

## STAGE 2 WORKPLACE PRACTICES

### ASSESSMENT TYPE 1: FOLIO

#### Task 1: The Changing Nature of Work – Industry Research Task

##### Purpose

This task enables students to gain knowledge of issues particularly relevant to their future working environments or aspirations, and could be in a particular focus industry.

##### Description of assessment

Prepare a report about the work patterns in your chosen industry area. Your report should include investigation and analysis of the factors that have influenced changes to conditions in the workplace within this industry. Conclude with your thoughts on how you see your working future in this industry area.

In formulating your report consider the following with respect to your chosen industry area. Describe:

- The ways in which people participate – full time, part time, casual, volunteer
- The typical employee participation – males & females, age, cultural background – use statistics
- the role of OHS & W in the workplace
- impact of technology, if relevant
- levels of job vacancies, current and future prospects
- the educational requirements for working in this industry
- how to apply for positions or entry level training/apprenticeships
- the employability skills developed by working in this industry

To support your investigation of the nature of work in your chosen industry, you may choose to interview people, search the internet, read newspapers, look through periodicals and books in the resource centre and your local library.

You may find the website <http://joboutlook.gov.au> to be helpful along with the other websites listed on the following pages.

##### Assessment conditions

The report can be presented in a written (max 1200 words), oral or a multimodal form (max 5 mins). Use in-text referencing and include a bibliography of sources used.

# Useful Career Websites (updated 2012)

Good sites for researching job/career information, for your information you might like to highlight those sites you have visited:

[www.joboutlook.gov.au](http://www.joboutlook.gov.au)

[www.mycareer.com.au](http://www.mycareer.com.au)

[www.seek.com.au](http://www.seek.com.au)

[www.careerone.com.au](http://www.careerone.com.au)

GENERAL CAREER INFORMATION		
Adelaide University	The University of Adelaide	<a href="http://www.adelaide.edu.au/">http://www.adelaide.edu.au/</a>
Apprenticeships	Australian Apprenticeships	<a href="http://www.australianapprenticeships.gov.au/">http://www.australianapprenticeships.gov.au/</a>
Apprenticeships & Traineeships	Australian Apprenticeship Job Pathways	<a href="http://www.aajobpathways.com.au">www.aajobpathways.com.au</a>
Career Chick	Career information for women – the employer profiles are useful	<a href="http://www.careerchick.com.au/default.aspx">http://www.careerchick.com.au/default.aspx</a>
Employee Ombudsman	Office of the Employee Ombudsman	<a href="http://www.employeeombudsman.sa.gov.au/">http://www.employeeombudsman.sa.gov.au/</a>
Fairwork Ombudsman	Check on pay rates, awards & conditions of work. Industrial relations issues.	<a href="http://www.fairwork.gov.au/Pages/default.aspx">http://www.fairwork.gov.au/Pages/default.aspx</a>
Flinders University	Flinders University	<a href="http://www.flinders.edu.au/">http://www.flinders.edu.au/</a>
INAP – VET courses	Inner Northern Adelaide Partnership	<a href="http://www.inap.org.au/">http://www.inap.org.au/</a>
Indigenous Job search	Indigenous Jobs Australia	<a href="http://www.indigenousjobsaustralia.com.au/">http://www.indigenousjobsaustralia.com.au/</a>
Industrial relations	ACTU Work Site	<a href="http://www.worksite.actu.org.au/">http://www.worksite.actu.org.au/</a>
Job Guide	DEEWR – careers information	<a href="http://www.jobguide.deewr.gov.au">http://www.jobguide.deewr.gov.au</a>
Job Outlook	DEEWR – careers and labour market information	<a href="http://joboutlook.gov.au/pages/alpha.aspx">http://joboutlook.gov.au/pages/alpha.aspx</a>
My Future – Australia’s Career information	My Future – the Facts - information on career related topics	<a href="http://www.myfuture.edu.au">http://www.myfuture.edu.au</a>
Safe work – OHS&W	SafeWork SA	<a href="http://www.safework.sa.gov.au/">http://www.safework.sa.gov.au/</a>
TAFE SA – training and VET courses	TAFE SA	<a href="http://www.tafesa.edu.au/">http://www.tafesa.edu.au/</a>
Youth.gov.au Australian Government	Youth.gov.au is a gateway to youth information, programs, services, resources and entertainment for young people between the ages of 12 and 25.	<a href="http://youth.gov.au/Pages/default.aspx">http://youth.gov.au/Pages/default.aspx</a>
UNI SA	University of South Australia	<a href="http://www.unisa.edu.au/">http://www.unisa.edu.au/</a>
Volunteer services	Seek Volunteer – volunteer positions in the local area	<a href="http://www.volunteer.com.au">www.volunteer.com.au</a>
Volunteering SA & NT	Information about volunteering positions available in South Australia. Volunteering is a great way to gain valuable skills and help the community.	<a href="http://www.volunteeringsa.org.au">www.volunteeringsa.org.au</a>
Women’s Information Service	Office for Women	<a href="http://www.officeforwomen.sa.gov.au/?page_id=6">http://www.officeforwomen.sa.gov.au/?page_id=6</a>

## SPECIFIC CAREER INFORMATION

Interviews with people in 86 careers	ABC - Ace Day jobs	<a href="http://www.abc.net.au/acedayjobs/">http://www.abc.net.au/acedayjobs/</a>
Courts & Justice	Court Administration Authority SA	<a href="http://www.courts.sa.gov.au/caa/index.html">http://www.courts.sa.gov.au/caa/index.html</a>
Customs & Border Security	Australian Customs & Border Protection Service	<a href="http://www.customs.gov.au/default.asp">http://www.customs.gov.au/default.asp</a>
Defence Force	Defence Jobs – Army, Navy, Air Force, ADFA	<a href="http://www.defencejobs.gov.au/">http://www.defencejobs.gov.au/</a>
Health Industry	SA Health – Dept of Health	<a href="http://www.sahealthcareers.com.au/">http://www.sahealthcareers.com.au/</a>
Hospitality & Tourism	Food, Tourism & Hospitality Skills Advisory Council SA	<a href="http://www.fthskillsCouncil.com.au/cgi-bin/index.cgi">http://www.fthskillsCouncil.com.au/cgi-bin/index.cgi</a>
Mining	Mineral Council of Australia	<a href="http://www.minerals.org.au/focus/industry_careers">http://www.minerals.org.au/focus/industry_careers</a>
Photography	Centre for Creative Photography	<a href="http://ccp.sa.edu.au/">http://ccp.sa.edu.au/</a>
Police	South Australia Police	<a href="http://www.police.sa.gov.au/sapol/home.jsp">http://www.police.sa.gov.au/sapol/home.jsp</a>
Real Estate	Real Estate Institute of SA	<a href="http://www.reisa.com.au/">http://www.reisa.com.au/</a>
Retail	Service Skills SA	<a href="http://www.retailExecutive.com.au">http://www.retailExecutive.com.au</a>
Sport & Recreation	Office for Recreation & Sport	<a href="http://www.recSport.sa.gov.au/">http://www.recSport.sa.gov.au/</a>
	Australian Institute of Sport	<a href="http://www.ausport.gov.au/">http://www.ausport.gov.au/</a>
Surveying	Surveying & Spatial Sciences	<a href="http://www.alifewithoutlimits.com.au/">http://www.alifewithoutlimits.com.au/</a>
Transport & Logistics	Transport, logistics & freight industries – road, rail, planes, ports	<a href="http://tlisc.org.au/">http://tlisc.org.au/</a>

