable person would expect it to cause harm in the situation.

Sexual harassment can happen in the **workplace**, in **education**, when accessing **services**, or in other public **settings**. Examples of sexual harassment may include these, as well as many other unlawful behaviours.

- ⇒ Making comments about a person's body or private life.
- ⇒ Making sexual jokes, gestures or suggestive remarks.
- ⇒ Repeatedly asking someone out after they've said no.
- ⇒ Sending unwanted messages with sexual content.
- ⇒ Staring, leering or making a person feel watched.
- ⇒ Unwanted physical contact like hugging, touching, or brushing against someone.
- ⇒ Sharing or displaying sexual images or material.
- ⇒ Asking for sexual favours in exchange for work or benefits.
- ⇒ Any form of sexual assault (which is also a **criminal** offence).

Responsibility and the workplace

Under the *Equal Opportunity Act 1984 (WA)*, employers must take all reasonable steps to prevent sexual harassment from occurring. This applies to all types of workplaces, large or small, and includes **all stakeholders** involved in the work environment: workers, contractors, managers, owners, volunteers, work experience students, customers/clients, suppliers and other visitors to the workplace.

Employers must take steps to protect all people in the workplace from being harassed, and to stop workers from harassing others, including customers or clients. If they fail to do this, they may be held legally responsible, even if they didn't directly cause it. e.g.

- ✓ Having a clear **sexual harassment policy** that explains **expected behaviour** and how to make a **complaint**.
- ✓ Training **staff** to understand their **rights** and **responsibilities**.
- ✓ Setting a good example through **leadership behaviour** that models **respect**.
- ✓ **Responding** quickly and fairly to any **concerns** or **complaints**.
- ✓ Making sure all workers know how to get **support** if something happens.
- ✓ Encouraging a **culture** where **disrespectful behaviour** is **called out** and not accepted as 'just a joke' or 'part of the job'.



Image: Antti Guittem/Thinkstock

Workplace Sexual Harassment



Can happen in any work environment or worksite.

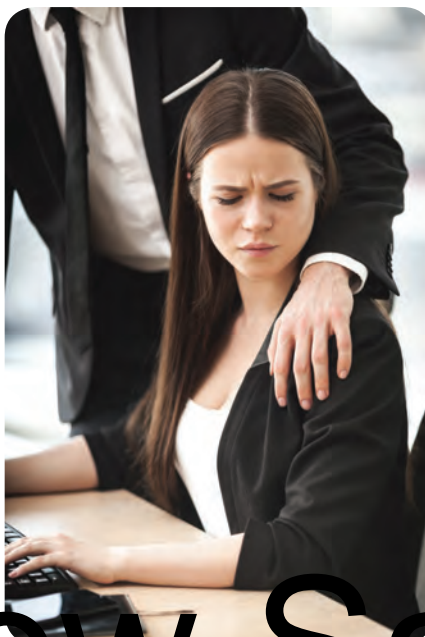
Can happen 'off-site' away from the principal workplace.

Can happen at work functions, work trips and work parties.

Can happen in online and digital work spaces.

Could be perpetrated by supervisors and managers, colleagues, customers, clients, volunteers, visitors, contractors or other people with whom a worker interacts in the course of doing their job.

No tolerance for sexual harassment - ever.
It's not on!



Can include being directed to wear 'suggestive' clothing.

Extends to people involved in a job application process.

A perpetrator saying, "I was only joking" is not a defence.

Employers are required by law to make reasonable and appropriate measures to eliminate sexual harassment.

Employers can be held liable for workplace sexual harassment perpetrated by their employees if they haven't taken appropriate preventive measures.

Preview Sample:
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Image: mtoome/depositphotos.com

Under-reporting



Many reports and studies conducted by key agencies in Australia have found that sexual harassment is significantly under-reported. The information below is from the Victorian Equal Opportunity and Human Rights Commission, and mirrors national experiences.

"The reasons people don't report sexual harassment include:

- ⇒ not knowing what constitutes sexual harassment or where to go for help
- ⇒ community attitudes that condone, excuse, minimise or deny sexual harassment
- ⇒ fear of reprisal and victimisation, such as being sacked, losing shifts or being denied promotions or opportunities
- ⇒ inadequate support from supervisors,
- those in management and co-workers to make a complaint
- ⇒ lack of faith that a complaint will be effectively managed (that is, believing nothing will change)
- ⇒ lack of job security, particularly for migrant workers, workers on temporary visas, casual or contract workers
- ⇒ trauma and shame."

Source: Victorian Equal Opportunity and Human Rights. Guideline. Preventing and responding to workplace sexual harassment, p.28 Available through:

¹ <https://www.humanrights.vic.gov.au/resources/sexual-harassment-guideline/>



12.29 Workplace Sexual Harassment

What should I do?

If you are experiencing sexual harassment, or are a witness to someone else being sexually harassed in the workplace, there is a range of actions you need to take, just like with workplace bullying.

Always talk to someone and share what is happening with a trusted person in the workplace, and with someone from your own personal network. Don't carry the burden alone.

Always make written **records** of what has happened. Include the names of the people involved, as well as any witnesses. Focus on the facts and quote anything that was said as closely as possible. Record the key dates, times, location and any documentary evidence.

It is a good idea to check the **anti-sexual harassment policy** of the **organisation**. You should always **seek advice** so that you can deal with issues as soon as possible. Inform your supervisor, manager, HSR, or someone from human resources, and find out how to make a **formal complaint** within the workplace. The workplace might caution, reprimand or even dismiss the perpetrator, depending on the facts of the complaint.

If the matter hasn't been dealt with, and/or the sexual harassment is continuing, then make a **formal complaint** to an outside **agency** such as the **Equal Opportunity Commission of Western Australia**. You can contact the Commission by phone, by live chat or via email to get advice on what to do next.

In some cases, a **crime** might have been committed, such as assault, indecent assault, and other serious matters. For those criminal matters, you will also need to report the matter to the **police**.

👉 For your own health and wellbeing, seek professional counselling and/or advice. As a starting point, you can always contact **Kids Help Line** for its advice and support.

Consequence

Workplace sexual harassment is unlawful under the *Equal Opportunity Act 1984* (WA). Breaches of this law are managed by the Equal Opportunity Commission of Western Australia. If a complaint cannot be resolved through the Commission's dispute resolution process, it can be referred to the **State Administrative Tribunal** (SAT) for a formal hearing. The Commission offers an impartial **dispute resolution service**. Possible outcomes include:

- ⇒ An order for the harassment to stop.
- ⇒ Compensation for loss, harm or distress.
- ⇒ Workplace changes such as policy updates or staff training.

In very serious matters, or where the perpetrator holds a position of authority (such as a senior manager or employer), external intervention may be necessary.

Criminal offences, such as assault, are dealt with under the **Criminal Code (WA)**. Penalties can include police charges, court orders, fines, or imprisonment.

Situations that occur in Commonwealth government organisations, or across state borders, will be governed under Commonwealth legislation: the *Sex Discrimination Act 1984 (Cth)*, and the *Australian Human Rights Commission Act 1986*. In these situations, the regulator is the Australian Human Rights Commission.

Complete the following tasks in your work folios. Your teacher might get you to work in pairs or small groups to broaden your knowledge and examples.

1. In your words, what is **workplace sexual harassment**?
2. Outline common **examples** of **workplace sexual harassment** that might happen in a workplace.
3. What types of **language** and **actions** should **you** be on the **lookout** for when it comes to **workplace sexual harassment**?
4. Why is it that **new** or **younger workers** face an **increased risk** of **workplace sexual harassment**? How does that make you **feel**?
5. Summarise the **steps** that a **worker** should **take** if they feel they are **being sexually harassed**. Include **actions** to help your **personal health and wellbeing**.
6. Identify the official **organisations** and **agencies** that help **workers** to **report** and **resolve workplace sexual harassment**. What is the **role** of each?
7. What are the legal consequences of **workplace sexual harassment**?

Applied

The first stage in dealing with an incident of workplace sexual harassment is to report the matter to someone senior in the workplace.

Interview key personnel in a workplace you are familiar with, and ask them about the reporting process a worker experiencing sexual harassment would use.

Ask them for other advice about the role of key people in the workplace to prevent or deal with workplace sexual harassment - including the consequences.

Discussion

Discuss whether these situations constitute workplace sexual harassment - and why or why not? What should they (or would you) do in response? Consider role-playing these scenarios.

Kazza gets told by a co-worker, "You're the hottest gal in here." She tells the boss who says, "Oh that's just Frank - he's full of it. He won't harm you." But now Kazza is not comfortable around Frank - he creeps her out!	Minh is a new worker in a bar. One of the older male workers, says, "You look great in our uniform, I'm glad you have the physique for it." Minh calls him out. He replies "Chillax dudette - learn how to take a compliment."
At the work Christmas party, the boss has put money on the bar. One of the quietest workers, Robyn - who never says boo to anyone - suddenly is drunk and hugging all the other staff, and saying how much they love them all.	Nancye, as the junior, picks up the daily lunch orders for her office from the local café. One of the owners is always creepy and greets her with "What's cooking today, sexy." She no longer wants to go there any more - at all!

Problem-solving

Again, the advice on workplace sexual harassment is to report the situation to a senior person in the workplace. But what if that senior person is the perpetrator (which might be the case in small workplaces, stand-alone or off-site worksites, or enterprises with a toxic management culture)? Get advice on what you can do.

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12.31 Assessment Task 3

AT3 Investigation: Employment Legislation and Grievances Procedures
// The nature of work

Overview: Investigative: Employment Legislation and Grievances Procedures

For this assessment task, you are required to undertake an investigation into workplace responsibilities and rights related to one or more of the following:

- ☐ Equal opportunity and anti-discrimination including sexual harassment
- ☐ Workplace health and safety including workplace bullying
- ☐ Employment pay and conditions for an industry award.



You will need to investigate **applied examples** from a **workplace(s)** you are familiar with to provide **context**, i.e. their policies and protocols, to show how the legislative requirements are **being met** (or possibly not being met).

Requirements

Use the prompts in the table to guide your research and to collect and set out key information. Add other information that your teacher instructs you to find out. (Note: You will also need to have completed Section 13, re: grievance procedures.)



Your teacher will outline your specific requirements and the format and dates for completion.


You should consider combining text, image-based, diagram and varied media to set out your information and communicate your information.

