 Core 2.2 – employment issues

Please read this statement about the programs and their purpose.

The purpose of the project is to integrate learning across several topic areas and focus on the big picture learning. It will incorporate the elements of the quality teaching document into student tasks to increase the significance of the learning for students.

The programs are not structured as lesson plans and are designed to support flexible implementation. They have a simple format that provides a small number of large tasks to cover the learn about and learn to statements for each topic.

In using these programs students take more responsibility for their learning, work more in groups and have greater choice about what case studies and examples they engage. Teachers will act as facilitators, but will still need to intervene in the learning to teach explicitly concepts, skills and terminology when students find difficulty within particular tasks. All the tasks can be used for assessment for or assessment of learning purposes. Teachers can use the tasks to provide feedback to students and assess the products and processes of the task for the purpose of recording data that will be used for school reporting purposes. When using the tasks in these ways for assessment, there is no need to create additional assessment tasks and end of topic tests are not needed because teachers will have already the assessment information needed for school reporting.

Schools can add their own resources and vary the ICT suggestions, within the syllabus requirements, to match their school resources. Feedback is welcomed and adjustments will be made to improve the units in response to evaluation of these programs. Resources may become outdated over time and will require updating to ensure a contemporary approach is used.

Note – this particular program has been written as a model to demonstrate a combined unit of work with an emphasis on work and employment.

Outcomes and other elements of the syllabus used in this document are copyright.
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Topic – commerce stage 5 combined unit

Core part 2.2 – employment issues

Option 11 – running a business

Reflects intent of work, employment & enterprise statement

Focus

Students become actively engaged in planning, organising & running a business focusing on the commercial & legal aspects of employment & the work environment.

Time – 40 hours (16 weeks)

1. Work first 4 weeks
2. Business 12 weeks (runs concurrently with)
3. Employment last 4 weeks.

Outcomes

A student:

* 5.1 – applies consumer, financial, business, legal & employment concepts & terminology on a variety of contexts
* 5.2 – analyses the rights & responsibilities of individuals in a range of consumer, financial, business, legal & employment contexts
* 5.3 – examines the role of law in society
* 5.4 – analyses key factors affecting commercial & legal decisions
* 5.5 – evaluates options for solving commercial & legal problems & issues
* 5.6 – monitors & modifies the implementation of plans designed to solve commercial & legal problems & issues
* 5.7 – researches & assesses commercial & legal information using a variety of sources
* 5.8 – explains commercial & legal information using a variety of forms
* 5.9 – works independently & collaboratively to meet individual & collective goals within specified timelines.

Suggested ICT

* Database – record results of surveys – local businesses, local employment needs
* Spreadsheets – prepare business budget
* Multimedia – PowerPoint presentation, animated advertisement, 30 second video commercial to launch or market product or service
* Graphics/desk top publishing – produce brochure or flyer for product or service
* Electronic communication – access information on starting and running a business, employment opportunities, business case studies, design a web page to market a product or service
* Word processing – use to prepare information for other applications.

Resources

* Commerce in Action for Australian Citizens Second Edn, Brian Parker, Macmillan
* Concepts in Commerce, Third Edn Stephen Chapman and Malcolm Freak, Jacaranda Plus
* [ABS website](http://www.abs.gov.au)
* Employment Related Skills Logbook ([intranet only](https://detwww.det.nsw.edu.au/directorates/vet_schools/school-to-Work/career-Pathways-Planning/logbooks/index.php))
* [Business Entry Point](http://www.business.gov.au)
* [DOI](http://www.industry.nsw.gov.au/)
* [Telstra Business](https://www.telstra.com.au/business-enterprise)
* Vocational Learning in HSIE
* [Seek website](http://www.seek.com.au)
* [Jobsearch website career quiz](http://www.jobsearch.com.au)
* [Help with Finding a Job](http://www.careercentre.dtwd.wa.gov.au/FindingAJob/FindingAJob/Pages/10StepJobSearchPlan.aspx)
* [Australian Youth Mentoring Network](http://aymn.org.au/program-state/nsw/)

Teacher note

This combined unit begins with the workplace, changing work patterns and types of employment (Core part 2.2 Employment issues). Issues of unemployment lead to considerations of self-employment and the requirements of running a small business enterprise (option 11 – running a business). The unit concludes with aspects of employment issues relating to running a business, such as employment contracts, taxation and superannuation and employment relations. This third section can be completed concurrently with tasks in running a business enterprise or as a discreet task at the end of the unit.