Learning Requirements	Assessment Design Criteria	Capabilities
<p>1. Understand and explain concepts of industry and work</p> <p>2. Analyse the relationships between work-related issues and practices in workplaces</p> <p>3. Demonstrate knowledge of the roles of individuals, government legislation and policies, unions, and employer groups in work-related and workplace issues</p> <p>4. Investigate the dynamic nature of work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally</p> <p>Understand the role of individuals, government legislation and policies, unions, and employer groups in work-related and workplace issues</p> <p>Investigate the dynamic nature of work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally</p>	<p><b>Knowledge and Understanding</b></p> <p>The specific features are as follows:</p> <p><b>KU1</b> Understanding of knowledge, skills, and competencies appropriate to the relevant industry (i.e. the industry in which the student undertakes vocational learning and/or VET units of competency).</p> <p><b>KU2</b> Understanding and explanation of concepts and issues related to industry and work.</p> <p><b>Application</b></p> <p>The specific features are as follows:</p> <p><b>A1</b> Application of general work skills and workplace knowledge to identify knowledge and skills for work-related contexts</p> <p><b>A2</b> Application of industry knowledge and skills to the application of industry workplace</p> <p><b>A3</b> Application of general work skills and workplace knowledge to identify knowledge and skills for work-related contexts</p> <p><b>Investigation and Analysis</b></p> <p>The specific features are as follows:</p> <p><b>IA1</b> Analysis of the relationships between work-related issues, tasks, and/or practices in the workplace.</p> <p><b>IA2</b> Investigation of the dynamic nature of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p> <p><b>Reflection and Evaluation</b></p> <p>The specific features are as follows:</p> <p><b>RE1</b> Reflection on the learning experience and the learning process, including the learning outcomes, and the learning process.</p>	<p>Knowledge Application Investigation Analysis Reflection and Evaluation</p> <p>Work Learning</p>

# Performance Standards for Stage 2 Workplace Practices – Assignment 1

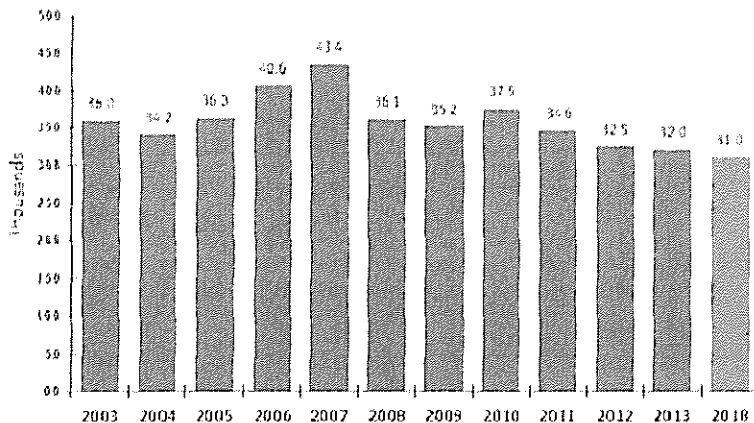
	Knowledge and Understanding	Application	Investigation and Analysis	Reflection and Evaluation
<b>A</b>	<p>Comprehensive understanding at an advanced level of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>Perceptive understanding and insightful explanation of broad concepts and issues related to industry and work.</p>	<p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p> <p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p> <p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p>	<p>Perceptive and well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.</p> <p>Thorough, detailed, and well-informed investigation of the dynamic nature of a range of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Insightful and a capable reflection on a range of work-related issues, tasks, and practices in the workplace.</p>
<b>B</b>	<p>Well-informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>Clear understanding and well-informed explanation of broad concepts and issues related to industry and work.</p>	<p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p> <p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p> <p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p>	<p>Well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.</p> <p>Detailed and informed investigation of the dynamic nature of a number of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Insightful and a capable reflection on a range of work-related issues, tasks, and practices in the workplace.</p>
<b>C</b>	<p>Informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>General understanding and informed explanation of broad concepts and issues related to industry and work.</p>	<p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p> <p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p> <p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p>	<p>Informed analysis of the relationships between a number of work-related issues, tasks, and practices in the workplace.</p> <p>Informed investigation of the dynamic nature of some work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Insightful and a capable reflection on a range of work-related issues, tasks, and practices in the workplace.</p>
<b>D</b>	<p>Recognition of knowledge, skills, and/or competencies appropriate to the relevant industry.</p> <p>Some understanding and description of aspects of broad concepts and issues related to industry or work.</p>	<p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p> <p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p> <p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p>	<p>Description of the relationship between some aspects of work-related issues, tasks, or practices in the workplace.</p> <p>Attempted investigation of some aspects of the nature of work-related and/or workplace issues, tasks, cultures, or environments.</p>	<p>Insightful and a capable reflection on a range of work-related issues, tasks, and practices in the workplace.</p>
<b>E</b>	<p>Limited recognition of knowledge, skills, or competencies appropriate to the relevant industry.</p> <p>Recall of some aspects of broad concepts or issues related to industry or work.</p>	<p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p> <p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p> <p>Apply and demonstrate understanding of broad concepts and issues related to industry and work in a range of contexts.</p>	<p>Identification and attempted description of one or more work-related issues.</p> <p>Emerging recognition of one or more aspects of the nature of work-related or workplace issues or environments.</p>	<p>Insightful and a capable reflection on a range of work-related issues, tasks, and practices in the workplace.</p>

**Introduction**

This task will enable me to gain knowledge of issues relevant to the Security industry. It will also provide a stronger understanding of how and why security is used and the procedure of safely operating/installing. The main focus in this industry is working with security cameras and security alarms which will cover many aspects such as installing and uninstalling, planning and quoting prices and speaking in a technical manor to future clients. Interest in this particular job industry grew from admiring my dad’s successful business Security and the way he supports my family by working hard. This report will cover aspects of the Security industry including employment, occupational health and safety, impact of technology, labour market, education/ requirements and employability skills.

**Labour market information**

Due to crime rates in Australia there will always be a demand in the Security System industry. Both residential and commercial will always need security systems installed due to the valuable assets and other important valuables that are either in the house or stored away at a business shop. Companies and institutions need to protect property, assets, equipment and staff from theft, vandalism and violence to maintain insurance policies and minimise losses. These factors continue to add demand for security installation and therefor increase the work demand in the industry. The annual growth of employment is 1.9% and has an industry revenue of around \$2 billion in Australia (ibisworld). To work in the security industry, one could get an apprenticeship or traineeship and learn from a qualified installer and future job prospects include owning a business or being a high ranked staff member at another security installation company. Security alarm installer falls upon the ‘Electronics Trades Workers’ industry, who maintain, adjust and repair electronic equipment, video and audio equipment, and electronic instruments and control systems (joboutlook).



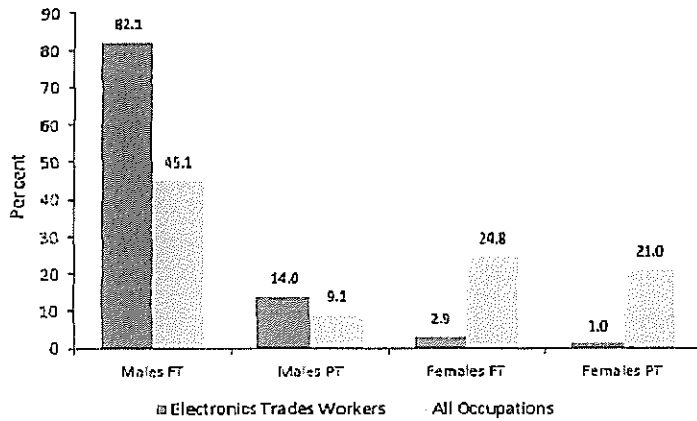
**Figure 1 – Employment rate (joboutlook)**

Analysing this graph based on the Electronics Trade Workers industry, it is evident that the employment rate has declined over the last three years (joboutlook). However the employment rate is still fairly high and therefore could bring about future job prospects.

**Employee participation**

According to payscale.com the average full time rate for a Security or Fire Alarm Installer is \$26.71 per hour or \$1163 per week totalling around \$60,476 excluding super (myfuture). The suggested earnings do not take into account the experience or age of the worker which may result in earning a higher salary than the average security worker. Going by my own experience and knowledge, the majority of full time security system workers are male. Females are more likely to operate at offices

and in security stores. After interviewing M how he runs his business, he said that he has a “female secretary working in the office doing all the invoices, work orders and all bills” while he is out on the job.