Equal opportunity and anti-discrimination including sexual harassment		
	General requirements	Applied examples
Relevant legislation & agencies.		
Employer/PCBU rights & responsibilities.		
Employee rights & responsibilities.		
Equal opportunity & anti-discrimination policies, protocols and standards.		
Issue reporting and grievance procedures and processes.		
Other		

Workplace health and safety including workplace bullying		
General requirements		Applied examples
Relevant legislation & agencies.		
Employer/PCBU rights & responsibilities.		
Employee rights & responsibilities.		
WHS & anti-bullying policies, protocols and standards.		
Issue reporting and grievance procedures and processes.		
Other		
Employment pay and conditions for an industry award		
Relevant legislation & agencies.		
Employer/PCBU rights & responsibilities.		
Employee rights & responsibilities.		
Pay & conditions policies, protocols and standards.		
Issue reporting and grievance procedures and processes.		
Other		

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12.33 Assessment Task 3

Name(s):		Key dates:		UNIT 4 AT3	
Tasks - AT3: Employment Legislation/Grievances Procedures		Must Do?	Due Date	Done	Level
Equal opportunity and anti-discrimination including sexual harassment					
a. Relevant legislation & agencies.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Employer/PCBU rights & responsibilities.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Employee rights & responsibilities.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. EO & anti-discrimination policies, protocols and standards.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Issue reporting and grievance procedures and processes.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Other relevant information.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Use of applied examples from workplace(s).		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Workplace health and safety including workplace bullying					
a. Relevant legislation & agencies.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Employer/PCBU rights & responsibilities.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Employee rights & responsibilities.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. WHS & anti-bullying policies, protocols and standards.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Issue reporting and grievance procedures and processes.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Other relevant information.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Use of applied examples from workplace(s).		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Employment pay and conditions for an industry award					
a. Relevant legislation & agencies.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Employer/PCBU rights & responsibilities.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Employee rights & responsibilities.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Pay & conditions policies, protocols and standards.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Issue reporting and grievance procedures and processes.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Other relevant information.		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Use of applied examples from workplace(s).		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Finalise and submit my investigation.		<input checked="" type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Present or report to the class or audience (if required).		<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Additional information:

Signed: _____ Date: _____

Work Conditions / Grievances

13

13.01 Workplace Agreements	308	13.23 Pay and Conditions Grievances..	330
13.07 Workplace Arrangements - WA.	314	13.29 Dealing with Grievances	336
13.09 Employment Conditions	316	13.31 Assessment Task 4	338
13.15 Grievance Procedures.....	322	13.33 Unit Review and Reflection	340
13.19 Workplace Behaviour Grievances .	326	13.34 Refining Your Résumé.....	341

Activities 13: Work Conditions/Grievances		p.	Due date	Done	Comment
13A	National Employment Standards	309	<input type="checkbox"/>	<input type="radio"/>	
13B	Agreements and awards	310	<input type="checkbox"/>	<input type="radio"/>	
13C	Minimum pay rates & contractors	312-313	<input type="checkbox"/>	<input type="radio"/>	
13D	Refining your résumé	315	<input type="checkbox"/>	<input type="radio"/>	
13E	Award employment conditions	320-321	<input type="checkbox"/>	<input type="radio"/>	
13F	What would you do	323	<input type="checkbox"/>	<input type="radio"/>	
13G	Grievance procedures	325	<input type="checkbox"/>	<input type="radio"/>	
13H	Workplace behaviour grievances	329	<input type="checkbox"/>	<input type="radio"/>	
13I	Pay and conditions grievances	334	<input type="checkbox"/>	<input type="radio"/>	
AT4	Unit Test/Exam // Response	339-340	<input type="checkbox"/>	<input type="radio"/>	

Comments:

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13.01 Workplace Agreements

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.

Your employment contract will state whether you are employed under a **registered agreement** or according to a **national award**. About two-thirds of Australian employees are employed under one of these two methods. You will most likely be employed under one of these two workplace arrangements when you start working.

Employment contract

All employment is governed by an employment contract regardless of your job, industry, state, or type of workplace arrangement. The employment contract will stipulate a range of important elements, classifications, conditions and entitlements.

The conditions and entitlements can vary depending on whether you are working under one of the following arrangements; a **registered enterprise agreement**, or an **award**, or simply employed under the **minimum national conditions**. However, all contracts must meet minimum **conditions** outlined in the **National Employment Standards**, and **minimum pay rates** set by the **Fair Work Commission**.

Western Australia is the only state that operates under both the national industrial system and its own **state industrial system**. This means that some WA employees are not covered by the federal NES. Instead, some employers in (relevant and small private sector) organisations are likely to be protected under **The Minimum Conditions of Employment Act 1993**. The act provides a minimum standard of pay and conditions, and is very similar, but not identical to the NES.

So it's not surprising that many new employees are unaware of the **type of workplace arrangement** they are employed under. What about you?

National Employment Standards

As at late-2025, all employees working in Australia (except some relevant WA employees) 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!

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 (employed before 26 August 2024) who have worked for their employer for 6 months (and who meet eligibility) to be offered the option to convert to relevant permanent employment (12 months for small businesses).
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. - 10 days paid personal/carer's leave each year (pro-rata)
- 2 days paid compassionate leave
- 2 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.
- 10a. Employers must make contributions to eligible employees' superannuation funds
11. The right for new employees to receive the Fair Work Information Statement; and the Casual Employment Information Statement to all casual employees.

Note: Entitlements for casuals may vary. And some WA employees will be covered under state-based minimum conditions. (as at late 2025)

www.fairwork.gov.au/employment-conditions/information-statements/fair-work-information-statement

Preview Sample:

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National Employment Standards 13A

1. What are the National Employment Standards? Which ones relate most to you?

2. How does the **NES** act as a **safety net**? Give an example.

13.03 Workplace Agreements

Registered agreements

Most employees in Australia (about 66%) are covered under either a **registered agreement**, or by an **industry award**, or are **award/agreement-free** employees covered under the national minimum wage.



Registered agreements

- ⇒ A registered agreement (or enterprise agreement) is an agreement negotiated between an employer (or employers) and employees; or most likely by a union acting on their behalf (such as the *Woolworths National Supermarket Agreement, 2020*).
- ⇒ Many medium-sized and large organisations use these to set wages and conditions.
- ⇒ Workers employed under these agreements usually have much better wage rates and conditions than the NES and usually better pay rates than (modern) awards.
- ⇒ An agreement will contain dozens of conditions such as rest breaks, long-service leave, allowances and many other conditions specific to the type of workplace and occupational classification. You should be able to look up these through:

www.fwc.gov.au/work-conditions/enterprise-agreements/find-enterprise-agreement



Many medium-sized and large organisations use registered agreements. Most retail workers who work for the big retailers or national chains, and the employees of national fast-food chains (but not all of them!) are likely to be on registered agreements. A lot of trades and manual workers who work for larger employers will also be on **registered agreements** (sometimes referred to as **enterprise agreements** and formerly known as EAs). Some industries and workplaces have a history of successful **unionisation**, and as such are more likely to have negotiated registered agreements. This is because unions have one of the major roles in negotiating for pay and conditions on behalf of their members as part of the process of getting registered agreements approved by the Fair Work Commission.

As a result, teachers, nurses, community service workers and many other similar employees are less likely to be covered under registered agreements. Most public sector workers will be covered under a registered agreement.

Some of the most relevant registered agreements for younger workers include those that cover Big W, Bunnings, Coles, Hungry Jacks, KFC, K-Mart, Officeworks, Target and Woolworths. (Note: Some of these might have expired by now, while some might have been re-negotiated.)

Many workers employed by large retailers and fast-food chains are employed under a registered agreement - and this includes a large proportion of young workers.



Image: flint01/Depositphotos.com

13B Agreements and awards

What is the difference between a **registered agreement** and an **award**?

Industry awards

Most other workers not on registered agreements will have their pay and conditions set according to national **industry awards** (or WA state industry awards).

Awards



- ⇒ Awards (modern awards) apply to an industry or to an occupation and prescribe a set of minimum conditions for employers and employees across Australia who work in that same industry or occupation (such as the *General Retail Industry Award 2020*).
- ⇒ Awards usually stipulate minimum terms and conditions related to pay, hours of work, rosters, breaks, allowances, penalty rates and overtime.
- ⇒ These minimum employment conditions apply in addition to those set down in the National Employment Standards. Therefore, awards must provide pay and conditions either at, or above, the NES minima.
- ⇒ Some employees in the WA industrial relations systems are employed under specific state awards and not under the national awards.
- ⇒ Awards might not apply to some managers, nor high-income employees on contracts.
- ⇒ You can look up awards through:

<https://services.fairwork.gov.au/find-my-award>



There are more than 120 industry or occupation awards covering almost 3 million people who work in Australia. Some of the most common industry (or occupational) awards are:

- ⇒ *Aged Care Award 2010* (Will apply to many workers in residential aged care and home care services, including personal care workers, nursing assistants, and support staff.)
- ⇒ *Hospitality Industry (General) Award 2020* (Will apply to many workers in smaller and local operators.)
- ⇒ *General Retail Industry Award 2020* (Will apply to many workers in smaller and local retailers.)
- ⇒ *Fast Food Industry Award 2020* (Covers most McDonald's workers and other fast-food outlets without registered agreements.)
- ⇒ *Miscellaneous Award 2020* (This is a relevant award for workers on a traineeship.)
- ⇒ *Children's Services Award 2010*
- ⇒ *Building and Construction General On-site Award 2020*
- ⇒ *Clerks - Private Sector Award 2020*
- ⇒ *Hair and Beauty Industry Award 2010*
- ⇒ *Real Estate Industry Award 2020*
- ⇒ *Manufacturing and Associated Industries and Occupations Award 2020*
- ⇒ *Vehicle Repair, Services and Retail Award 2020*.

Image: belchonok/Depositphotos.com



For our small businesses it's just easier to use awards. This means that we get things right for our workers.

Many 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**.

13.05 Workplace Agreements

Minimum pay rates

So you know a little about **registered agreements** and **awards**, as well as the **National Employment Standards**. The next 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 & agreement-free** workers. It is estimated to apply to about 200,000 employees Australia-wide.

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 2025, the minimum wage rose to \$24.95/hour for 2025/26 (approx. \$948 for a 38-hour week) for adults, a 3.75% rise from \$24.10/hour in 2024/25.
- ⇒ Junior employees under 21, get a percentage of this amount, based on their age.
- ⇒ Minimum pay rates in awards were increased by 3.75% 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 the job, their level of school completion, and years out of school (from \$412.70 to between \$712 and \$838 per week).
- ⇒ There are also adult, part-time trainee and disability rates.

Source: Annual Wage Review, Fair Work Commission, 2025 & 2024.