Learn about and to

| Learn about | Learn to |
| --- | --- |
| The Workplace* Changing work patterns
 | * investigate changing work patterns & discuss impacts on individual & society
* research & evaluate stereotypes of employment patterns
* propose strategies to address workplace issues and concerns
 |
| * Benefits of education & training for employment
 | * identify the range of skills & benefits of employment programs
 |
| * Types of employment
	+ casual, part time, full time, self-employed
	+ voluntary & unpaid
 | * identify the range of employment options for young people
* examine the advantages & disadvantages associated with particular types of jobs for men & women
 |
| * Unemployment
 | * discuss implications of unemployment for individuals & society
 |
| Being an Entrepreneur* Reasons for being self-employed
 | * identify the advantages & disadvantages of being self employed
 |
| * Required skills and personal characteristics
 | * assess the required skills & personal characteristics for success as a business owner needed
 |
| * Operating a business
 | * set up and run a simulated or school-based business
 |
| * Selecting business opportunities - market research, location, demographics, competition, target markets
 | * identify the opportunities for small business operations
* examine the range of opportunities for setting up a small business
* evaluate the likely success of small business opportunities
 |
| * Selecting the appropriate structure - sole trader, partnership, private company, incorporated association
 | * describe the key features of each organisational structure
* select an appropriate structure for particular situations
 |
| * Arranging finance
 | * investigate & evaluate the range of finance options
* prepare a loan application or a simple prospectus
 |
| * Establishing a new or purchasing an existing business - location, staffing, new, established, franchising, equipping
 | * describe the main steps in establishing a new or purchasing an existing business
 |
| Business Operation* Meeting regulations - local, state, federal
 | * identify the regulations impacting on a business operation
 |
| * Selling products
 | * select appropriate marketing strategies for promoting a business
 |
| * Maintaining records - revenue statement, balance sheet, cash flow, taxation records
 | * identify & develop strategies to minimise risk to avoid insolvency & bankruptcy
 |
| * Risk management - planning for the future
 | * identify & develop strategies to minimise risk to avoid insolvency & bankruptcy
 |
| Employment * Aspects of employment issues relating to running a business
 | * identify, evaluate & report on employment issues & processes related to a business
 |
| Types of Employment Contracts* awards, enterprise agreements, individual workplace agreements, common law contracts
* rights & entitlements of casual, part-time & full-time employment
 | * use the internet to investigate the types of employment contracts
* discuss the advantages & disadvantages of each type of employment contract
* research the employment conditions of casual, part-time, full-time employees & contractors
 |
| Taxation* reasons for taxes, types of taxes
* processes of paying taxes
 | * describe the services funded by taxation
* explain the relationship between taxation, income & government-funded services
* complete a basic tax return & tax declaration
 |
| * Superannuation
 | * identify the obligation of employers towards employees in relation to superannuation
* discuss the advantages & disadvantages of superannuation as a saving/investment option
 |
| Employment Relations* Legal issues relating to the workplace - occupational health & safety, anti-discrimination & unfair dismissal, redundancy & retraining, privacy, outsourcing, piecework
 | * research a current employment relations issue that affects different groups in society
* identify ethical & unethical workplace practices & investigate the impact of these practices
* discuss the extent to which anti-discrimination laws protect individuals in the workplace
 |
| * Role of unions & employer groups
 | * identify the role of unions & employer groups
* assess the changing role of unions & employers groups
 |
| * Resolving disputes - grievance procedures, negotiation, mediation, conciliation, arbitration
 | * identify a range of dispute resolution methods
* explain a possible dispute resolution process
* propose strategies to address workplace issues & concerns
 |

Teaching and learning activities

Assessment – the activities require students to demonstrate their learning and are all assessment for learning activities. Some activities might be selected and included in a school assessment schedule for assessment of learning.