**Figure 2 – Gender per cent share (joboutlook)**

This graph shows that the security installation industry is male dominant with a low percentage of workers being female (joboutlook, 2013).

**Impact of technology**

Over the past 10-15 years the Security System industry has changed immensely. Compared to a decade ago, manufacturers of security equipment have exploited the use of new technology and are now constructing wirelessly designed and operated alarms with many products being able to be connected to devices through Wi-Fi or Bluetooth (cnet, 2012). This new concept allows consumers to wirelessly operate and view cameras without looking through a connected monitor. Technology has also shifted from analog CCTV surveillance to fully digital, network based video surveillance systems (infosectoday). This change has evolved the use of alarms to capture video in high resolution with the added bonuses of having remote monitoring capabilities, integration with other systems, more built in system intelligence, secure and longer retention of recorded video (infosectoday). Technology has also resulted in a reduction in cost making it more affordable to have these safety features installed for your peace and mind. In the future, technology in Security will continue to become more reliant on wireless connections and therefor reduce the amount of wire installation.

**Occupational Health Safety & Welfare**

Some entry restrictions that impact this industry are all the mandatory certificates and licenses you must obtain to enter building sites or work with electricity and cables i.e Security agent’s licence, Cabling license and White card. Installers must also fully comply with Work Health and Safety Regulations when on site or actively participating in any work. An example could be working on a construction site where you would need to wear appropriate safety shoes, safety glasses and suitable work apparel that won’t affect or cause any harm to yourself or others. Being on worksites especially construction sites come with serious dangers of working around unprotected power or any faults within the construction site, and also especially making sure the ground is stable and safe to work on. Workers must take extreme caution when working at heights like roofs and should always be accompanied with another person for extra safety and support if anything were to go wrong.

### Education requirements/entry points & Employability skills

TAFE SA offer Certificate II in Security Assembly and Set up which is a 12 month Part Time run at Regency Park and is scheduled for Evening Only. This course covers basic assembly and installation of security systems, application of environmentally and sustainable procedures in the energy sector, application of Occupation Health and Safety regulations, codes and practices in the workplace, use of drawings, diagrams, schedules, standards, codes and specifications. Successful graduates of this course are then able to apply for a Security Alarm Installation license and work as qualified security system installers (TAFESA, 2015). Being a successful security alarm installer is not all about the practical skills of the job. Security Installers need to have the personal skills to be able to communicate with clients about their needs and then arrange times and places to do the job. M

owner of Security said "It's important to be friendly and approachable at all times even in your off hours, because people talk and if the clients are really satisfied with the outcome of the job then they will refer you to their friends and family."

Employability skills that are needed in this industry include a bright personality being able to communicate with all types of clients for example gender, ethnic and foreigners etc. Of course having the knowledge to do the job and initiative to plan where the alarms will be installed are important, especially when the clients don't know what and where they want alarms. Honesty and reliability are two of the most important work skills that clients would be looking for in the security industry as they want to be able to trust you to protect their assets.

Like any job, workers must submit an application attached with a resume and CV to their selected company(s). Security owner, said "Some companies may offer a practical 'trial' process and get the applicant to come out on the job and others generally do the old fashioned interview process".

### Conclusion

I have learnt that to be successful in this industry you must be able to satisfy clients with the final outcome of the job and how you went about doing it. Like M said work in this industry comes by good words from previous clients which then bring a good reputation to your name. I also found that the technology used in security installation is very high and that I would be able to understand and pick up how to run and operate cameras very easily with my tech savvy mind. This investigation will also help me be prepared on what to expect and give me an insight of what is involved in the security industry. At the end of the day, you're providing important work to people that need it to keep their own personal assets and businesses safe.

Word Count: 1320



**Appendix 1: Interview with M.  
18-2-2015**

**(Owner of**

**Security)**



*How long have you been involved with the Security Installation Industry? And what major changes have occurred?*

I have been involved with the security industry for 31 years and have experienced many changes that have affected the way security is run. Major changes include alarms changing from analogue to digital, cameras are not only used for commercial purposes but are now more affordable for residential use, The requirements and licenses weren't as strict to nowadays where you have to do full day courses to gain a simple license.

*How has the use of technology developed within the industry?*

Technology has evolved the use of camera's going from analogue to digital and implementing full HD video capture. Old code pads used to be key operated to turn on and off. There is now touch sensitive code pads. Internet has also played a big part in the industry with phones and applications that are synced with the cameras and act as a control remote.

*Does this industry include both male and females in the workforce?*

Majority of Security workers are male as it's a very hard trade that requires a lot of physical skill like climbing ladders, being in confined spaces, crawling through roofs and carrying heavy equipment. I have a female secretary working in the office doing all the invoices, work orders and all bills while I am out on the job.

*How do people go about applying to work in the Security industry?*

Some companies may offer a practical 'trial' process and get the applicant to come out on the job and others generally do the old fashioned interview process. As I work for myself, I don't hire any people full time but occasionally will hire sub-contractors if the job involves a lot of time and work.

*What are some key characteristics/skills workers need to have to be able to be successful?*

It's important to be friendly and approachable at all times even in your off hours, because people talk and if the clients are really satisfied with the outcome of the job then they will refer you to their friends and family. Key characteristics include being trustworthy, honest, friendly and reliable.

*What made you start your own business as a Security Installer?*

I started out working for a company but then the company got sold so I worked as a sub-contractor to big companies which gave me a depth of experience in the industry. During my contracting work I made a name for myself getting a lot of work and then started my own business which I still currently run myself today.

**Reference List**

<http://www.cnet.com/au/how-to/diy-home-surveillance-with-ip-network-cameras/>  
<http://joboutlook.gov.au/occupation.aspx?search=keyword&tab=stats&cluster=&code=3423&graph=:GEht>  
<http://joboutlook.gov.au/occupation.aspx?search=keyword&tab=stats&cluster=&code=3423>  
[http://www.infosectoday.com/Articles/Video\\_Surveillance\\_Systems.htm](http://www.infosectoday.com/Articles/Video_Surveillance_Systems.htm)  
**Interview with M – Owner and founder of: Security (Appendix 1)**  
<http://www.myfuture.edu.au/explore-careers/browse-occupations/details?anzsco=342411A>  
<http://www.securitysa.com.au/index.php?id=5>  
[http://www.tafesa.edu.au/xml/course/aw/aw\\_IP00385.aspx](http://www.tafesa.edu.au/xml/course/aw/aw_IP00385.aspx)

**Bibliography**

<http://www.abs.gov.au/ausstats/abs@.nsf/mf/6306.0/>  
[http://www.asial.com.au/Resource\\_Centre/Monitoring-centre-certification](http://www.asial.com.au/Resource_Centre/Monitoring-centre-certification)  
<http://asgintegracom.com.au/training-courses/short-courses/alarm-installation-course/37/11/>  
[http://www.infosectoday.com/Articles/Video\\_Surveillance\\_Systems.htm](http://www.infosectoday.com/Articles/Video_Surveillance_Systems.htm)  
<http://www.myfuture.edu.au/explore-careers/browse-occupations/details?anzsco=342411A>  
<http://www.payscale.com/research/AU/job=Security+or+Fire+Alarm+Systems+Installer/Hourly+Rate>  
<http://www.securitysa.com.au/index.php?id=5>  
[http://www.tafesa.edu.au/xml/course/aw/aw\\_IP00385.aspx](http://www.tafesa.edu.au/xml/course/aw/aw_IP00385.aspx)

## STAGE 2 WORKPLACE PRACTICES

### ASSESSMENT TYPE 1: FOLIO

#### Task 2: Industrial Relations

##### Purpose

The aim of this task is to increase students' understanding of how industrial relations legislation, policies, guidelines, and procedures relate to them and to their attitudes and behaviour.