Image: Kanghyejin/
Depositphotos.com

13C Minimum pay rates & contractors

1. Who are **award & agreement-free** workers? How are their **pay** and **conditions** worked out?

2. Find out the **minimum pay rates** for this **financial year**. By how much did this **change** compared to the previous year?

Contracted workers

You have seen how enterprise agreements, awards and minimum pay rates apply to about two-thirds of all employees in Australia. But what about the other 33%?

First off, there are well over 2 million people who are working as **owner/operators** of their own **businesses**.

Many of the remaining workers will be employed under an individual **common law contract**. Some mid-level **management**, nearly all **senior** and **executive** managers, and many professionals, will have their pay and conditions set according to an individually-negotiated common law contract. And there's many hundreds of thousands of these senior workers.

Think of these **high-income 'workers'** when you hear about CEOs, GMs, executive positions, AFL coaches (getting sacked!) and other high-flyers. One day it might be you.

Workers engaged as **sub-contractors**, **contractors** and in **consultant** positions will also be engaged under common law contracts - and there's about 1 million of these.

Consider tradies working as '**subbies**', security, cleaning and maintenance contractors, many couriers, short-term workers, fixed-term contractors working on specific projects, freelance creatives, as well as many partners and sole practitioners. Note: Australian Apprentices cannot be engaged as sub-contractors in their field of apprenticeship.

Also, think of these work roles when you are using app-based digital services and their **drivers** or **delivery** drivers or **riders**. Those businesses engage their workers as **independent contractors**, and not employees; and have resisted challenges, including legal challenges, to engage their workers as employees' why might that be? And notice how the use of the term '**workers**' has a different meaning here from the term '**employees**'.

It is VERY UNLIKELY and SURPRISING that you will be employed under an individual contract in the early stages of your career (unless you are a contractor, e.g. delivering pizzas, or a fully qualified tradesperson working as a sub-contractor). If so, you should do more investigation and seek advice from the **Fair Work Ombudsman** or a **union**.

But take note, although all workers sign **employment contracts** - only some employment contracts will be 'individual' contracts; that is, not part of a registered agreement, or not part of an award, or not even the national minima.



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3. What **types** of **workers** are likely to be **contractors**? Explain whether you see this **happening** in **your future**?

13.07 Workplace Arrangements - WA

Western Australian industrial relations system

All employees working in Australia are protected by a set of minimum workplace rights and conditions of employment. However, Western Australia is the only state that operates under both the national industrial system and its own state industrial system. This means that some WA employees are not covered by the federal NES. Instead, they are covered as non-national system employees under a state award.

Generally, the following types of organisations are covered under the Western Australian industrial relations system and not the national system.

- ⇒ Sole traders (such as a single-owner shop, or a tradie that is not a company).
- ⇒ Partnerships (such as a pair or group-owned shop, or a pair or group of tradies that is not a company).
- ⇒ Other unincorporated entities such as some trusts.
- ⇒ Non-trading corporations such as some not-for-profits and community organisations.

State public sector and local government employees are also covered by the state award system. However, if any of these organisations use registered agreements (which are part of the national system) then their employees are covered within the national system.

Organisations that are incorporated entities, e.g. companies, are covered under the national industrial system.

WA employment arrangements

Workplaces in the state system will be covered by one of the following employment arrangements.

- ✓ **WA awards** that apply to certain industries and occupations (these are similar to national modern awards).
- ✓ **Registered industrial agreement** (or Enterprise Agreements or EBAs) applying to specific businesses that must be registered with the Western Australian Industrial Relations Commission (these are similar to national registered agreements).
- ✓ Registered individual agreements between an employer and an employee and known as an EEA (**Employer-Employee Agreement**).
- ✓ **Common-law employment contracts** where the employee isn't covered under an award. These usually apply to executive, senior and advanced positions. e.g. Andrew McQualter's coaching contract will almost certainly be a common law contract and definitely not part of the state award system.

The *Minimum Conditions of Employment Act* provides a minimum standard of pay and conditions that underpin all of these employment arrangements (\$25.08/hr for adults from July 25). This is much like the national Fair Work Commission's minimum pay rates.

Image: redstallion/Thinkstock



Finding out 13D

As you have seen, 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:	F/t, p/t or casual?	How long in job?
Award name? or Registered agreement name? or (other?)		
Rates of pay: (Include penalties, casual loadings and junior rates if applicable).		
Superannuation:	Allowances/bonuses:	Other pay-related conditions:

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Applied: Find out key info about a state award that might be relevant to you.



WA state award summaries

<https://www.wa.gov.au/service/employment/employment-and-industrial-relations-matters/wa-award-summaries>

13.09 Employment Conditions

Employment conditions

All employment is governed by an **employment contract** regardless of your job, industry, state or type of workplace arrangement, such as an **award** or **registered agreement**. Your ‘contract’ will stipulate a range of important factors, conditions and entitlements.

Conditions and entitlements are determined by awards, or by registered agreements, or by minimum wage rates and the 11 **National Employment Standards**.

Awards usually cover employees within an **industry** or **industry sub-sector**. The conditions that apply to relevant employees are included in that award. Those employees cannot receive less than these award conditions, even if their job contract says otherwise - that is **unlawful**. Some examples of the (120+ national) awards include the *Retail Industry Award 2020*, the *Fast Food Industry Award 2020*, and the *Hospitality Industry (General) Award 2020*. These award conditions and entitlements must equal, or be better than, those basic safety net provisions set down in the **NES**, as well as **minimum wage rates**. The same applies for conditions and entitlements under a **registered agreement**.

As you know, some WA employees working in certain industries do not fall under the **national Fair Work Act**, but are instead covered under **state awards** or **state-based registered industrial agreements**. Those employees in the state system are generally covered by the *Industrial Relations Act 1979 (WA)*. Some of the most common awards in the WA state system include the *General Retail Industry (Western Australia) Award*, the *Hospitality Industry (General) Award* and the *Building and Construction Industry Award*.

Preview Sample: Conditions, Entitlements and Protocols



Common Award Conditions



1. Employment type (status)

Employment type refers to whether an employee is full-time, part-time, casual, or other mode of employment.

- ⇒ Full-time and part-time receive leave such as sick/carer's, annual, long service and bereavement as well as unpaid parental leave.
- ⇒ Casual employees are paid an extra rate (usually 25%) in lieu of other benefits.
- ⇒ Type might also refer to fixed-term, subcontractors, commission and piece-rate employees.
- ⇒ Employment type also extends to Australian apprentices and workers employed as part of a traineeship.

2. Employment (job) classifications

Awards group jobs into levels or grades (e.g. Level 1, Grade 2), based on skills, duties and experience. (e.g. Level 1 vs Level 3 retail worker.)

- ⇒ Your classification determines your pay rate, responsibilities and entitlements.
- ⇒ Employers must classify workers correctly, as underpaying by misclassification is unlawful.
- ⇒ Apprentices are classified by their trade and year of training.
- ⇒ Trainees are classified under the National Training Wage, based on job type, schooling, and time since leaving school.
- ⇒ Your classification will appear in your employment contract, based on your award or agreement.



Preview Sample:

3a. Wages

Awards set out minimum pay rates based on job classification, age, experience and qualifications.

- ⇒ Junior rates apply to employees under 21 and are usually a percentage of the adult rate (e.g. 70% at age 17).
- ⇒ Casual loading is usually 25% extra per hour in place of paid leave and other entitlements.
- ⇒ Apprentices are paid a percentage of the adult rate (typically 55 to 95%), depending on their year of apprenticeship and whether they've completed Year 12.
- ⇒ Trainees are paid under the National Training Wage schedule, based on the type of work, school completion level, and time since leaving school.
- ⇒ These conditions apply in addition to National Employment Standards (NES) entitlements.

3b. Allowances

Some awards might provide extra payments (allowances) for certain tasks, conditions or expenses, such as:

- ⇒ Tool allowance: if you use your own tools or equipment.
- ⇒ Meal allowance: for working overtime without notice.
- ⇒ Uniform or laundry allowance: for required work clothing or upkeep.
- ⇒ Vehicle/travel allowance: if you use your own car for work purposes.
- ⇒ Leading hand allowance: for supervising others.
- ⇒ First aid allowance: For a first aid qualification with site responsibilities.
- ⇒ Some allowances apply to apprentices or trainees, especially in trades, for tools, travel or training-related costs.

Allowances are paid in addition to wages and must be clearly listed in your payslip.

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13.11 Employment Conditions

4. Hours of work

The hours of work you are required to perform must be outlined.

- ⇒ Ordinary hours are accepted as 38 hours a week for full-time employees within a designated span of hours.
- ⇒ Penalty rates apply for work done outside the span of ordinary hours.
- ⇒ Overtime rates might also apply for hours worked above 38 hours.
- ⇒ Reasonable additional hours means a defined maximum number of extra hours that are not excessive.
- ⇒ Can include specific requirements for hours worked by children.
- ⇒ Can also include breaks, breaks between shifts and minimum shift lengths.
- ⇒ Some contracts will have additional provisions.

5. Breaks

Awards set out rules for rest and meal breaks to reduce fatigue and support safe working conditions.

A typical entitlement might include:

- ⇒ A paid rest break (e.g. 10-20 minutes) after working a set number of hours.
- ⇒ An unpaid meal break (e.g. 30-60 minutes) after 5 hours of work.

Some awards provide a second meal break for longer shifts (e.g. 10+ hours).

Break rules may include:

- ⇒ Minimum time between shifts
- ⇒ Maximum hours worked without a break
- ⇒ Whether breaks are scheduled or flexible.

Apprentices and trainees receive the same break entitlements as other employees under the relevant award.

Not giving the correct breaks may result in penalties for the employer.

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6 Superannuation

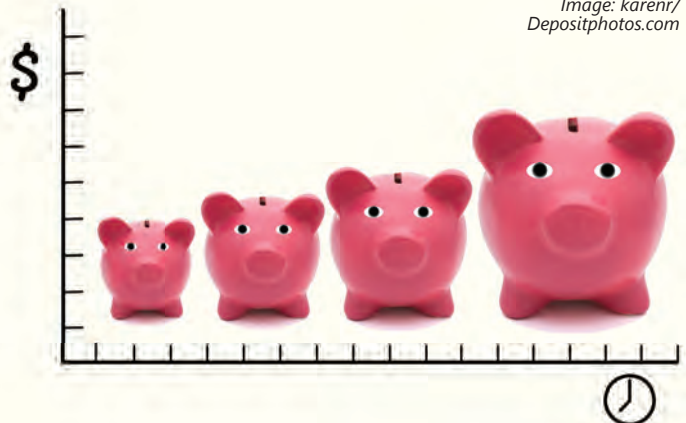
From 1 July 2025, employers must contribute 12% of an employee's ordinary time earnings (OTE) to super. This includes full-time, part-time, and casual workers, plus apprentices and trainees.

