

Australian Blueprint for Career Development

Area B: Learning and Work Exploration

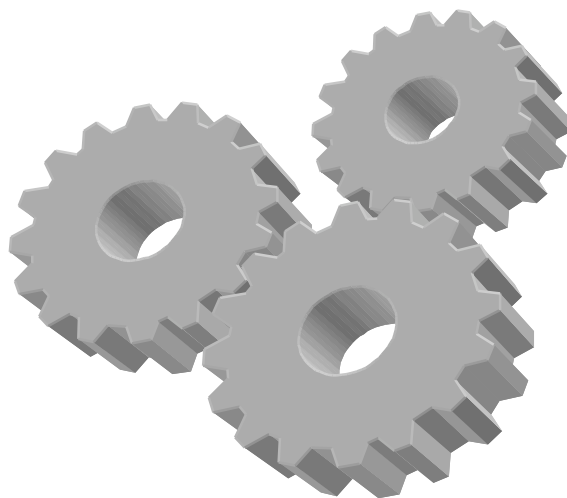
Career Competency 6: Understand the relationship between work, society and the economy

Phase 3: Understand how societal and economic needs influence the nature and structure of work

To gain competency in 6.3: Understand how societal and economic needs influence the nature and structure of work, students must -

- Complete activities in student work booklet.
- Complete Work Experience

STUDENT WORKBOOK



STUDENT NAME: _____



COMPETENT

Assessor Signature

Date

CAREER COMPETENCIES AND PERFORMANCE INDICATORS FOR PHASE III

AREA B LEARNING AND WORK EXPLORATION

COMPETENCY 6: Understand the relationship between work, society and the economy

Phase III Understand how societal and economic needs influence the nature and structure of work

Performance Indicator:

6.3.1 Understand how society's needs and functions affect the supply of goods and services

6.3.2 Explore how people's personal values and interests determine the importance placed upon different kinds of work

6.3.3 Explore how trends (such as social, demographic, technological, occupational and industrial trends) can positively and negatively affect work and learning opportunities

6.3.4 Understand the concept of a global economy and explore how it affects individuals, communities, the states and territories, and the nation

6.3.5 Demonstrate how your own community is affected by society's needs and functions, as well as by the global economy

6.3.6 Demonstrate how work and learning in your own community is affected by social, demographic, technological, occupational and industrial trends

6.3.7 Identify how your own personal values and interest determine the importance you place on work

6.3.8 Evaluate the impact of society's needs and functions and that of the global economy on you

6.3.9 Evaluate the impact of social, demographic, technological, occupational and industrial trends on your work and learning opportunities

6.3.10 Evaluate how your values and interest influence the value you place on different kinds of work

6.3.11 Engage in work experiences that satisfy your needs as well as meeting society's needs

Performance Indicator: 6.3.1 Understand how society’s needs and functions affect the supply of goods and services

Activity: Resort at Snapper Point

Scenario: The tourism industry is booming in Queensland. A sleepy seaside town in North Queensland is to have a multi-million dollar resort. There is a great deal of unemployment in the town, so many of the locals welcome the skilled and unskilled jobs that will be available. There are a lot of retirees in this town who do not think the resort will be good for the locals.

Part A: In groups of 5 – 6 people, brainstorm the positive and negative effects that this resort (building phase and when fully operational) will have on the supply of goods and services to this small community.

Snapper Point Development			
Supply of Goods		Supply of Services	
Positive effects	Negative effects	Positive effects	Negative effects

Part B: Brainstorm jobs that would result from this development, both at the building phase and when fully operational.

Performance Indicator: 6.3.4 Understand the concept of a global economy and explore how it affects individuals, communities, the states and territories, and the nation

Performance Indicator: 6.3.5 Demonstrate how your own community is affected by society's needs and functions, as well as by the global economy

Background: We are confronted with the buzz word *globalisation* everyday of our lives, on the television, with advertising slogans, in web sites and magazines. In a world of shrinking space, time and disappearing borders the impacts of globalisation are being felt by all countries.

The global economy

“The global economy is the world economy. It reflects the total amount of measurable economic activity going on in the world. For the global economy to exist means that a rising share of economic activity in the world is taking place between people who live in different countries.

This includes all production, trade, financial flows, investment, technology, labour and economic behaviour in nations and between nations.”

Source: IMF World Economic Outlook May 2001

The term broadly refers to the worldwide changes that are taking place to remove national boundaries from the financing, production, sale and distribution of goods and services.