##### Description of assessment

Investigate and analyse an Industrial Relations issue of significance, examples are

- OHS&W
- Bullying and harassment
- Discrimination (gender, age, cultural background etc)
- Equal employment opportunities
- Workers' rights and responsibilities (rates of pay, hours, conditions of work, unions etc)

Develop an eye-catching brochure/fact sheet aimed at a 'new worker'. Your information should be specific to your chosen industry.

Conclude with a brief reflection and evaluation on reasons for choosing this issue and how it may impact your own working future.

Your investigation may include:

- A clear definition of the Industrial Relations issue chosen
- Causes and/or various types
- Workers' rights and responsibilities
- Grievance Procedures
- Places where further assistance may be sought

Your reflection should include

- Your reasons for choosing this issue
- Main points of learning
- How it may impact on your own working future

To support your investigation of the nature of work in your chosen industry, you may choose to interview people, search the internet, read newspapers, look through periodicals and books in the resource centre and your local library. The following websites may assist you with your research:

<http://www.myfuture.edu.au>

<http://www.safework.sa.gov.au/>

<http://www.fwa.gov.au/>

<http://www.fairwork.gov.au>

##### Assessment conditions

The information is to be presented in two parts: the Brochure/Fact sheet to be presented on 2 x A4 pages. The Reflection can be presented in a written (max 500 words) or oral (5 minutes) form. Include a detailed bibliography of sources used.

<b>Learning Requirements</b>	<b>Assessment Design Criteria</b>	<b>Capabilities</b>
<ol style="list-style-type: none"> <li>1. Understand and explain a concept of vocation and work</li> <li>2. Analyse the relationships between work-related issues and practices in workplaces</li> <li>3. Demonstrate knowledge of the roles of individuals, government legislation and policies, unions, and employer groups in work-related and workplace issues</li> <li>4. Investigate the dynamic nature of work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally</li> <li>5. Demonstrate and apply generic work skills and, where relevant, industry knowledge and skills, in a workplace and/or work-related context</li> <li>6. Reflect on and evaluate learning experiences in/about the workplace.</li> </ol>	<p><b>Knowledge and Understanding</b></p> <p>The specific features are as follows:</p> <p>KU1 Understanding of knowledge, skills, and competencies appropriate to the relevant industry (i.e. the industry in which the student undertakes vocational learning and/or VET units of competency).</p> <p>KU2 Understanding and explanation of concepts and issues related to industry and work.</p> <p><b>Application</b></p> <p>The specific features are as follows:</p> <p>A1 Application of generic work skills and, where relevant, industry knowledge in the workplace or a work-related context.</p> <p>A2 Application of relevant knowledge and skills in the context of an industry workplace.</p> <p>A3 Achievement in units of competency as assessed by the RTO, where VET is included.</p> <p><b>Investigation and Analysis</b></p> <p>The specific features are as follows:</p> <p>IA1 Analysis of the relationships between work-related issues, tasks, and/or practices in the workplace.</p> <p>IA2 Investigation of the dynamic nature of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p> <p><b>Reflection and Evaluation</b></p> <p>The specific feature is as follows:</p> <p>RE1 Reflection on and evaluation of learning experiences in/about an industry, and self-evaluation.</p>	<p>Communication</p> <p>Citizenship</p> <p>Personal Development</p> <p><b>Work Learning</b></p>

## Performance Standards for Stage 2 Workplace Practices- Assignment 2

	<b>Knowledge and Understanding</b>	<b>Application</b>	<b>Investigation and Analysis</b>	<b>Reflection and Evaluation</b>
<b>A</b>	<p>Comprehensive understanding at an advanced level of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p><b>Perceptive understanding and insightful explanation of broad concepts and issues related to industry and work</b></p>	<p>Highly proficient and innovative application of a range of generic work skills and, where relevant, extensive industry knowledge in the workplace of a work-related context.</p> <p>Perceptive application of highly relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency must have been successfully achieved, the student must have demonstrated competency as assessed by the relevant RTO</i></p>	<p>Perceptive and well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.</p> <p>Thorough, detailed, and well-informed investigation of the dynamic nature of a range of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Thorough and insightful reflection on a range of learning experiences in/about an industry, with in-depth self-evaluation.</p>
<b>B</b>	<p>Well-informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p><b>Clear understanding and well-informed explanation of broad concepts and issues related to industry and work</b></p>	<p>Proficient application of a range of generic work skills and, where relevant, broad industry knowledge in the workplace of a work-related context.</p> <p>Well-considered application of relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency must have been successfully achieved, the student must have demonstrated competency as assessed by the relevant RTO</i></p>	<p>Well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.</p> <p>Detailed and informed investigation of the dynamic nature of a number of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Detailed and considered reflection on a number of learning experiences in/about an industry, with some in-depth self-evaluation.</p>
<b>C</b>	<p>Informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p><b>General understanding and informed explanation of broad concepts and issues related to industry and work</b></p>	<p>Appropriate application of selected generic work skills and, where relevant, industry knowledge in the workplace of a work-related context.</p> <p>Considered application of most of the relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency may have been successfully achieved, the student may have demonstrated competency as assessed by the relevant RTO</i></p>	<p>Informed analysis of the relationships between a number of work-related issues, tasks, and practices in the workplace.</p> <p>Informed investigation of the dynamic nature of some work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Some considered reflection on learning experiences in/about an industry, with some self-evaluation.</p>
<b>D</b>	<p>Recognition of knowledge, skills, and/or competencies appropriate in the relevant industry.</p> <p><b>Some understanding and description of aspects of broad concepts and issues related to industry or work</b></p>	<p>Attempted application of selected generic work skills or, where relevant, some industry knowledge in the workplace of a work-related context.</p> <p>Attempted application of some knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency may have been successfully achieved, the student may have demonstrated aspects of competency as assessed by the relevant RTO</i></p>	<p>Description of the relationship between some aspects of work-related issues, tasks, or practices in the workplace.</p> <p>Attempted investigation of some aspects of the nature of work-related and/or workplace issues, tasks, cultures, or environments.</p>	<p>Some reflective description and attempted evaluation of learning experiences in/about an industry.</p>
<b>E</b>	<p>Limited recognition of knowledge, skills, or competencies appropriate to the relevant industry.</p> <p><b>Recall of some aspects of broad concepts or issues related to industry or work.</b></p>	<p>Attempted application of one or more generic work skills or, where relevant, limited industry knowledge in the workplace of a work-related context.</p> <p>Identification of limited knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency may have been successfully achieved, the student may have demonstrated limited aspects of competency as assessed by the relevant RTO</i></p>	<p>Identification and attempted description of one or more work-related issues.</p> <p>Emerging recognition of one or more aspects of the nature of work-related or workplace issues or environments.</p>	<p>Recall of some learning experiences in/about an industry.</p>

## GETTING HELP

For serious offences contact the **POLICE** immediately on **000**

OR for Police Assistance dial **131 444**

<https://www.police.sa.gov.au/contact-us/key-contacts>

Make a complain to the Australian Human Rights Commission on **1300 656 419**

<https://www.humanrights.gov.au/complaint-information>

The Commonwealth Fair work Ombudsman on **131 394**

<http://www.fairwork.gov.au/contact-us>

South Australia Work Health and Safety Authority on **1300 365 255**

[http://www.sa.gov.au/functionpages/contact\\_us.jsp#\\_VPRIEfmUc0y](http://www.sa.gov.au/functionpages/contact_us.jsp#_VPRIEfmUc0y)

Unions Australia on **1300 486 466**

Or SA Unions on **8279 2222**

[http://www.australianunions.org.au/get\\_advice](http://www.australianunions.org.au/get_advice)

24/7 Kids Bullying Hotline phone **1800 55 1800**

<http://www.bullyingnoway.gov.au/footer/contact-us.html>

## EXTRA HELP CONTINUED

For guidelines and other information visit the Stop Bullying SA Website

[www.stopbullyingsa.com.au](http://www.stopbullyingsa.com.au)

Industrial Relations Commission for alternative dispute resolution and support to persons.