Jobs R Us employment agency

Task 1

You have just been employed by Jobs R Us, a new employment agency near your school.

Your manager is new to the district and wants to investigate employment opportunities in the local area which can be recommended to job seekers.

You are given one week to research jobs in the local area and write a report to the manager.

Where will you research?

* Using the internet, look for directories of jobs which allow you to select jobs based on location.
* Look in your local papers to find what jobs are advertised
* Interview local business owners (perhaps parents or friends) and ask them what jobs are available.
* Construct a table to list the jobs available based on occupation, gender, age, full time, part time or casual work.
* List the skills and experience required for each job.
* Write a report to your manager which outlines the job opportunities in your local area. Include in your report whether jobs are full time, part time or casual hours. Identify which jobs require experience and which jobs are suitable for entry level employees. Make a special note of groups they you think may have difficulty in finding a job.

If you are looking for a job, are there other ways of looking for employment that are not covered in the report you have written? How important is it to have a broad range of job seeking skills?

Task 2

Form groups of 4-5 to be a team in Jobs R Us.

Each team is to develop a training manual to help clients seek employment. Refer to the employment related skills logbook.

* Outline the general skills required in the workplace
* Develop a proforma for writing a resume (look at [advice and tips on Seek](file:///C%3A%5CUsers%5CJAndrew5%5CDownloads%5Cseek.com.au) for suggestions).
* Make up your top 10 tips for people going for an interview
* Develop a program “developing your job seeking skills” to support clients as they look for a job
* Your manager tells you the local school has invited a representative from Jobs R Us to talk with the commerce class about “how to ace the interview.” Write a role play which the manager can use to show the students how to be successful at interviews. Remember, part of the role play might be to show what not to do at an interview. You can record your role play for future use by Jobs R Us.

Task 3

Working in pairs, research and design one or two PowerPoint slides which can be included in a class presentation on “getting the job you always wanted.”

Your teacher will allocate each pair a topic which could include:

* Finding jobs online
* The hidden job market
* Cold calling to find jobs
* Skills in demand
* How volunteering can help you show your job skills
* Internships
* Building on the skills and experiences gained from part time employment
* Tips for writing a great resume
* Interview skills
* Professional networking skills
* Managing your online profile
* Mentoring
* Misleading job advertisements
* Job scams.

The collated powerpoint can be used at a year meeting as a discussion starter to explore the importance of developing job seeker skills.

Students are to complete a competency sheet for the school to work employment-related skills logbook.

Small business enterprise

Lunch to you

Your class has investigated business opportunities in your local area. Local workers are finding the inconvenience of leaving work to buy their lunch each day is frustrating and they have told you the cost of lunch is too high.

Together, your class has decided to operate a business which will deliver lunches to local business. You will provide a limited selection of high quality pre-packaged lunches, with different varieties available each day. The cost of the delivered meal will be between 10 and 20% less expensive than the customers are currently spending.

Your business can make savings using economies of scale based on a limited choice each day while providing high quality products.

Your class will form groups of between 6 to 8 students to plan how this business will operate.

Students are to elect a CEO, company secretary, marketing manager, financial controller, operations manager and customer relations manager. Together, you are to develop a business plan which will guide the development and operation of your business.

Each member of the team will be responsible for their function in the business and must coordinate their plans with other team members.

Research and develop a short role statement which describes the responsibilities of each member of the business.

[Business](https://www.business.gov.au/) and [Service NSW](https://www.service.nsw.gov.au/transaction/start-or-grow-business-nsw) have resources which will help you begin your planning.

Research the following business structures and identify the advantages and disadvantages of each.

* Sole trader
* Partnership
* Private company
* Public Company
* Cooperative

Recommend the most suitable one for your small business and explain why you have made this choice.

Task 4 expanding your business

Each member of the group has invested some of their savings in the business. You have decided it is the right time to expand your business and you need to attract new investors as well as review your business activities to ensure you are operating to a high standard.