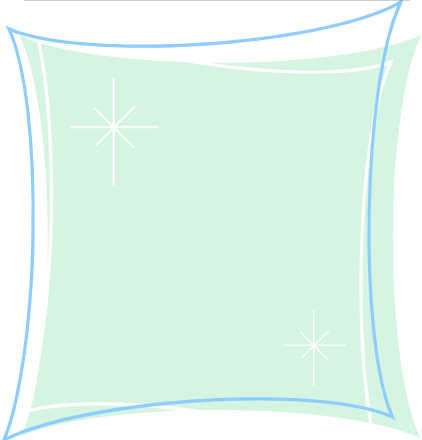
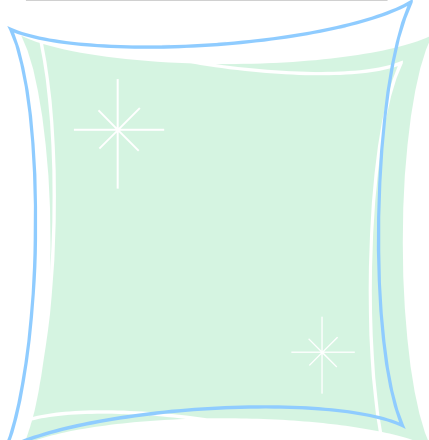
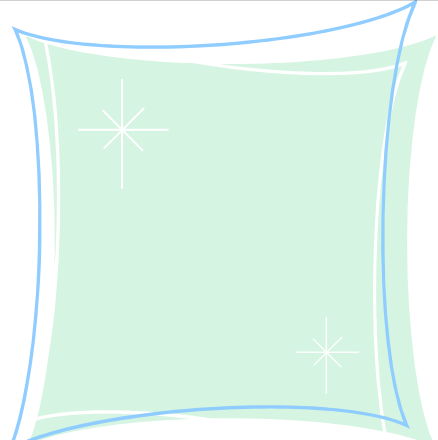
Transnational corporations that see the world as a single market have facilitated the process.

It important to note that globalisation not only refers to the actual movement of trade but also to the capacity and the potential to move across the borders of nations, investment, technology, finance and labour.

However some see globalisation in both developing and developed countries as a cause for loss of national identity, increasing environmental problems and the exploitation of labour.

Activity: Oil and the price of fuel

When the price of oil rises, the effect is felt throughout the global community, and right down to the local community. List some of these effects:

<i>Effect on Individuals</i>	<i>Effect on Communities</i>	<i>Effect on states & the country</i>
		

Performance Indicator: 6.3.4 Understand the concept of a global economy and explore how it affects individuals, communities, the states and territories, and the nation

Performance Indicator: 6.3.5 Demonstrate how your own community is affected by society's needs and functions, as well as by the global economy

Performance Indicator: 6.3.8 Evaluate the impact of society's needs and functions and that of the global economy on you

Activity: Globalisation - How globalisation affects Australian workers (call centres)
Students read the information on Call Centres on the next page.

Class Discussion

1. What does globalisation mean?
2. What are the advantages and disadvantages of jobs being transferred overseas?
3. How might globalisation affect or exploit workers?
4. Call Centres are increasingly being transferred overseas. What does this mean for Australian workers?
5. Australian call centres that are transferred overseas might not comply with our laws that protect employee working conditions. Is this right?

Class Activity

- a. Working in groups of 3 – 5 students, put together a diagram of things globalisation includes.
- b. Watch the video – Diverted to Delhi (ABC TV) – students answer questions about the ethical questions that globalisation poses.
- c. Using the internet, carry out a websearch to compare and contrast Australian pay and conditions with those of overseas workers.

Other Resources:

Book: - http://labornet-dev.socialchange.net.au/teach/2_resources/1060151454_29789.html

Study Guide – Diverted to Delhi - http://www.enhancetv.com.au/study_it/diverteddelhi.pdf

Case Study: Globalisation

Factsheet: Industry Profile: Call Centre Industry

Web Resources:

Diverted to Delhi - <http://www.abc.net.au/tv/documentaries/stories/s838202.htm>

http://labornet-dev.socialchange.net.au/teach/2_resources/1061352047_9320.html

INDUSTRY PROFILE: CALL CENTRE

Vital Facts

- 4000 call centres in Australia
- 225 000 employees 2.2% of labour force
- Estimated value \$8.8 billion
- Handle 66% of customer contacts

Definition of a call centre:

A call centre uses telephone and computer technology to deliver services to customers that perform in bound and out bound services. In bound call centres generally perform servicing functions and out bound call centres perform telemarketing functions.