Contact: **8207 0949** & for more information on the services provided by IRC go to their website

[www.industryalcourt.sa.gov.au](http://www.industryalcourt.sa.gov.au)

WorkCover Corporation to help employers and employees with complaints and procedures Contact:

**13 18 55** or for more information on the services provided by WorkCover Corporation go to their website

[www.workcover.com](http://www.workcover.com)

Traineeship and Apprenticeship provides

information, advice, support and mediation for

trainees and apprentices. Contact: **1800 673 097**

or for more information on the services provided

by Traineeship and Apprenticeship go to

[www.employment.sa.gov.au](http://www.employment.sa.gov.au)

Equal Opportunity Commission provides a range of training that can be tailored to meet the needs of your workplace. Also provides individual support for handling complaints. Contact: **8207 1977** or **1800**

**188 163** if outside the metropolitan area. For more information on the services provided by

Equal Opportunity Commission go to

[www.eoc.sa.gov.au](http://www.eoc.sa.gov.au)

Business SA provides members with training, advocacy, support and consultancy where

appropriate. Appointments can be made on

**8300 0101** during 8am – 5:30pm. For more

information on the services provided by

Business SA go to [www.business-sa.com](http://www.business-sa.com)

STOP BULLYING SA

# BULLYING

# WORKPLACE



## WHAT IS BULLYING?

Bullying is the repeated verbal, physical, social or psychological aggressive behaviour by an individual or group directed towards a less powerful person or group, with the intention to cause harm, distress or fear (EducationVictoria, 2015).

Workplace bullying is a risk to an individual's health and safety.

Bullying can occur in all types of workplaces and can damage working relationships. Bullying can be expressed through multiple types of behaviour, including:

- ◆ Violence ◆ Discrimination
- ◆ Verbal/Written Abuse ◆ Cyberbullying
- ◆ Sexual Harassment ◆ Homophobia

## WHY DO PEOPLE BULLY

According to research conducted about bullying in the workplace, it is found that “More than one in five people are bullied at work” (Duncan and Riley in BullyBlocking, 2015).

Common reasons why a person ‘bullies’ can be the dominant feeling of having power, especially bosses who are veterans in the trade over inexperienced employees, bullies could have experienced family issues and take punishment and anger out on fellow workers. They may take offence to particular ethnic backgrounds especially if you are from an international descent.

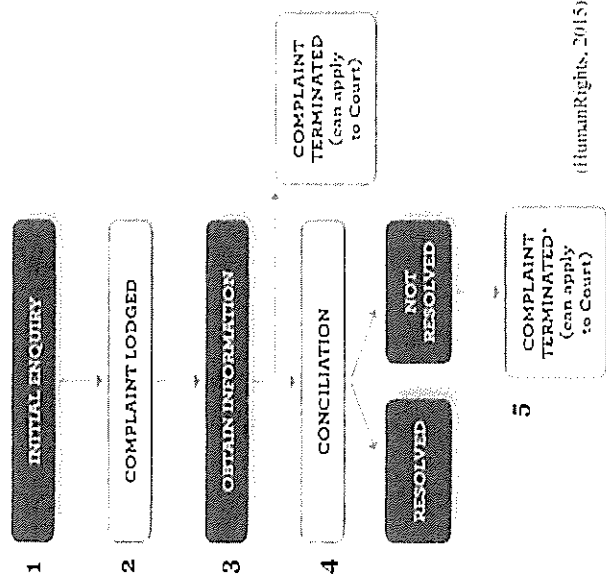
Leanne Rix, current worker at Coles Supermarkets believes people bully as they feel “threatened that the victim may take over their job,” hoping to reduce competency of working with a particular company (per comms, 2015).

## COMPLAINT PROCESS

This is one example of a bullying complaint process supplied by Australian Human Rights Commission. The graphic below outlines the steps employee's must go through when submitting a complaint.

- 1) **Initial Enquiry:** Contact Human Rights for a complaint form which they will also give guidance on ways to write your complaint.
- 2) **Complaint Lodged:** Once the complaint is written formally, you can lodge it through Human Rights by faxing or posting it to their specific address.
- 3) **Investigation:** The Commission contacts the bully or organisation for further information about the complaint.
- 4) **Conciliation:** Human Rights then tries to resolve the issue whether that be—an apology, change of police or compensation.
- 5) **Possible court action:** If the complaint is not resolved, possible court action may take place. You will need a lawyer or legal service if pursuing further court action.

Figure 1: Example of a complaint process



(HumanRights, 2015)

## WORKERS' RIGHTS

Everyone in the workplace is protected by a series of 'basic legal rights' (Ohsrep, 2015). These rights provide protection from the worst kinds of abuse, to entitling you to voice yourself within your working life. It also ensures your employer keeps his or her side of the basic bargain -- you work and in return you get paid and receive other benefits (Ohsrep, 2015). Under the *Work Health and Safety Act 2012*, all employers are obligated to provide a safe workplace including bullying behaviour (EOC, 2015). Criminal Laws may apply to bullying involving physical abuse or threats. If the bullying or complaints end in your dismissal, you are eligible to lodge an unfair dismissal claim within 21 days of the incident. Under the circumstances of employers breaching the duty of safety, they can be held negligent and be sued (FindLaw, 2015).

## EFFECTS ON YOUR WORK

If you are being bullied, you would find it hard to concentrate on completing your job to your best quality. You may be less confident, feel scared or stressed, experience physical signs such as headaches and sleep problems, feel like you can't trust your employer or people you work with and it may even affect you outside of work e.g. relationships, want to stay away from work etc.

Amanda Rishworth, House of Representative on Employment stated "bullying occurs far too frequently, in Australian workplaces and all industries are affected" (ABCNews, 2012). Long term deadly effects from bullying can occur, resulting in the victim suffering from Depression, Suicide and even violence to another person.

**PART 2: Reflection**

The issue I have chosen to research is Bullying in the workplace purely based on the fact that in primary school, I was a victim of bullying. As I will be heading into the workplace after graduating school, I wanted to create a brochure that inspires not only victims of bullying but to alert people in general about the effects and ways you can be supported. I was able to construct an easy to read, attractive and informative brochure that covered all contents of bullying in the workplace. It is designed to help workers specifically those new to the workforce as they will most likely be young adults (16-20). The more awareness about bullying to people, will hopefully help victims diagnose a bully by the way they act and talk so they can act appropriately before any real type of 'bullying' can happen. For example a worker could sense that his boss has been having a hard time with non-work related problems and therefore choose to stay away from him or even seek advice or help for the frustrated boss before he takes his anger out on innocent workers.

Throughout my research, I learnt that bullying is a much more serious problem in today's society and should never be taken lightly as there are deadly side effects. According to *Duncan and Riley's* study on bullying, more than 1 in 5 people are bullied at work (Duncan and Riley in *BullyBlocking*, 2015). I gathered a deeper understanding about the *Work Health and Safety Act 2012* which requires employers to supply a safe workplace for employee's and take steps to recognise, assess and control hazards including bullying behaviour.

I externally interviewed L , a current worker at Supermarkets to give me an insight of bullying in the workplace from another person's perspective to add to my Bullying report. With the consent of the interviewee, I was able to ask Mrs. personal questions about bullying and why she thinks people 'bully'. This interview has given me enriched information about bullying from a trustworthy primary source.

Bullying can happen anytime anyplace, so it is relevant for me to know the rights I'm entitled to as a worker and the different sources I can seek for help if needed. Part of being a Security Installer involves being in contact with clients, other workers and by passes on site. As stated in the brochure, bullying can occur if the 'bully' is experiencing problems at home, feel threatened by your appearance or social status which can ultimately result in them taking their anger out on you (Bullying Statistics, 2014).

I believe bullying is the stupidity act of being 'jealous' of another person's ability, profession or social status which the offender releases anger through physical or verbal actions. There is much more than someone being bullied and that is the side effects that come along which can be deadly. Everyone needs to be aware of their own wellbeing and support others that are being targeting.