OTE includes regular pay, paid leave, allowances, and penalty rates for ordinary hours.

OTE excludes overtime and penalty rates for extra hours.

Eligibility criteria as part of the Superannuation Guarantee (SG) include:

- ⇒ Employees aged 18 and over are entitled to super contributions regardless of how much they earn or the number of hours worked.
- ⇒ Employees under 18 must work more than 30 hours in a week to qualify for super contributions.
- ⇒ There is no minimum income threshold.
- ⇒ Super contributions are made to the employee's nominated super fund, or a default fund if none is chosen.
- ⇒ Superannuation is a legal entitlement and plays a crucial role in saving for retirement.



7. Consultation & Dispute resolution

Most awards include rules about how employers must consult with employees when big changes happen, such as changes to hours, rosters, locations or roles.

Employers must:

- ⇒ Give notice of any major workplace change.
- ⇒ Explain the impact on affected employees.
- ⇒ Listen to feedback and consider employee concerns.

Disputes may involve:

- ⇒ Workplace conditions or decisions (e.g. rosters, tasks).
- ⇒ Breaches of rights or entitlements under an award or agreement.
- ⇒ Unlawful behaviour such as discrimination, bullying, or harassment.
- ⇒ Violations of workplace policies (e.g. safety, confidentiality).

- ⇒ Breaches of the law - including criminal offences such as theft, assault, stalking, or property damage, as well as breaches of WHS, privacy, or discrimination laws.

Most awards include a dispute resolution process, which usually involves:

- ⇒ Talking to a supervisor or manager.
- ⇒ Raising the issue with HR or through formal channels.
- ⇒ Seeking support from a union or staff representative.
- ⇒ Contacting the Fair Work Ombudsman if unresolved.

Apprentices and trainees have the same rights to raise concerns and be consulted.

Workers can choose to have a support person or union representative involved at any stage of a dispute.

Preview Sample:

8. Termination & Redundancy

Jobs can end when a worker resigns, is made redundant, or is dismissed (sacked).

Termination is when an employee's job comes to an end. The worker may resign, or be made redundant if the job is no longer required, or even be dismissed for serious misconduct (no notice or extra redundancy pay required).

The rules for notice and redundancy pay depend on employment type, length of service, and business size.

- ⇒ Notice must usually be given in writing and meet NES minimums, from 1 to 4 weeks, depending on length of service.
 - ✓ Less than 1 year = 1 week's notice
 - ✓ 1 to 3 years = 2 weeks' notice
 - ✓ 3 to 5 years = 3 weeks' notice
 - ✓ Over 5 years = 4 weeks' notice
 - ✓ Employees aged over 45 with 2+ years' service get an extra week's notice.

Note: Some awards (and agreements) might have more generous notice periods.

- ⇒ Casuals don't usually get notice of termination. Apprentices/trainees employed for a fixed time, and terminated at the end of this, don't get notice.

Redundancy occurs when a job or job role is no longer required due to changes in the business, often due to changing trading conditions, restructuring, downsizing or technological change.

- ⇒ **Redundancy pay** applies only to businesses with 15 or more employees.
- ⇒ To be eligible for redundancy pay, workers must be full-time or part-time, and employed for at least 12 months.
- ⇒ Casuals and workers in small businesses usually don't receive redundancy pay unless an award or agreement provides it.
- ⇒ Apprentices don't get (NES) redundancy pay, unless specified in their award.

Some NES redundancy amounts are:

- ⇒ 1-2 years = 4 weeks pay
- ⇒ 4-5 years = 8 weeks pay
- ⇒ 9-10 years = 16 weeks pay
- ⇒ 12+ = 12 weeks pay!

Note: An award (or agreement) may have different redundancy provisions, such as industry-specific redundancy schemes.

13.13 Employment Conditions

13E Award employment conditions

The Australian workplace relations system is a complex area, and for workers and employers in WA, there is the added complexity of the parallel state-based system. It is vital that young employees are aware of the main legislative requirements that apply to awards, workplace arrangements and employment conditions because:

- i. Many of you will work in casual or part-time positions while you are studying, and you need to be aware of the conditions, other entitlements and responsibilities stipulated in your employment contract, and the NES.
- ii. As you develop your career pathway, you are likely to be confronted with totally new conditions and entitlements as part of the award systems, registered agreements, or national and state award minima and NES.

The best way for you to get your head around this area is to actively investigate the specific information as it relates to either a job you are employed in now; or one that matches your career pathways goals.

The online information is pretty good, but also complex to navigate when first starting out. So let's see how you go.

Take (your teacher will advise you about relevance to your applied situations)

1. Pair up. Choose an occupation (in an industry) and locate the relevant **national award** and corresponding **state award**.
2. Use the **website tools** and **URLs** that can assist you to find out information about employment arrangements and conditions. Start with:

www.fairwork.gov.au search for the **PAT tool**
<https://services.fairwork.gov.au/find-my-award/>
<https://calculate.fairwork.gov.au>
<https://www.fairwork.gov.au/> search for **award summaries**
Fair Work Infoline 13 13 94 WA Wageline 1300 655 266
<https://www.wa.gov.au/organisation/private-sector-labour-relations/contact-wageline>
WA <https://www.wairc.wa.gov.au/resources/awards>
<https://www.wa.gov.au/service/employment/employment-and-industrial-relations-matters/wa-award-summaries> or search for award summaries through <https://www.wa.gov.au/>

3. Investigate the **wages** and relevant **conditions** of an **occupation** in which you are interested. Use the table to draft your information; add other information if relevant. Complete the table in full in your work folios.
4. Identify and outline any **differences** between **conditions** in the **national award** and the **state award**.
5. Outline any differences that apply to **younger workers** aged under 21, or to **apprentices** and **trainees**. Include this in your table, or do another table for the same occupation.
6. Develop **advice** that you would give **young people** trying to find out this information. Summarise these as a series of dot points, and **present** to the **class**.

Name(s):	
Occupation:	Workplace:
Award that applies (national or state?):	Coverage and '...meaning'
Job classification/level or grade:	Ordinary hours:
Relevant wage rates:	Casual loading & minimum shift hours:
Minimum wage rates (%):	Apprenticeship/traineeship rate (%):
Relevant allowances:	Rostering:
Loading/penalty rates:	Overtime loadings:
Meal/rest breaks:	Annual leave entitlements:
Other leave entitlements:	Superannuation:
Dispute resolution:	Termination & Redundancy:

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13.15 Grievance Procedures

Grievance procedures

So what can you do when there is a **problem** or **conflict** at work? Some workplaces, especially larger organisations, will have in place a set of formal **grievance procedures** to be followed when dealing with unfair or conflict situations.

A **grievance** refers to a situation whereby one or more parties are aggrieved or hurt as a result of the action of another party. Sometimes the issues and conflict surrounding a grievance are not straightforward nor easy to sort out. Grievance procedures will outline a **process** that enables workplace conflict to be dealt with in an impartial manner.

Typical workplace grievances may centre around discrimination, bullying, victimisation, harassment, unfair treatment, aggression, intimidation, workplace safety, dismissal and so on. Many of these issues have remedies under Australian and state laws. So, all workplaces should consider having established procedures for dealing with grievances.



Grievance procedures

- ⇒ Grievance procedures are established guidelines that apply in a workplace to deal with conflict and other issues. They allow aggrieved parties to have their say in a fair and impartial manner.
- ⇒ Grievance procedures are normally initiated with a complaint that is put into writing as part of an **incident report**.
- ⇒ Some issues might just be misunderstandings and can be resolved quickly and easily through communication, clarification and consultation with senior staff members.
- ⇒ However, more complex and serious grievances may have to be heard by independent parties.
- ⇒ Issues should be dealt with confidentially, involving only the parties concerned, as well as any people responsible for hearing and dealing with the grievance.
- ⇒ At times, an external party such as an HR rep or a professional mediator might be used to coordinate or mediate the grievance hearing.
- ⇒ Grievance procedures should include an **appeals process**.
- ⇒ Serious issues might not be heard internally and might have to be dealt with by a statutory agency or body (e.g. discrimination by the EOC WA) or at **law**, e.g. assaults, criminal accusations and so on.
- ⇒ However, a workplace's grievance procedures normally will outline how this process will be handled. i.e. Employees might need to stand down or be suspended until the case is heard.
- ⇒ Note: Many smaller enterprises might not have established, or formal, grievance procedures.

Conciliation and mediation

This is where aggrieved parties are brought together to settle their differences (grievances). An impartial and trained **mediator** or **conciliator** can be used to help:

- ✓ identify the issues that are part of the conflict or dispute
- ✓ help develop possible options to settle the conflict or dispute
- ✓ guide the parties at dispute through the consideration of different alternatives, and
- ✓ assist the parties at dispute to reach a negotiated agreement.

Conciliation and mediation

Conciliation helps remove personality differences and is very useful for dealing with personal disputes and conflict situations in the workplace. Many schools have set up their own peer mediation programs for dealing with schoolyard conflict; has yours?

Mediation as part of a conciliation process is often used in family law, local neighbourhood disputes, work-related matters, and in cases of discrimination. It helps parties avoid an expensive and time-consuming court system that often forces a lose:lose situation.

Conciliation may involve one of the parties **apologising** or making amends for some wrongdoing. For example, a supervisor using intimidating language might apologise when they have 'heard' how it affects their workers. In this case, workers feel listened to; and the supervisor is also supported to learn how to develop a more appropriate method of communication.

As another example, the **Fair Work Commission** offers a voluntary conciliation process for resolving **unfair dismissal** claims. Conducted over the telephone, this informal process has a success rate of about 80% in resolving disputes. Thereby avoiding the time, cost and emotional angst of having to proceed to a formal hearing.

You could consider requesting to use mediation or conciliation if you have a work-related conflict situation, and/or need to settle a work-related dispute. However, this method requires a mediator who is skilled in conciliation, and who is able to remain neutral. The mediator or conciliator does not 'rule' on the conflict or dispute. Rather, it is their role to facilitate communication and guide the dispute resolution process, to achieve a better outcome for all parties.

What would you do? 13F

In pairs, discuss this case study, then report back to the class to reach a group consensus on what to do.

1. What is the **issue** or **conflict** that are going on, and between whom? Explain whether this is a **misunderstanding**, or **discrimination**.
2. What might be the **next steps** to take; and by **whom**?