There are 2 types of call centres

○ In house Call Centres

Directly employ staff in a specific section of a Company to service customers. For example Vodafone and AAPT perform call centre work themselves.

○ Contact Call Centres

Perform outsourced work for companies variously on a permanent basis, a specific campaign or function basis, an overflow basis or to provide support to in-house work. For example Telstra outsource most of their call centre work to contact call centres.

Inside the call centre

- Up to 400 people
- Generally work 7 days a week, many 24 hours a day
- Calls automatically channeled to the employee from a queue
- Type, length and duration of call are all measured
- All staff are under electronic surveillance
- Majority of staff are female, about 70%
- Average age is 23 and more than half workforce is under 34
- Around 30% have tertiary qualifications
- Average length of service is about 2 years

Issues for employees at call centres

- Not being able to provide quality customer service because of tight adherence measures that mean that conversations have to be cut short.
- Workplace environment
- Stress
- Monitoring
- Lack of Rest breaks
- Remuneration
- Significant at risk component
- Lack of compensation for out of standard hours work
- Minimum wages, from \$27000
- Lack of family friendly conditions

Award Coverage

In 2003, an award was made covering the contact call centre industry. It provides recognised competency based classification structure and a safety net of wages and conditions.

Performance Indicator: 6.3.5 Demonstrate how your own community or state/territory is affected by society's needs and functions, as well as by the global economy

Activity: Jobs here at home

Jobs can be categorised or grouped together. Some jobs were widely available in the past, whilst others will become more common in the future. In order to make some decisions about options or careers, it is important to know what work is available around your area.

Part 1: Match the category to all of the jobs listed.

Category	Job
Social	Plumber
Scientific	Laboratory assistant
Sales	Data entry
Analytical	Social worker
Clerical	Doctor
Practical	Television technician
	Pizza delivery
	Checkout operator
	Fashion designer
	Computer programmer
	Paving/ Bricklayer

Part 2: In groups of 3 – 4, compare your answers. Each group must then choose one category, and that group must then brainstorm as many jobs that belong to this category. When completed, put your work on the wall and see what other groups have written.

Part 3: As a class, look at these occupations and guess which jobs are likely to be most widely available in the future (10 – 15 years)

Part 4: Each person must choose one job and find out about the opportunities available now in the local area for that job. Use www.careerone.com.au , go through newspapers, employment brokers, www.jobsearch.gov.au/outlook Report your finding to the class.

Performance Indicator: 6.3.9 Evaluate the impact of social, demographic, technological, occupational and industrial trends on your work and learning opportunities

Activity: Impacts on Work and training

Decide if these situations are social, demographic, technological, occupational or industrial trends and put them in the right boxes. Then within your group, brainstorm further examples and place in the appropriate boxes.

1. A lot of older skilled tradespeople are retiring, meaning more apprentices need to be employed.
2. Workers want more leisure time, so are able to fit RDO (Rostered days off) into their work schedules.
3. Computer technology means that some job numbers have been reduced.
4. There is a shortage of pharmacists, so this may be an occupation to get into.
5. The mining boom means that a lot more employment is available in the industries involved.
6. Jobs in information technology have trebled.
7. Increasing the numbers of skilled Australians means that skilled workers from nearby countries will not need to be employed.

Impact of social trends on work and learning opportunities

Impact of demographic trends on work and learning opportunities

Impact of technological trends on work and learning opportunities

Impact of occupational trends on work and learning opportunities

Impact of industrial trends on work and learning opportunities

Performance Indicator: 6.3.7 Identify how your own personal values and interests determine the importance you place on work

Activity: What do you want from a job?

We all want different things from our work. Some people want to earn lots of money, while others want to do something different every day.

What do you want from a job? Below is a list of things that are important to some people.

1. Tick which ones apply to you and then add another 5 things of your own.

Work – what’s important	Tick	Rating #1	Rating #2
Plenty of overtime			
Promotion			
Meeting new people			
Different work every day			
Close to home			
Feeling I’m helping people			
Training provided			

2. Now look at all of the points you have ticked and rate them from most important (1) to you to least important (13).
3. When you have finished, compare your list and the ratings to other members in your group.
4. What are the differences between yours and their’s?
5. Explain why you made your choices and the rankings you gave them. Listen to your partner’s reasons.
6. Have you views changed after hearing their reasoning? If any have changed, re- rate them.

Performance Indicator: 6.3.10 Engage in work experiences that satisfy your needs as well as meeting society's needs

You will be given the opportunity to participate in Work Experience in the local community.