Word Count: 498



**APPENDIX 1:**

Interview with L (worker at )  
Date conducted: 29/3/15

**Question 1 – What is your definition of bullying?**

Bullying is the action of picking on someone's ability or appearance whether that would be physically or verbally. The victim may be seen as valuable and as an easy target to put down, boosting their own confidence and feeling supreme.

**Question 2. Why do you think people bully in the workplace?**

I believe bully in the workplace because they may feel threatened that the victim may take over their job because of their talent in the specific industry, hoping that the victim would leave the company so there would be no competition.

**Question 3. Have you ever been bullied or have known of an incident that bullying has occurred in your workplace?**

I have not experience bullying personally, but a colleague of mine was affected by another former worker about the way she works. The former worker verbally abused my colleguag and was left with low confidence and felt insecure about herself.

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## STAGE 2 WORKPLACE PRACTICES

### ASSESSMENT TYPE 1: FOLIO

#### Task 3: Finding Employment

##### Purpose

This task focuses on how to access the labour market — that is, how to develop and use effective communication and interpersonal skills to gain work or a place in employment-related training.

##### Description of assessment

Students develop an application portfolio suitable to gain work or place in employment related training. The portfolio will include the following:

- copy of a suitable job vacancy or description of position applying for
- cover letter addressing the individual job and person specifications
- resume addressing position criteria (e.g. qualifications, skills and abilities, knowledge, and experience)
- folder or e-folio of supporting materials (e.g. school report, VET statement of attainment, evidence of employment, work placement or work experience, certificates of achievement, first aid certificate etc)
- all components of the portfolio should be formatted in a professional manner and not include spelling or typing errors

Students identify interviews questions and prepare responses appropriate for participation in a mock interview. This will include identification of employability skills. Students will be expected to dress appropriately for the interview and be able to refer to their portfolio.

- Minimum 10 questions and answers to be included in the assignment.

Students write a reflection to include evaluation of:

- application portfolio
- participation in mock interview

Students may find the following website helpful:

[www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au)

[www.myfuture.edu.au](http://www.myfuture.edu.au)

[www.seek.com.au](http://www.seek.com.au)

[www.careerone.com.au](http://www.careerone.com.au)

##### Assessment conditions

The information is to be presented in two parts: the application portfolio to be presented in an A4 folder. This is to include the cover letter, resume, interview questions and answers. The Reflection can be presented in a written (max 500 words) or oral (5 minutes) form. Include a bibliography of sources used.

<b>Learning Requirements</b>	<b>Assessment Design Criteria</b>	<b>Capabilities</b>
<ol style="list-style-type: none"> <li>1. Understand and explain concepts of industry and work</li> <li>2. Analyse the relationships between work-related issues and practices in workplaces</li> <li>3. Demonstrate knowledge of the roles of individuals, government legislation and policies, unions, and employer groups in work-related and workplace issues</li> <li>4. Investigate the dynamic nature of work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally</li> <li>5. Demonstrate and apply generic work skills and, where relevant, industry knowledge and skills, in a workplace and/or work-related context</li> <li>6. Reflect on and evaluate learning experiences in/about the workplace.</li> </ol>	<p><b>Knowledge and Understanding</b></p> <p>The specific features are as follows:</p> <p>KU1 Understanding of knowledge, skills, and competencies appropriate to the relevant industry (i.e. the industry in which the student undertakes vocational learning and/or VET units of competency).</p> <p>KU2 Understanding and explanation of concepts and issues related to industry and work.</p> <p><b>Application</b></p> <p>The specific features are as follows:</p> <p>A1</p> <p>A2</p> <p>A3</p> <p><b>Investigation and Analysis</b></p> <p>The specific features are as follows:</p> <p>IA1 Analysis of the relationships between work-related issues, tasks, and/or practices in the workplace.</p> <p>IA2 Investigation of the dynamic nature of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p> <p><b>Reflection and Evaluation</b></p> <p>The specific feature is as follows:</p> <p>RE1 Reflection on and evaluation of learning experiences in/about an industry, and self-evaluation.</p>	<p>Communication</p> <p>Citizenship</p> <p>Personal Development</p> <p>Work</p> <p>Learning</p>

## Performance Standards for Stage 2 Workplace Practices- Assignment 3

	Knowledge and Understanding	Application	Investigation and Analysis	Reflection and Evaluation
<b>A</b>	<p>Comprehensive understanding at an advanced level of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>Perceptive understanding and insightful explanation of broad concepts and issues related to industry and work.</p>		<p>Perceptive and well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.</p> <p>Thorough, detailed, and well-informed investigation of the dynamic nature of a range of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Thorough and insightful reflection on a range of learning experiences in/about an industry, with in-depth self-evaluation.</p>
<b>B</b>	<p>Well-informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>Clear understanding and well-informed explanation of broad concepts and issues related to industry and work.</p>		<p>Well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.</p> <p>Detailed and informed investigation of the dynamic nature of a number of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Detailed and considered reflection on a number of learning experiences in/about an industry, with some in-depth self-evaluation.</p>
<b>C</b>	<p>Informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>General understanding and informed explanation of broad concepts and issues related to industry and work.</p>		<p>Informed analysis of the relationships between a number of work-related issues, tasks, and practices in the workplace.</p> <p>Informed investigation of the dynamic nature of some work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Some considered reflection on learning experiences in/about an industry, with some self-evaluation.</p>
<b>D</b>	<p>Recognition of knowledge, skills, and/or competencies appropriate to the relevant industry.</p> <p>Some understanding and description of aspects of broad concepts and issues related to industry or work.</p>		<p>Description of the relationship between some aspects of work-related issues, tasks, or practices in the workplace.</p> <p>Attempted investigation of some aspects of the nature of work-related and/or workplace issues, tasks, cultures, or environments.</p>	<p>Some reflective description and attempted evaluation of learning experiences in/about an industry.</p>
<b>E</b>	<p>Limited recognition of knowledge, skills, or competencies appropriate to the relevant industry.</p> <p>Recall of some aspects of broad concepts or issues related to industry or work.</p>		<p>Identification and attempted description of one or more work-related issues.</p> <p>Emerging recognition of one or more aspects of the nature of work-related or workplace issues, or environments.</p>	<p>Recall of some learning experiences in/about an industry.</p>

J  
, SA  
Mobile: :  
Email: (@) .au

12<sup>th</sup> of May 2015

Mrs T  
Secretary  
' Security Services

' . SA

Dear Mrs K

I am writing to enquire if you have any vacancies in your Security Installer. I have recently completed a successful with ' Security Services which I thoroughly information.

I have had past work experience with , so games which has allowed me to build relationships with communicate effectively with staff members and customer National level in ' has taught me the value of self-re was I being judged personally, but also role modelling for the whole of South Australia.

I am a conscientious person who works hard and pays attention to detail. I'm always eager to learn and get advice from experts that would help me to be more efficient and useful. I believe my attributes would have a positive effect in your team and believe we share a vision for success through hard work. I'm keen to work for a company with a great reputation and high profile like Security Services.

Post school I intend on going to TAFE SA (Regency Park) to study Certificate II in Security Assembly and Set-up. This course will take upon 12 months Part Time and once completed will allow me to be a registered Security System installer.

I have excellent references and would be honoured to discuss any available positions with you at your convenience. In case you do not have any suitable vacancies, I would be grateful if you could keep my CV on file for any future possibilities.

If any additional information is required please do not hesitate to ring or email me. Thankyou for your valuable time and I look forward to hearing from you.

Yours sincerely

- Add Cover Page  
- Add About Us or Careers page from the company website

Staple and submit

## Personal Statement

It is my belief that hard work and dedication are essential to being successful at the highest level possible. I place an emphasis on high standard work by having a positive attitude and showing determination in whatever I do. I am enthusiastic about working in a team environment where I can share my creative ideas and can use my communication skills to help customers out.