Kelli, 18, works with other young female staff under her supervisor, Bud, who has an abrupt, and at times, impatient manner.

He gives direct orders to all the staff without 'pleases' and 'thankyous.' The young staff often complain a lot about this to each other when on their breaks.

But Bud does know his job and he doesn't treat staff any better or worse than one another, nor is he rude or aggressive. It's for this reason that his boss likes him to direct the younger workers to keep them on track.

One day Kelli replies to a directive saying she can't do that job task until tomorrow. Bud replies, "That's just typical of you lot."

Kelli takes this as a gender-based comment and wants the matter dealt with officially. Bud insists that the comment was not about her gender but about how the younger workers slack off if he is not on their backs.

Neither will back down or apologise. The boss wants this sorted, as it's now causing friction in the workplace!



13.17 Grievance Procedures

Arbitration

Arbitration refers to when an independent third party makes a decision or a ruling. Arbitration is often used to settle disputes, and in legal settings. For example, a **judge** is an arbiter. This style of conflict resolution generally creates a win:lose situation, as the final and binding decision is made by someone with authority external to the enterprise and the parties involved. As a result, arbitration can lead to resentment among the 'losing' parties and should be used as a last resort.

However, arbitration is vital when one party has breached a **law**, such as a business or employer underpaying workers, or involves **accusations** of **violence** or other **criminal offences**; or when the parties at dispute cannot settle their differences, even after trying negotiating through conciliation and mediation.

Arbitration is usually used as a last resort when resolution doesn't occur in the following situations.

- ⇒ Unfair dismissal cases that don't get resolved by conciliation.
- ⇒ Disputes about awards.
- ⇒ Disputes arising from the negotiation of registered agreements.
- ⇒ Disputes about the particulars specified in registered agreements.
- ⇒ Disputes over discrimination, and breaches of human rights and protected areas that don't get resolved by conciliation or mediation.
- ⇒ Serious workplace safety breaches (investigated by WorkSafe agencies).

Industrial tribunal

The formal resolution of work-related arbitration involves a hearing before an industrial tribunal. If the parties to a dispute cannot settle their differences, then they might have their dispute resolved by a binding decision given by a formal commissioner or commissioners (judges).

The **Fair Work Commission** will encourage parties to use conciliation and/or conferences to try to avoid the matter having to progress to the formal hearing stage.

But some disputes do not get settled by alternative methods and the parties will therefore seek this formal hearing. Once again, the ruling is likely to result in a win:lose situation!

Court system

In **criminal matters**, and some other areas of serious misconduct or unresolved conflict, one party might be suspended by their employer, until the matter is fully investigated (i.e. by WorkSafe), or heard in a court of law.

This can be especially relevant if the accused party has been accused of **serious misconduct**, a serious **safety breach**, or **breaking** or transgressing a **law**, legal guideline or regulation associated with their terms of employment.

Some matters involving threats, assault, indecent assault and other serious matters might be prosecuted as **criminal offences**.

Sexual harassment complaints that are not resolved satisfactorily, might proceed to a **State Administrative Tribunal (SAT)** hearing.

**"Hello.
If you come before me,
then the dispute has
escalated to a legal matter."**



*Image: IgorVetushko/
Depositphotos.com*

1. Over what type of **issues** might an **employee**, or an **employer**, have a **grievance**?

2. What is a **grievance procedure**, and why are grievance procedures **important**?
Find an **example** from a workplace with which you are familiar.

3. What is the **difference** between **conciliation**, **mediation** and **arbitration**? Which **method** for dealing with **grievances** would **you prefer** to be involved in? Why?

4. Why do you think that some grievances escalate to arbitration?

5. When might you need to escalate a grievance to arbitration? Which agencies and **statutory bodies** would you need to engage with to do this?

6. In pairs, discuss this case study, then report back to the class to reach a group consensus on what to do.

a. What are the **issues** or **conflict** that are going on, and **between whom**?

Explain whether this action is **lawful**.

b. What might be the **next steps** to take; and by **whom**?

Rex is 19, and has been working in his first ever job for a large transport company for seven months. On Friday, his boss asked him in to the office and told him that they were 'letting him go' because his performance wasn't up to scratch.

Rex asked why he never got any warnings and also why he couldn't have a chance to improve, but his boss remained firm and dismissed him, with 2 weeks' notice pay, and all his accrued entitlements.

Rex feels that his termination isn't right and thinks he might have a case for unfair dismissal!



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13.19 Workplace Behaviour Grievances

Sexual harassment - Grievance processes and procedures

As you know, sexual harassment is a type of unlawful discrimination under the *Equal Opportunity Act 1984 (WA)*. All workplaces must take reasonable steps to prevent sexual harassment and deal with it properly when it occurs. The Equal Opportunity Commission of WA (EOC WA) is the main agency that handles formal complaints, offering conciliation and guidance to affected individuals.

All workplaces are expected to take reasonable action to prevent and respond to sexual harassment and should have their own sexual harassment policies and grievance procedures. These documents explain what behaviours are unacceptable, how to report concerns, who to speak to, and what support is available.

While larger organisations and government agencies will usually have formal written policies, some small and micro-enterprises may not. Even if there is no written policy in place, your rights still apply. The EOC WA can assist if internal action fails, or if no clear internal process exists at all.

Internal grievance process

If you experience or witness sexual harassment:

- ⇒ Talk to someone you trust in the workplace, such as your manager, HR officer, Health and Safety Representative (HSR), or union delegate.
- ⇒ Check the workplace's sexual harassment policy, as this will outline the reporting process and who is responsible.
- ⇒ Keep a written record of the incident(s) including dates, times, what was said or done, and any witnesses.
- ⇒ Make a formal complaint through the organisation's internal process.

External steps if unresolved

- ⇒ Contact the EOC WA, which may assist with informal resolution through conciliation.
- ⇒ If the matter involves criminal behaviour (such as assault), you may also report it to the WA Police.
- ⇒ For unresolved or complex cases, the issue can be referred to the State Administrative Tribunal (SAT).
- ⇒ In Commonwealth workplaces or national matters, the Australian Human Rights Commission may become involved.

Support and self-care

It's not your fault, and neither is it your burden to carry alone.



-  Seek personal support from a trusted adult, Employee Assistance Program (EAP) services (if available), a GP, counsellor, or helpline such as Kids Helpline or Headspace.
-  Maintain your mental health and wellbeing, speak to someone early, and don't deal with it in silence.

Image: szefei/
Depositphotos.com



Workplace bullying - Grievance processes and procedures

Workplace bullying is a serious issue that can cause both psychological and physical harm. In Western Australia, bullying is treated as a work health and safety (WHS) risk under the *Work Health and Safety Act 2020 (WA)*. This means employers have a legal obligation to provide a safe work environment free from bullying and harassment.

WorkSafe WA is the main agency responsible for workplace safety in WA. It can investigate complaints and ensure employers meet their WHS responsibilities. Workplace bullying is also recognised nationally under Fair Work laws when it presents a risk to health and safety. All workplaces are required to manage bullying risks. Larger organisations often have formal anti-bullying or WHS policies that outline expected behaviour and grievance procedures.

However, smaller or micro-businesses may not have written policies. Even so, your legal right to a safe workplace still applies, and support is available even where no formal internal process exists.

Internal grievance process



If you experience or witness workplace bullying:

- ⇒ Speak to someone responsible in your workplace, such as your supervisor, manager, HSR or a trusted senior colleague.
- ⇒ Check the workplace's WHS or anti-bullying policy if one exists, as this will guide reporting steps and who to contact.
- ⇒ Document what's happened, including details of incidents, who was involved and any witnesses.
- ⇒ Report the behaviour through the internal process; this may involve submitting a hazard report, incident form, or attending a meeting.
- ⇒ If you don't feel safe speaking to the person directly, it's okay to go straight to someone in a position of responsibility, or seek outside help (i.e. WorkSafe WA).

External steps if unresolved

- ⇒ Contact WorkSafe WA if the issue continues, or the employer fails to act.
 - 📞 For urgent or life-threatening incidents (such as violence, threats or serious injury) call the WorkSafe WA 24-hour incident reporting line on 1800 678 198 immediately.
 - 📞 For non-urgent concerns, including ongoing workplace bullying or unsafe work conditions where 'injury' is not immediate, call 1300 307 877 8am-5pm, Mon to Fri.
- ⇒ If bullying creates a serious health and safety risk, you can also apply to the Fair Work Commission for an order to stop the bullying.
- ⇒ In very serious or urgent situations (e.g. violence or threats) report the matter to WA Police.

Support and self-care

Being bullied at work is never your fault. You don't need to manage it alone.

- 📞 Reach out to a trusted adult, school counsellor, EAP service (if available), GP, or support service such as Lifeline, Headspace, or Beyond Blue.
- 📞 Keep talking to someone; don't let bullying isolate you or damage your wellbeing.
- 📞 If needed, get advice from a union, legal aid service, or youth advocacy organisation.

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13.21 Workplace Behaviour Grievances

Discrimination - Grievance processes and procedures

As you already understand, discrimination in the workplace is unlawful in Western Australia under the *Equal Opportunity Act 1984 (WA)*. The law protects people from being treated unfairly because of personal characteristics such as race, age, sex, disability, religion, sexual orientation, and others. The Equal Opportunity Commission of WA (EOC WA) is the key agency responsible for managing complaints and providing education, advice and conciliation services. (Note: If a person is employed by a “national systems employer” then they are covered by the *Fair Work Act 2009 (Cth)*.)

Employers in WA are expected to prevent discrimination and respond appropriately when it occurs. This includes having clear workplace policies and grievance procedures in place. However, small and micro businesses may not have formal policies in place, and might rely on informal discussions or case-by-case responses by senior staff. Again, regardless of workplace size, your legal rights still apply.



Internal grievance process

If you believe you have been discriminated against:

- ⇒ Raise your concern with someone responsible, such as a manager, HR officer, Health and Safety Representative (HSR) or union delegate.
- ⇒ Check your workplace's equal opportunity or anti-discrimination policy, if one exists, to understand the reporting process and your options.
- ⇒ Record what happened, including when and where it occurred, what was said or done, and any witnesses.
- ⇒ If necessary, use the internal process to lodge a formal complaint; this may involve written forms or a meeting with a responsible staff member.
- ⇒ If the person responsible for the discrimination is also your manager or owner, it's important to tell someone else you trust and/or seek external support straightaway.