Using the simple business plan you developed previously include the following information:

* an introduction which identifies why you are in business, and outlines the skills and experience of the owners
* a description of the good or service you produce
* explain how you decided on your brand name and design a logo which identifies your brand
* describe the market research strategy you will use which determines the location, demographics, target market and competitors
* an outline of the local, state and federal laws and regulations with which the business must comply
* a budget which estimates the costs of production, selling price, source of funds
* the steps taken to establish the business including location, staffing, and setting up operations.

To help with this activity, students should research how to set up a small business starting with the resources previously identified. You can invite guest speakers to tell you about their experiences when starting and operating a small business. Parents and your local chamber of commerce will be good starting places for this help.

Task 5 operating your business

Now that you have started your business and you can see that it is becoming successful you want to advertise to new markets.

Prepare a marketing campaign

You have a wide range of choice about how you can market your product. You can:

* Design and distribute information flyers
* Advertise in local or state-wide newspapers
* Sponsor a local sporting team or community service
* Advertise on television
* Use social media such as Facebook, Instagram, Twitter or email
* Develop a website which could allow customers to order and pay online
* Design a video marketing campaign using YouTube
* Develop a loyalty program to keep customers coming back.

Each group is to choose three different marketing strategies and design the promotional material you will use.

Keeping financial records

Many business fail because they are unable to keep accurate financial records.

Using information from the following sites make recommendations about how your business should keep accurate financial records:

* [ASIC](http://asic.gov.au/for-business/running-a-company/company-officeholder-duties/what-books-and-records-should-my-company-keep/)
* [Australian Government – Business](https://www.business.gov.au/)

Getting the right advice

Business owners benefit by having information from experts who can advise them about how to run the business successfully.

Research one of the business advisers below and explain how they can benefit Lunches R Us.

* Accountants
* Chamber of Commerce
* Lawyers
* Consultants
* Networks
* Business coaches or mentors.

Students are to complete a competency sheet for the school to work employment-related skills logbook.

This part of the unit can be completed as a discrete task or concurrently in developing the small business. The human resources manager is employing staff.

Task 6 managing your human resources

You have been appointed as the human resources manager for Lunches R Us.

You are responsible for recruiting staff. In consultation with the CEO you decide to recruit a new delivery driver.

You are to:

* prepare a job advertisement including a job description, responsibilities qualifications and remuneration
* outline the criteria for selection which you will use including some questions to be asked at interview
* explain the advantages and disadvantages of different types of employment contracts and suggest the best type of employment contract for this position.

Task 7 inducting new employees

You have successfully recruited a new delivery driver who is starting work next Monday. Develop an induction program which can be used for new employees.

Your program should include:

* an organisation chart to show the management structure using the information from the previous activities
* outline the legal rights and responsibilities of employees including working conditions and types of leave
* obtain a tax file declaration and complete it as an example for employees
* explain your obligation to the new employee in relation to superannuation and leave entitlements
* How does anti-discrimination legislation protect both the employee and your business
* research the relevant trade union and outline their role in a possible dispute.

Task 8

You have been voted by your fellow employees as the grievance officer for the workplace.

The following complaint has been lodged with you.

A young female employee from an Asian background has been consistently praised in the past 3 years by her supervisor for her excellent work.

Recently a young male who joined the firm in the past 12 months was promoted as team leader, a position which she felt she was better qualitied to fill. She now has to report to him on a daily basis. She has lodged a complaint to you as the grievance officer.

Your job is to investigate the case and write a report to the human resources manager. Your investigations should include:

* Protection of employees by anti-discrimination laws
* What information you will need to collect
* The role of the relevant union in resolving the dispute
* The dispute resolution method used
* How an outcome will be determined

Use the following resources to assist your answer:

* [Human Rights Commission](http://www.humanrights.gov.au/employers/good-practice-good-business-factsheets/quick-guide-australian-discrimination-laws)
* [Good Practice Guidelines](http://www.humanrights.gov.au/employers/good-practice-good-business-factsheets/good-practice-guidelines-internal-complaint)

Students are to complete a competency sheet for the school to work employment-related skills logbook.

Task 9 reflection

During this unit you have learned about a range of issues about employment and running a business.

What were the important things which you learned about during this unit which you did not know when you started?

What would you like to investigate further to help you to understand employment and business operations?