J:

## Education

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### Secondary

2011 - Current

Adelaide, South Australia

### Primary

2003 - 2010

Primary School  
Adelaide, South Australia

## Achievements/Awards

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2015	<b>Workplace Certificate</b>
	Passport to Safety
2014	<b>Local Sporting Champion Grant</b>
	Sporting Champion
2014	<b>Merit Award</b>
	Physical Education
2014	<b>Senior Vice Captain</b>
	-
2013	<b>10 Award</b>
	Senior House
2013	<b>Football Australia Certificate</b>
	Level 4 Junior Referee & Laws of the game
2012	<b>Year 9 Graduate</b>
	-
2012	<b>Merit Award</b>
	Science
2012	<b>Merit Award</b>
	Drama
2011	<b>Merit Award</b>
	Italian
2011	<b>Merit Award</b>
	Mathematics
2011	<b>Merit Award</b>
	Science

## Community Service/Volunteer Work

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2015

participant

2014 Community Service (Primary School & Age Care Facility)  
 2013 Year 8 Saturday Morning Soccer - Volunteer Linesman

### Co-curricular Activities

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2015 --

Wednesday Night Soccer Competition  
 Year 12 Retreat  
 Year 12 Formal

2014 -- Leadership Camp

Leadership day include Australia presentation  
 Open Competition  
 Wednesday Night Soccer Competition  
 Open Soccer Knockout  
 Year 8 Mass  
 Helping Sports day/Swimming Carnivals

2013 - Year 10 Soccer Knockout

Open Soccer Knockout  
 Open Competition  
 Wednesday Night Soccer Competition

2012 - Year 9 Saturday Morning Soccer

Year 8/9 Soccer Knockout  
 Wednesday Night Soccer Competition  
 Open Soccer Knockout  
 Year 8/9 Competition

2011 - Year 8 Saturday Morning Soccer

Year 8/9 Soccer Knockout  
 Year 8/9 Competition

### Personal Interests

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- Listening to music
- Playing Soccer
- Property Development
- Sketching floor plans for houses
- Latest trends in fashion
- Security Installation

### Computer Skills

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Microsoft Office 2007

- PowerPoint
- Microsoft Word
- Publisher
- Excel

### Other Skills

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Some knowledge of Japanese and Italian Language



## Referees

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**Miss**                      **Business & Technology Coordinator**

SA  
Telephone: (08)

**Mr.**                      **Deputy Principal**

Road  
SA 5023  
Telephone: (08)

J  
Stage 2 Workplace Practices Student

15<sup>th</sup> June, 2014

Dear J.

Re: Interview for Workplace Practices

Thank you for your application and congratulations on being shortlisted for your nominated position at our company. Whilst there was considerable competition, the panel felt that your skills and strengths could be advantageous for us and we would like to offer you the opportunity to discuss this further in a more formal interview.

Your interview details are as follows:

Date: Thursday 25th June  
Time: 2:20 pm  
Venue:

We would like to respectfully remind you that as we are considering more than one applicant for the position, you should arrive early for your interview. You are encouraged to wear appropriate attire. You are permitted to bring your interview attire to school on the day of your interview and change into that attire at an appropriate time, in preparation for your interview. The Flexible Learning Centre will have hooks available to hang clothes until the beginning of lunchtime. Please be prepared with your Job Portfolio.

If you require any further information, you can contact Ms [redacted] via email. We look forward to meeting you in due course.

Yours sincerely,

Ms [redacted]  
Flexible Learning and Cross Disciplinary Studies | [redacted]

tor

## 10 Interview Questions

- 1. Why do you want this job?**

This job is not only a fine opportunity, but this company is a place where my qualifications can make a difference. My input in satisfying customers with good quality work will not only give me a good reputation but also the company for future references.
- 2. What is your greatest strength?**

My greatest strength is working in a team based environment as it allows me to be creative and express my ideas. I am able to motivate and be motivated by my fellow peers in order to gain the most out of people and build trustworthy relationships. I'm also able to interact with a variety of people for example older people and different race/religion. This is an important skill when working in the Security Industry dealing with clients and their needs for security.
- 3. Describe a difficult work situation / project and how you overcame it?**

When I first started working at [redacted] a customer confronted my van and wanted a refund on a particular clothing item. I was relatively new learning how the system and monitor works and therefore could not provide any assistance for his enquiry. Instead of letting the customer walk away unsatisfied, I contacted my supervisor for help and she came over to do the refund for the customer.
- 4. What is your greatest weakness?**

I used to wait until the last minute to arrange appointments for the coming week, but I have realised that scheduling in advance makes it easier and less rushed for both parties.
- 5. What are you passionate about?**

I am passionate about working hard and completing jobs with high quality detail. I always give 100% in everything I do, from school work to extra commitments such as my soccer. I believe this trait and habit of always making sure I do something to the best of my ability will allow me to strive to be successful in life.
- 6. Tell me about yourself?**

I am 17 years old and currently undergoing year 12 at [redacted]. My current weekend job is working with [redacted] selling merchandise and have had work experience with [redacted] Security Services and [redacted]. During my work experience with [redacted] Security Services I learnt how to install and set up security alarms and other security equipment like code pads and sirens.
- 7. What made you apply for this job?**

This job is specifically tailored to my attributes where I can offer the most help in the company continuously moving forward. I believe with the interest I have in this industry it will make it easier for me to learn the ropes and be able to work independently as soon as possible.
- 8. Why should we hire you?**

I am eager to learn from professionals and represent this company at my finest self. My working ethics will allow the company to grow and continue to be successful in the industry.

**9. Would you be commitment to stay back and work extra hours if needed?**  
I am flexible with working and always willing to stay back after hours to help out. I am always looking to be an effective team member and if that means staying back then so be it.

**10. Are you punctual and always organised?**  
I believe I am always punctual and organised. Examples of this can be attending school lessons on time and never being late, being on time for soccer training and in the correct uniform and also being on top of school studies and never falling behind in assignments.

## MOCK INTERVIEW CRITERIA

Students will be required to write an evaluation of their experiences at their interview.  
It would be helpful if you could write some brief comments under these headings below.  
Please return these back to me.

Many thanks for your help today,

### 1. PERSONAL PRESENTATION eg dress, cleanliness, hair, makeup, punctuality

needs to improve

satisfactory

very good

excellent

Comments - Good presentation, confident and respectful

### 2. INTERVIEW PREPARATION eg Knowledge of job role, requirements, company

needs to improve

satisfactory

very good

excellent

Comments - Great that family business has provided Ji with experience in this field.

### 3. JOB PORTFOLIO-COVER LETTER & RESUME

needs to improve

satisfactory

very good

excellent

Comments -

Great to see personal achievements relevant to team work.

4. INTERVIEW-QUESTIONS & ANSWERS

needs to improve

satisfactory

very good

excellent

Comments -

J. answered with confidence and knowledge of industry evident

5. GENERAL FEEDBACK

Good to see values commitments + communication

Comments -

Good luck J !

## Finding Employment Folio Reflection

As part of my Finding Employment Folio, I had to sit a mock interview based on our job application to a company. Prior to the interview, I felt very confident as I prepared myself for any type of questions to be asked, by researching common interview questions and answering them myself. I also got my parents to ask me questions to resemble an 'interview' situation. On the day of the mock interview, I made sure I was dressed formally wearing my school uniform with a blazer and a tie. I was freshly shaven and made my hair look neat. I arrived 15 minutes prior to the interview, making sure I had time to revise and prepare myself mentally. When greeting the lady (interviewer), I presented myself in a confident manner shaking her hand with a smile and having a positive voice when I said, 'Hello.' I believe I left a good impression on the interviewer answering all questions with no doubt and speaking clearly throughout the whole time. After the interview I felt really relieved that the pressure was over but felt overall a positive experience and performance. If I did this again, I would have dressed up rather than being in my school uniform, as this gives a well prepared and professional look. From this experience I had learnt that interviews aren't as intimidating as you think and that the interviewer is mainly wanting to get to know you and how you will benefit their company.