External steps if unresolved

- ⇒ Contact the Equal Opportunity Commission of WA by phone, email or live chat. The Commission can advise you, and may offer free, voluntary conciliation to help resolve the matter.
- ⇒ If the issue is not resolved through conciliation, it may be referred to the State Administrative Tribunal (SAT) for a formal outcome.
- ⇒ For matters involving federal legislation (such as racial or disability discrimination across state lines or in Commonwealth workplaces), complaints can be made to the Australian Human Rights Commission.

Support and self-care

Discrimination can harm your wellbeing and confidence. It's not something you need to manage alone.

- ⇒ Talk to a trusted adult, education counsellor, union rep, GP or support service such as Headspace, Lifeline or Youth Legal Services WA.
- ⇒ If your workplace has an Employee Assistance Program (EAP), you may be able to access free, confidential counselling.
- ⇒ Keep a support network around you, and don't hesitate to ask for help or clarification if you're unsure about your rights.

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Workplace behaviour grievances 13H

Form into pairs or trios. Choose 2 **enterprises** or **workplaces** to investigate - a large one, and a **small** or micro one.



You are required to find out the **policies, standards of behaviour** and **protocols** related to these workplace behavioural issues.

- **Sexual harassment** - **Workplace bullying** - **Discrimination**

You also need to find out and summarise the **grievance procedures** to use and follow, to **deal with** each of these workplace behavioural **issues**.

Use the planner below to develop your **research process** and to draft suitable questions. When finished, report back to the class.

Enterprise & size:		Names:	
Actions	Sexual harassment	Workplace bullying	Discrimination
Who do we need to contact?			
Questions about policies			
Questions about protocols.			
Questions about standards of behaviour.			
Questions about grievance procedures.			
Other important information and advice.			

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13.23 Pay and Conditions Grievances

Exploitation

Workers, and especially younger workers, are often subjected to exploitation related to their wages and working conditions. Some of these are referred to generally as **wage theft**, but the real issues at play are much more complex than that.

It is important to clarify that sometimes **mistakes** occur because an employer is not fully aware of the correct pay and conditions, or hasn't kept up to date. Although the error wasn't intentional, it is still wrong. It is their responsibility to meet their legal requirements. However, what we are experiencing is a growing range and incidence of exploitative practices, that are **deliberate**; sometimes **unethical**, and at other times **illegal**.



Exploitation of Younger Workers

Wage theft

Under-award wages/
less than minimum
wages

Underpayment
Incorrect
employment
classification

Non-payment
of overtime and
penalty rates

Sub-contracting &
sham contracting

Being paid in cash

Cashback schemes

'Docking' pay

Unpaid trials'

Unpaid interns

Not granting other
working conditions

Unfair dismissal
or unlawful
termination

Image: nullplus/
Depositphotos.com

They expect all the floor staff to stay back and work for free when it's busy. They say that any worker would jump at the chance to work in a 'celebrity' restaurant!"

Preview Sample:
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Job classification

Young workers are often misclassified. This can include engaging them as **trainees** and paying them the **trainee wage**, when they are, in reality, full-time (or part-time) workers. Often, their **employment** is **terminated** at the end of the traineeship, and the business simply hires a new trainee.

Another type of misclassification involves employing people under a particular **job classification**, but giving them **extra duties**, such as supervision of others, yet still paying them at the lower classification. As at late-25¹, the *Fast Food Industry Award 2020* job classifications include:

- ⇒ Fast Food Employee Level 1, who is your standard worker,
- ⇒ Fast Food Employee Level 2, who has responsibility for supervising workers, and/or training new employees,
- ⇒ Fast Food Employee Level 3, who is appointed to be in charge of a shop, food outlet or delivery outlet.

Penalty rates

Another common way that younger workers can be exploited is the **non-payment**, or **underpayment**, of penalty rates for Saturdays, Sundays and public holidays.

As an example, the *Fast Food Industry Award 2020*¹ stipulates that non-casual Level 1 employees should be paid at 125% for Saturdays and Sundays, and 225% for public holidays. The weekend penalty rates for casuals are 150% and 220% for public holidays. (Note: There are other rates for working late hours, and for different job classifications.)

Overtime

Sometimes workers are **not paid** for overtime worked, or their overtime is not paid at **overtime rates**. Overtime rates apply when workers work beyond their **ordinary hours** of work, or beyond a certain number of hours per day.

Under the *Fast Food Industry Award 2020*¹, ordinary hours are 38 hours per week, or an average of 38 hours over 4 weeks, for full-time, part-time and casual workers. (Note: There are other measures that can apply.)

Cashback schemes

Cashback schemes involve paying a worker their correct amount as shown on their pay slip, but then forcing them to **give back** some of their wages to their **employers** in cash.

This can particularly affect **international students** who are coerced into exceeding their allowable working hours (48 per fortnight from June 2020). The former is often threatened with being reported or breaching the visa if they can't pay back some of their wages.

Sham contracting

In the contemporary world of work, a growing number of workers are being employed as independent contractors or sub-contractors, rather than as traditional employees.

Sub-contracting has long been prevalent in the building and construction industry, where independent self-employed tradespeople (**tradies**) are engaged to perform 'short-term' work on construction and building projects and sites. Consider a plumber who is engaged by a developer to do all the plumbing jobs on a new set of units that are being built. This is standard practice and legitimate. Other common examples include workers in creative industries, freelancers and specialist professionals, advisors and consultants.

However, the **gig economy** has accelerated the use of sub-contracting, especially for drivers, couriers and delivery drivers. These workers are usually engaged as independent contractors who are paid on a piece-rate basis, or per 'gig' or job.

They often have to supply their own vehicle, any relevant equipment, and in many cases, insurances.

They are not classified as employees. They do not get access to the other conditions of work, including minimum rates of pay, sick or annual leave, penalties, allowances, etc..

They are not protected by the National Employment Standards, or an award, or a registered agreement, nor even the national minimum pay rates. Essentially, they're on their own - it's a take it or leave it approach!

**Think you are being ripped-off?
Contact the Fair Work Ombudsman on 13 13 94.**



13.25 Pay and Conditions Grievances

Disputes - Fair Work Ombudsman & Fair Work Commission

Disputes about **pay** and **conditions** are the responsibility of the **Fair Work Ombudsman**.

The FWO recommends using its **website** to clarify your entitlements, and then to contact it if you need further help, by raising an **online enquiry** or calling the **Fair Work Infoline**.

The FWO suggests that most disputes can be quickly settled by talking to your employer.

The **Fair Work Commission** has responsibility for disputes involving **unfair dismissal**, **equal opportunity**, **discrimination**, **industrial action** and a range of other areas of workplace relations.

It is important to realise that every **award** and **registered agreement** has a built-in **dispute resolution clause** to guide stakeholders.

In nearly all cases, it is recommended that employers and employees talk with each other and try to settle the matter quickly and effectively. Some disputes are simply errors and misunderstandings.

Disputes - Fair Work Ombudsman (FWO)

The Fair Work Ombudsman (**FWO**) is the **national workplace regulator** that helps **resolve disputes** about pay, conditions, and entitlements under the **Fair Work system**. It also provides education and support to both workers and employers.

It recommends a step-by-step process for resolving issues fairly and quickly. If you have an **issue or grievance**, the FWO recommends that before taking action, you should **visit its website** to check your **minimum entitlements** (e.g. pay rates, break entitlements, rostering rules, etc.).

The Fair Work Ombudsman key recommendations are:

- ⇒ Use workplace channels first, where it is safe and appropriate.
- ⇒ Bring in support early; you don't have to handle it alone.
- ⇒ Stay respectful and professional at every step.
- ⇒ Keep written records, notes, rosters, payslips, emails and conversations.
- ⇒ Act early to stop small issues from becoming big problems.



Employer actions: Permitted

- ✓ Not paying portions of wages for lateness or certain absences.
- ✓ Unpaid trial, fully supervised, and for a short period of time, to assess the skills of an applicant.
- ✓ Paying junior workers a % of the adult rate according to the award, agreement, or pay minima.
- ✓ Expecting employees to provide their own work-related attire, such as black pants and a white shirt in hospitality.
- ✓ Recovering costs for personal use by a worker on a work phone or work vehicle; or for misuse.

Employer actions: Not permitted

- ✗ Docking pay for till shortfalls, mistakes, or missing items.
- ✗ Unpaid trial, loosely supervised, usually lasting more than one shift, and doing the work of a 'regular' employee.
- ✗ Paying junior workers at %'s below amounts stipulated in the award, agreement, or pay minima.
- ✗ Charging workers for, or forcing them to purchase, a **specific, prescribed work uniform**.
- ✗ Expecting workers to pay for a work phone or vehicle for work purposes. (Note: Contractors are usually expected to supply their own 'tools of trade'.)

Disputes - Fair Work Ombudsman (FWO)

**1. Know your rights**

- ⇒ Use the Fair Work website and its Pay and Conditions Tool (PACT) to check if you're receiving the correct pay, hours, breaks and entitlements.
- ⇒ Understand what your award, registered agreement, or contract says - each sets out minimum conditions.
- ⇒ Every award and registered agreement has a built-in dispute resolution clause to guide stakeholders.

2. Talk to your employer

- ⇒ If it's safe to do so, start by speaking directly with your supervisor or manager.
- ⇒ Many issues, such as incorrect hours or missed breaks, are due to simple mistakes or miscommunication.
- ⇒ Be calm and respectful. Explain what you believe the issue is and what you'd like to happen.

3. Involve a workplace support person

- ⇒ If the problem isn't resolved and you're not comfortable raising it on your own, you can get help from someone within your workplace:
 - ☛ Union representative: If you're a union member, your rep can speak on your behalf or attend a meeting with you. They understand your award and can support you through the process.

☛ HR (Human Resources): HR staff are responsible for dealing with employment conditions, disputes, and workplace behaviour. You can raise concerns with them directly.

☛ Trusted co-worker or support person: You're allowed to bring a support person to any formal discussion.

4. Put your concern in writing

If talking hasn't worked, the FWO suggests clearly explaining the issue in writing (e.g. an email or letter), and requesting a fair resolution. Keep a copy.

5. Get help from the FWO

If the issue remains unresolved, you can

- ⇒ contact the Fair Work Infoline on 13 13 94
- ⇒ lodge an online enquiry through the FWO website

A Fair Work inspector may then:

- ⇒ contact the employer
- ⇒ offer guidance or suggest mediation
- ⇒ help both sides understand their obligations

6. Enforcement action

If the employer breaks the law and refuses to fix the issue, the FWO may issue:

- ☛ a Compliance Notice
- ☛ an Infringement Notice (fine)
- ☛ or, in serious cases, take court action.