I was excited to read about the feedback from the mock interview as this was the first interview I had participated in. After reading the comments, I felt very relieved to find out that I did exceptionally well and that I came across as a confident and calm speaker. Even though I felt like the nerves got the better of me, it was good to find out that my nerves didn't affect my overall interview performance. I believe my interview was very efficient and answered all questions with a detailed response relating it to my specific job application. I am glad that the interviewer also acknowledges my effort put into this assignment. The feedback received gives me more confidence that I can perform under pressure in an interview which hopefully I can use for a real job interview in the future. My feedback didn't receive any negative comments but there are always ways to improve which I will continue to do so.

Analysing my feedback, it shows that overall I performed good in all areas but I believe my strongest point in the interview was that I spoke with clear aims and presented myself in a confident manner. I responded to every question in detail and connected my response to my job showing I have a vast knowledge of the requirements and how my personal skills can contribute to the business. I kept good eye contact with the interviewer and made sure I was paying 100% attention. I have learnt that its critical prior to a job interview to know information about the business you are applying for as it makes you sound professional and eager to work for them. I noticed from the feedback received that the interviewer liked how I made special reference to my attributes and connected them with the job I was applying for. This showed that I understood what it takes to work at their business and ultimately shows them that my attributes can make a difference in the job. I found revising prior to the interview especially with my parents gave me a huge advantage as some of the questions the interviewer asked I

## Interview Reflection Part 1

Answer the questions below as fully and in as much detail as you can.

How do you feel now that your interview is over?

I feel very relieved that the interview is over. It was a good experience being able to see what a real interview is about.

How did it go? For example, was it a positive experience and do you think that you performed well?

I believe I left a positive impression. ~~I felt~~ I felt nervous at the start but as the conversation flowed it became less intimidating.

Did you arrive on time?

Yes, I arrived 10 minutes prior to make sure I was on time.

Did you dress appropriately? What did you wear?

I wore my school uniform with my blazer. I made sure my hair was neat and looked very professional.

Did you greet the interviewer? How?

I greeted the interviewer with confidence by saying my name and shaking their hand. I also had a smile to give a happy impression.

What do you think you did well?

There were two in particular questions I answered really well and linked them to my proposed job.



Some sample job interview questions....

*The students have been preparing answers to some basic interview questions but you are welcome to ask your own as well. These are some suggestions if you would like to use any of them.*

- Can you tell us a bit about yourself?
- Why do you think you are suitable for this position?
- Why have you applied for this position?
- Why would you like to work in this company?
- What are your strengths/weaknesses?
- What motivates you?
- What are you passionate about?
- What were your challenges in your previous position and what did you learn from them?
- Describe a difficult work situation / project and how you overcame it.
- What did/would you find most rewarding in a previous position?
- Do you work well with others, as part of a team?
- Do you prefer to work independently or on a team?
- Tell me about a time that you participated in a team, what was your role?
- What have you got to offer us?
- What do you know about this organisation?
- Are you a member of any clubs or organisations?
- Where do you see yourself 5 years from now?
- What are your goals for the next five years / ten years?
- When you work on multiple projects how do you prioritize?
- How do you handle meeting tight deadlines?
- Why do you think you will be successful at this job?
- Do you have any questions of us?

## STAGE 2 WORKPLACE PRACTICES

### ASSESSMENT TYPE 1: FOLIO

#### Industry Focus: Security Industry

Student evidence in response to three different task: Changing Nature of Work, Finding Employment and Industrial Relations.

Assessment Design Criteria	Comments
KU1	<p><b>FE:</b> comprehensive understanding at a very advanced level evidenced in the research undertaken regarding what was required for the position, thorough preparation and the skills required to perform well in a job interview</p> <p><b>CNoFW:</b> comprehensive understanding at an advanced level regarding the requirements and aspects that impact on the security industry</p>
KU2	<p><b>IR:</b> the brochure shows perceptive understanding and insightful explanation of the broad concepts and issues experienced by those who are bullied</p> <p><b>CNoFW:</b> perceptive understanding and insightful explanation of concepts such as reputation and employability skills</p>
A1	
A2	
A3	
IA1	<p><b>CNoFW:</b> analysis is perceptive, critical, and well informed and covers a broad spectrum of the security industry's issues and practises.</p> <p><b>IR:</b> a perceptive, critical, and well-informed analysis of the rights of workers ; why bullying occurs and how to deal with it</p>
IA2	<p><b>CNoFW:</b> a very detailed and well informed investigation of industry related concepts drawn from an interview and a range of web sites</p> <p><b>IR:</b> extremely thorough and detailed investigation into the issue of bullying in the workplace (bibliography and referencing strong)</p>
RE1	<p><b>IR:</b> The reflection was thorough with honest, critical self-evaluation of his performance in the interview</p>

**OVERALL GRADE: A+**

The student's work met the performance standards in all 3 tasks at an exemplary level.

## Industry Focus: Security Industry

Knowledge and Understanding	Application	Investigation and Analysis	Reflection and Evaluation
<p><b>A</b> Comprehensive understanding at an advanced level of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>Perceptive understanding and insightful explanation of broad concepts and issues related to industry and work.</p>	<p>Highly proficient and innovative application of a range of generic work skills and, where relevant, extensive industry knowledge in the workplace or a work-related context.</p> <p>Perceptive application of highly relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.</i></p>	<p>Perceptive and well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.</p> <p>Thorough, detailed, and well-informed investigation of the dynamic nature of a range of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Thorough and insightful reflection on a range of learning experiences in/about an industry, with in-depth self-evaluation.</p>
<p><b>B</b> Well-informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>Clear understanding and well-informed explanation of broad concepts and issues related to industry and work.</p>	<p>Proficient application of a range of generic work skills and, where relevant, broad industry knowledge in the workplace or a work-related context.</p> <p>Well-considered application of relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.</i></p>	<p>Well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.</p> <p>Detailed and informed investigation of the dynamic nature of a number of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Detailed and considered reflection on a number of learning experiences in/about an industry, with some in-depth self-evaluation.</p>
<p><b>C</b> Informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>General understanding and informed explanation of broad concepts and issues related to industry and work.</p>	<p>Appropriate application of selected generic work skills and, where relevant, industry knowledge in the workplace or a work-related context.</p> <p>Considered application of most of the relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated competency as assessed by the relevant RTO.</i></p>	<p>Informed analysis of the relationships between a number of work-related issues, tasks, and practices in the workplace.</p> <p>Informed investigation of the dynamic nature of some work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Some considered reflection on learning experiences in/about an industry, with some self-evaluation.</p>
<p><b>D</b> Recognition of knowledge, skills, and/or competencies appropriate to the relevant industry.</p> <p>Some understanding and description of aspects of broad concepts and issues related to industry or work.</p>	<p>Attempted application of selected generic work skills or, where relevant, some industry knowledge in the workplace or a work-related context.</p> <p>Attempted application of some knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated aspects of competency as assessed by the relevant RTO.</i></p>	<p>Description of the relationship between some aspects of work-related issues, tasks, or practices in the workplace.</p> <p>Attempted investigation of some aspects of the nature of work-related and/or workplace issues, tasks, cultures, or environments.</p>	<p>Some reflective description and attempted evaluation of learning experiences in/about an industry.</p>
<p><b>E</b> Limited recognition of knowledge, skills, or competencies appropriate to the relevant industry.</p> <p>Recall of some aspects of broad concepts or issues related to industry or work.</p>	<p>Attempted application of one or more generic work skills or, where relevant, limited industry knowledge in the workplace or a work-related context.</p> <p>Identification of limited knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated limited aspects of competency as assessed by the relevant RTO.</i></p>	<p>Identification and attempted description of one or more work-related issues.</p> <p>Emerging recognition of one or more aspects of the nature of work-related or workplace issues or environments.</p>	<p>Recall of some learning experiences in/about an industry.</p>