Disputes - Resolving workplace disputes in WA (State system)

**1. Start with Wageline**

- ⇒ Visit the Wageline website to check your pay and conditions.
- ⇒ Contact Wageline if you're unsure or think your employer isn't meeting minimum requirements (e.g. wages, hours, leave).

2. Try to resolve it at work

- ⇒ If it's safe, speak with your employer, supervisor, HR or union rep.
- ⇒ You can also write a short message or email to explain the issue.

3. Involve industrial inspectors

- ⇒ If there's a possible breach of WA laws, Wageline may refer your case to a Private Sector Labour Relations industrial inspector.

- ⇒ Inspectors investigate underpayments and other issues.

- ⇒ They can order employers to fix problems

4. WA Industrial Relations Commission (WAIRC)

- ⇒ The WAIRC handles formal disputes, including unfair dismissal or contract issues.

- ⇒ It may use conciliation or a hearing to resolve the matter.

Remember:

- ⇒ Keep records (payslips, rosters, messages).
- ⇒ You can bring a support person to meetings.
- ⇒ If you're unsure whether you're in the state or national system, Wageline can help you check.

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13.27 Pay and Conditions Grievances

Disputes - Fair Work Commission

The **Fair Work Commission** has responsibility for disputes involving **unfair dismissal**, **equal opportunity**, **discrimination**, **industrial action**, and a range of other areas of workplace relations.

It is important to realise that every **award** and **registered agreement** has a built-in **dispute resolution clause** to guide stakeholders.

In nearly all cases, it is recommended that employers and employees talk with each other and try to settle the matter quickly and effectively. Some disputes are simply errors and misunderstandings. However, this may not be possible, nor even safe to do, in situations involving harassment, bullying, aggression, non-compliance, exploitation and other unsafe, unsavoury and at times, illegal work practices.

If you can't resolve the dispute at the workplace level, then the dispute resolution clause may allow you to refer the dispute to the Fair Work Commission. The commission will then determine both if, and how, it might be able to work with the affected parties to resolve the dispute.

This might include **mediation**, which involves using a neutral mediator who gets the parties together and leads them through a process of talking through the dispute and reaching a settlement. This saves everyone time, money and a lot of angst.

Conciliation is a step up and involves the mediator or conciliator taking a more active role to help the parties reach settlement.

However, some disputes will not be settled through mediation and conciliation and will need to be heard through a **formal legal process**. This involves an **arbitrator**, a Fair Work Commissioner (i.e. a type of judge) presiding over either a **hearing** or **conference** at the FWC tribunal and making a ruling on the matter.

Image: laorVetushko/
Depositphotos.com



**"Me again!
I should be a last
resort in disputes,
not a first-step."**

131 Pay and conditions grievances



1. This is a complex area. So work in small groups to outline the basic **roles, rights** and **responsibilities** of the **parties involved** in **disputes** and **grievances** related to **pay and conditions**.
2. Report back to the class, and develop a **whole-class summary** of these roles, rights and responsibilities.
3. Strongly consider getting a **union rep** or **HR professional** in to **talk** to the **class** about this area of workplace relations.

Applied investigation

Form into pairs or trios. Choose 2 **enterprises** or **workplaces** to **investigate** - a **large** one, and a **small** or micro one. Find out the **grievance procedures** to apply and follow to **deal with** pay and conditions **issues**.

Create a planner to develop your **research process** and to draft suitable questions. When finished, report back to the class.

Fair Work Commission - Disputes



Note: This is just a general summary of areas of dispute that the Fair Work Commission can help deal with (as at late-2025). For any official or legal information, you must always go directly to the source at:

<https://www.fwc.gov.au>

**Termination of employment**

One of the most common disputes is in relation to termination of employment. The three categories are:

1. Unfair dismissal

An employer should not dismiss an employee if it is:

- ⇒ **harsh** i.e. an extreme reaction to a situation
- ⇒ **unjust** i.e. the employee is not responsible, or to blame (i.e. 'not guilty') for the action used to justify their dismissal

⇒ **unreasonable** i.e. the evidence used to justify the dismissal does not uphold the action.

The rules are different for small businesses (under 15 workers) whereby the Small Business Fair Dismissal Code will apply.

Note: An employer is not dismissing an employee just because they do not offer a new contract.

2. General protections dismissal: Related to employees who are dismissed based on prohibited reasons under the Fair Work Act. These include discrimination, workplace rights, sham contracting, temporary absence due to illness or injury, and freedom of association.

3. Unlawful termination: Only applies in a small number of situations as most disputes about 'ending employment' will be covered by unfair dismissal or general protections.

Note: WA continues to operate a dual system: most employers fall under the Fair Work Act, but non-corporate employers (like sole traders) fall under WA's state industrial relations system.

General protections exist in both systems, but WA has its own statutory version under the *Industrial Relations Act 1979*. Timeframes and accruing service periods differ slightly between jurisdictions.

Casual conversion

As part of the National Employment Standards (NES), casual employees have the right to become a full-time or part-time employee (in some circumstances).

- ⇒ This applies to casual employees who have worked for their employer for 12 months (and who meet eligibility such as regular working hours); whereby they can convert to relevant permanent employment.
- ⇒ But an employer doesn't have to offer an employee casual conversion if there are reasonable grounds for them not to do so, such as there won't be enough hours to give the worker, or their position will no longer exist.
- ⇒ Small businesses (< 15 employees) don't have to offer casual conversion, but they can choose to.

Industrial action

Under law, there are two types of industrial action: Protected actions and unprotected actions.

1. Protected industrial action applies when:

- ⇒ good-faith bargaining over a new enterprise agreement breaks down
- ⇒ the existing enterprise agreement has expired

To take protected industrial action, employees (which in most cases is their unions on their behalf based on a ballot), must first apply to the Fair Work Commission.

2. Unprotected industrial action is that which occurs:

- ⇒ before an agreement's expiry date, or
- ⇒ without a successful ballot of workers, or
- ⇒ involves trying to include unlawful terms in an agreement.

Unprotected action means that those taking the action are liable for any consequences arising from their actions.

Right of entry

This dispute might occur when an employer refuses a union's access to a workplace.

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13.29 Dealing with Grievances



Workplace Issues: Dealing with Grievances

If in doubt - Where to start

- ⇒ **First step:** Always try your internal supports first – employer, supervisor/manager, HR, union representative, or Health and Safety Representative (HSR).
- ⇒ **Health and safety issues (including bullying and harassment as psychosocial hazards):** contact WorkSafe WA.
- ⇒ **Discrimination or harassment complaints under WA law:** contact the Equal Opportunity Commission WA (EOC WA).
- ⇒ **Pay and entitlements questions or disputes:** contact the Fair Work Ombudsman (FWO).
- ⇒ **Unfair dismissal, redundancy, or termination disputes (for national system workers):** contact the Fair Work Commission (FWC)

Discrimination (Equal Opportunity)		
Issue	Agency / Help Source	What They Can Do
Internal help	Employer, HR, supervisor/manager, union representative, HSR	Apply workplace policies, investigate, and support workers. Expected to take reasonable steps to prevent and respond to discrimination.
Unlawful discrimination under WA law	Equal Opportunity Commission WA (EOC WA) // State Administrative Tribunal (SAT) if unresolved	Free conciliation service for complaints of unlawful discrimination. SAT can make binding orders.
Discrimination under federal law	Australian Human Rights Commission (AHRC) // Federal Court if unresolved	Handles complaints under the Sex Discrimination Act, Racial Discrimination Act, Disability Discrimination Act, and Age Discrimination Act. Provides conciliation and referral to courts if needed.
General protections/ adverse action (national system)	Fair Work Commission (FWC)	Hears claims where adverse action was taken for unlawful reasons (e.g. age, sex, disability, race, union involvement).

Workplace Bullying		
Issue	Agency / Help Source	What They Can Do
Internal help	Employer, HR, supervisor/manager, union representative, HSR	Apply workplace policies, investigate bullying, support workers, and resolve complaints internally.
Health and safety (all workers)	WorkSafe WA	Investigate bullying as a psychosocial hazard under the WHS Act 2020 (WA); enforce employer duty of care.
Stop bullying orders (national system workers)	Fair Work Commission (FWC)	Can issue stop bullying orders to require behaviour to cease and workplace changes to be made.
If bullying involves unlawful discrimination	Equal Opportunity Commission WA (EOC WA)	Complaints can also be made under WA equal opportunity law if bullying is connected to a protected attribute (e.g. sex, race, disability).

Sexual Harassment		
Issue	Agency / Help Source	What They Can Do
Internal help	Employer, HR, supervisor/ manager, union representative, HSR	Apply workplace policies, investigate complaints, support workers, and set respectful workplace culture.
Health and safety (all workers)	WorkSafe WA	Investigate sexual harassment as a psychosocial hazard under the WHS Act 2020 (WA); enforce employer duty of care.
Unlawful harassment under WA law	Equal Opportunity Commission WA (EOC WA) // SAT if unresolved	Handle complaints of sexual harassment as unlawful discrimination; conciliation service; tribunal decisions if needed.
Unlawful harassment under federal law	Australian Human Rights Commission (AHRC) // Federal Court if unresolved	Investigates and conciliates sexual harassment complaints under the Sex Discrimination Act 1984 (Cth)
Stop sexual harassment orders (national system workers)	Fair Work Commission (FWC)	Can issue stop sexual harassment orders to require behaviour to cease and workplace changes to be made.

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Pay, Conditions, Redundancy, and Termination		
Issue	Agency / Help Source	What They Can Do
Internal help	Employer, HR, supervisor/ manager, payroll, union representative	Check payslips, awards or agreements, clarify entitlements, and try to resolve disputes within the workplace first.
Pay and entitlements (most workers in WA under the federal system)	Fair Work Ombudsman (FWO)	Investigate underpayments, leave entitlements, award coverage and conditions. Provides advice, education and enforcement.
Pay and entitlements (workers in WA state system)	Private Sector Labour Relations (PSLR), Department of Energy, Mines, Industry Regulation and Safety	Investigates complaints about WA award rates, leave and conditions for state system work
Unfair dismissal, redundancy, or termination disputes (national system workers)	Fair Work Commission (FWC)	Hears claims about unfair dismissal, redundancy, and general protections. Can order remedies, reinstatement, or compensation.
Unfair dismissal, redundancy, or termination disputes (state system workers)	WA Industrial Relations Commission (WAIRC)	Deals with unfair dismissal and redundancy matters under the Industrial Relations Act 1979 (WA). Can make binding orders.
Stop sexual harassment orders (national system workers)	Fair Work Commission (FWC)	Can issue stop sexual harassment orders to require behaviour to cease and workplace changes to be made.

13.31 Assessment Task 4

AT4 Unit Test/Exam - Response // U4 Career knowledge and understanding



Response

For your final assessment task for Unit 4, you may be expected to undertake a response task under **test** or **exam** conditions.

- ⇒ This response task is likely to encompass **all** of the **Unit 4 topic areas** (refer to the **AT4 pro-forma** opposite on p.337 for a Unit 4 topic summary).
- ⇒ The task may be similar in **style** to the **EST** from Unit 3, except that the questions will cover all 6 areas of career knowledge and understanding from Unit 4.
- ⇒ Some questions will naturally **cross over** two or more topic areas.
- ⇒ You may have to respond to **stimulus material** and/or **case studies**, e.g. giving **advice** to a young jobseeker about interview success, or **problem-solving** a workplace **issue** by describing an appropriate grievance procedure to use.
- ⇒ You will also be expected to explain the **role** and **importance** of **employability skills** as part of your responses.
- ⇒ You will need to use **applied information** and **examples**, when required, as part of your answers.

Your teacher will describe the task details, scope, requirements and key dates.

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Build your response skills: Structured questions

Structured questions are usually grouped together in a graduated sequence of difficulty and based on a related topic.

The idea is that you move from more straightforward responses through to more complex, detailed and thoughtful responses. Some questions might ask you to use applied example(s).

Usually, you will need to write one point of information for each mark. The questions might require you to respond in the following ways:

- ⇒ list (to name key points)
- ⇒ outline (give a short description)
- ⇒ explain or discuss (provide a more detailed description)

- ⇒ analyse (investigate the issues, usually on both sides)
- ⇒ evaluate (use evidence to make an assessment or judgement).

For example:

1. What is lifelong learning? (1 mark)
2. How is lifelong learning important for career development? (2 marks)
3. Describe examples of how performance management can help an employee develop their employability skills. (3 marks)
4. Explain 4 different examples of personal and professional development that you could undertake to gain entry-level employment, and/or to develop your early-stage career. (4 marks)

Name:		Key dates:		UNIT 4 AT4
Tasks - AT4: Unit Test/Exam	Must Do?	Due Date	Done	Level
Personal management				
a. Handling feedback on performance.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Resilience and resilience models.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Role and importance of employability skills.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Use of applied information and examples.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Learning and work exploration				
a. Lifelong learning.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Continuing personal development.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Role and importance of employability skills.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Use of applied information and examples.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Enterprising behaviours				
a. Types & characteristics of enterprise (workplace) culture.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Aligning personal values with the enterprise culture.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Role and importance of employability skills.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Use of applied information and examples.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Career building				
a. Job interview types and process.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Nature and role of performance management.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Responding to change and its impact.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Role and importance of employability skills.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Use of applied information and examples.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Nature of work				
a. WHS including workplace bullying.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Equal opportunity and anti-discrimination inc. harassment.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Pay and conditions including an industry award.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Applying grievance procedures.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Role and importance of employability skills.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Use of applied information and examples.	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Additional information:

Signed: _____

Date: _____

13.33 Unit Review and Reflection

Unit Review and Reflection

How did I improve my employability skills this entire unit?

→

→

→

→

How did I improve my enterprising capabilities this entire unit?

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→

→

How has developing my employability skills improved my future career prospects?

→

→

→

My performance in developing my employability skills this entire unit was:

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

Résumé: Dok D'Ambrosia, November 2026**Dok D'Ambrosia****Springtown, WA****Born: July 2008 M: 0412 0412 0412****dokdambrosia@gmail.com.au****Education**

2025-26: Completed Western Australian Certificate of Education and a Certificate II in Construction Pathways Trades at Springtown College.

WACE subjects at units 1-4:

- | | |
|-----------------------------------|----------------------------------|
| ⇒ Careers and Employability (CAE) | ⇒ English |
| ⇒ Building and Construction | ⇒ Workplace Learning |
| ⇒ Maths Essential | ⇒ Literacy and numeracy standard |

Certificate II in Construction Pathways Trades units included:

- | | |
|---|--|
| ⇒ Undertake a basic construction project. | ⇒ Work safely at heights. |
| ⇒ Carry out measurements and calculations. | ⇒ Use wall and floor tiling tools and equipment. |
| ⇒ Plan and organise work. | ⇒ Undertake basic installation of wall |
| ⇒ Apply WHS requirements, policies and procedures in the construction industry. | ⇒ Apply and install sealant and sealant devices. |
| ⇒ Work effectively and sustainably in the construction industry. | ⇒ Perform routine gas metal arc welding. |

2021-2024: Completed Years 7-10, Springtown College

Qualifications & Training

- ⇒ Apr 2024: Certificate in Basic First Aid
- ⇒ Mar 2025: Construction industry approved 'White Card'
- ⇒ Nov 2025: Certificate I in Food Hygiene
- ⇒ Apr 2026: Springtown Youth Leadership program

Career Ambition

I wish to develop a career in the Construction industry by gaining a plumbing apprenticeship focusing mainly on domestic and housing estate work environments, eventually working towards licensing as a plumber and gasfitter.

Employment and Engagement Abstract

I am currently employed as a casual cook and server working about 20 hours a week at Bazza's Big Burger Barn. I like the fast pace, but plumbing is my long-term career interest. As part of my CAE and Workplace Learning vocational program, our school encouraged us to use initiative and source work placements to build applied industry-specific competencies in a variety of settings. I undertook a range of plumbing-related work placements, including an ongoing once-a-week placement over 20 weeks in Year 12.

We also participated in and delivered a teams-based community project to build interpersonal, problem-solving, communication and other transferable employability skills, and to help contribute to local community improvement.

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13.35 Refining Your Résumé

Résumé: Dok D'Ambrosia, November 2026

Employment History

- Employment

⇒ **Bazza's Big Burger Barn, Springtown Heights**

Position: Cook and server

Duration: March 2026 - current

Tasks: Grill and fry cook, customer counter service, catering and phone orders.

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

- » Operating grill, fryers and ovens
- » Taking and preparing catering orders
- » Meat, salad and other food prep
- » Safely using kitchen equipment, cutting implements and other tools
- » Maintaining food storage, hygiene requirements and daily cleaning
- » Working with staff in a service team
- » Using EFTPOS terminals and balancing register
- » Being flexible, working evenings and weekend shifts
- » Following kitchen and front-of-house OH&S processes.

- Structured Work Placements

⇒ **DubZees Plumbing p/l, Springtown**

Position: Plumbing assistant and labourer

Duration: Mar-Sep 2026: 1 day a week

Tasks: Household bathroom, toilet, kitchen and drainage.

Competencies: Under supervision, the main competencies I demonstrated include:

- » Locate leaks and replace washers
- » Unblock toilets, drains and waste
- » Install kitchen and bathroom tapware
- » Fit new toilets and cisterns
- » Dig ditches for pipe laying
- » Locate pipes and flush drains
- » Help with gutter repair and leveling
- » Identify, organise and select plumbing-specific tools and equipment
- » Use a range of hand and power tools
- » Pack up worksite and remove rubbish
- » Be available for 7am pick-up to depot.

⇒ **Handee Dandee Plumbing, Dandee Flats**

Position: Plumbing assistant and labourer

Duration: July 2025: 1-week

Tasks: New housing estate kitchen, bathroom and laundry installation.

Competencies: Under supervision, the main competencies I demonstrated include:

- » Help load and unload vans
- » Locate and supply tools and equipment as directed by workers
- » Dig drainage ditches
- » Help install tapware and showerheads
- » Help install toilets and cisterns
- » Help cut pipes to length
- » Pack up worksite and remove rubbish
- » Work safely including use of ladders
- » Ready for 6:30am pick-up.

⇒ **Dr Drain Unblocko, Springtown Lower**

Position: Drainage labourer

Duration: Apr 2025: 1-week

Tasks: Unblocking commercial, industrial and domestic drains.

Competencies: Under supervision, the main competencies I demonstrated include:

- » Help load and unload ute
- » Supply tools and equipment as directed
- » Dig to locate pipes
- » Help unblock toilets and wastes
- » Use two-way communication devices
- » Practise safe plumbing hygiene
- » Clean away waste and pack up tools
- » Be available for 7am pick-up.

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Résumé: Dok D'Ambrosia, November 2026**Employment History (cont')****- Work Experience****⇒ The Hardware Bargain Bin, Springtown Plaza**

Position: Retail assistant

Duration: June 2024 - 2 weeks

Tasks: Helping customers, cleaning, sorting stock and packing shelves.

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

- » Dealing with customers in a professional manner
- » Assisting customers with hardware questions
- » Working with other staff to process orders
- » Using hand pallet jacks
- » Restocking, tidying and pricing stock
- » Applying safe and effective lifting techniques
- » Organising product presentation and packaging.

Leadership, Community and Clubs

- ⇒ 2026: Worked in a team to collect and deliver over 2 tonnes of donated grocery and household items for Lower Springtown Family Helping Hand Centre.
- ⇒ 2025: Springtown College Peer Support Program for new Year 7 students which involved supporting young students and guiding them through their new environment.
- ⇒ 2025: coordinated Year 11 Personal Development enterprise activity based on baking and selling cakes to raise money for Oxfam.
- ⇒ Member of Springtown Football Club and Springtown Cricket Club since 2017 and Springtown Soccer Club since 2019.

Professional Skills

- ⇒ Manual license. Have a car and saving to buy a ute.
- ⇒ Can speak conversational Arabic and Italian.
- ⇒ Able to use a range of hand and power tools safely.
- ⇒ Developing my suite of skills in occupational-specific plumbing tools and equipment.
- ⇒ Skilled in commercial kitchen cooking equipment and cutting implements.
- ⇒ Physically fit and able to do extended manual labour.
- ⇒ Proficient use of retail, manual and digital point-of-sale terminals and devices.
- ⇒ Can operate multimedia equipment and devices, and able to install computer hardware components.

Achievements

2026: School achievement award for Best Vocational Trades Student.

2022-2025: Springtown Football Club, Best Junior Clubperson.

Hobbies/Interests

Home repairs, environmentally sustainable gardening, online gaming and all sports.

Referees

Zed Zedekis

Co-Owner

DubZees Plumbing p/l

040 1404 1404

Barry Bolchop

Owner

Bazza's Big Burger Barn

P: 4444 4444 (BH)

Ms Jan Jansen

VM Coordinator

Springtown College

P: 82222 2222 (BH)

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