



UNIT - 4



*Work
Effectively
in a Retail
Environment*



Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work effectively in a retail environment. It involves acting responsibly and in a non-discriminatory manner, developing retail industry knowledge, including industrial award or agreement relevant to the job role, maintaining personal hygiene and presentation, and prioritising tasks.

Application of the Unit

This unit may apply to all service personnel. It requires the team member to demonstrate an understanding of workplace policies and legislation regarding work availability and rosters, work duties, and relevant awards or agreements. Demonstrated understanding of workplace culture, inclusive behaviour, effective management of personal presentation, hygiene, and time; and the ability to efficiently prioritise and complete tasks under instruction are also required.

Elements and Performance Criteria

Element	Performance Criteria
1. Act responsibly.	1.1 Provide notification of shift availability, or non-attendance for shift, according to set timeframes and according to store policy and procedures . 1.2 Interpret staff rosters accurately. 1.3 Recognise and describe organisational culture .
2. Act in a non-discriminatory manner.	2.1 Display non-discriminatory attitudes when interacting with customers, staff or management . 2.2 Use non-discriminatory language.
3. Develop retail industry knowledge.	3.1 Identify and access sources of information on the retail industry. 3.2 Obtain information to assist with effective work performance and career planning within the retail industry.

	<p>3.3 Identify and interpret relevant awards and agreement.</p> <p>3.4 Identify and analyse role of employee and employer associations in industrial relations system.</p>
4. Maintain personal presentation.	<p>4.1 Maintain personal dress and presentation in a neat and tidy manner.</p> <p>4.2 Maintain personal hygiene according to store policy and legislation.</p>
5. Follow routine instructions.	<p>5.1 Receive and act upon instructions.</p> <p>5.2 Use effective questioning to elicit information.</p> <p>5.3 Assess, comprehend and act upon store information relevant to the particular task.</p> <p>5.4 Plan and organise daily work routine within the scope of the job role.</p> <p>5.5 Prioritise and complete tasks according to required timeframes.</p>

Required Skills and Knowledge

This section describes the essential skills and their level, required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
 - follow routine instructions through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- ability to follow store policy and procedures
- maintaining personal presentation
- interpersonal communication skills, including:
 - non-discriminatory verbal and non-verbal communication
 - listening, questioning and observation



- literacy skills in reading and interpreting workplace documents:

Required knowledge

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
 - workplace ethics
 - shift availability or non-attendance
 - staff rosters
 - interpersonal conflict
 - dealing with grievances
 - personal animosity
 - discriminatory behaviour
 - harassment
 - staff counselling and disciplinary procedures
 - equal opportunity issues
 - part-time, casual, full-time work, contract employment
 - hygiene and self-presentation
- store organisational structure
- structure of the retail industry
- rights and responsibilities of employers and employees in retail workplace
- responsibilities under an Australian apprenticeship contract of training (if applicable)
- major changes affecting retail workplaces
- following set routines and procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may effect performance. ***Bold italicised*** wording in the performance criteria is detailed below:

Store policy and procedures may relate to:	• workplace ethics
	• modes of communication
	• store hours of operation
	• completing work out of hours
	• contact with customers
	• job descriptions and responsibilities
	• interaction with other team members
	• interaction with supervision and management
	• OHS.
Organisational culture may include:	• organisational structure, including own position and role within the structure
	• chain of command
	• workplace policy and procedures
	• organisational values
	• mission statement
	• workplace goals.
Non-discriminatory attitudes may include:	• age
	• race
	• colour
	• national or ethnic origin
	• sex
	• pregnancy or marital status
	• disability
	• religion
	• sexual preference

Customers may include:	<ul style="list-style-type: none"> • new or repeat contacts
	<ul style="list-style-type: none"> • internal and external contacts
	<ul style="list-style-type: none"> • customers with routine or special requests
	<ul style="list-style-type: none"> • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Staff or management may include:	<ul style="list-style-type: none"> • come from a range of social, cultural and ethnic backgrounds
	<ul style="list-style-type: none"> • have varying degrees of language and literacy levels.
Sources of information may include:	<ul style="list-style-type: none"> • media
	<ul style="list-style-type: none"> • reference books
	<ul style="list-style-type: none"> • libraries
	<ul style="list-style-type: none"> • unions
	<ul style="list-style-type: none"> • industry associations
	<ul style="list-style-type: none"> • industry publications
	<ul style="list-style-type: none"> • internet
	<ul style="list-style-type: none"> • information services
	<ul style="list-style-type: none"> • personal observation and experience
	<ul style="list-style-type: none"> • colleagues, supervisors and managers
	<ul style="list-style-type: none"> • industry contacts, mentors and advisers.
Information may include:	<ul style="list-style-type: none"> • industry working conditions
	<ul style="list-style-type: none"> • employee and employer rights and responsibilities

	<ul style="list-style-type: none"> • environmental issues and requirements
	<ul style="list-style-type: none"> • industrial relations issues and major organisation
	<ul style="list-style-type: none"> • career opportunities within the industry
	<ul style="list-style-type: none"> • the work ethic required to work in the industry
	<ul style="list-style-type: none"> • industry expectations of staff
	<ul style="list-style-type: none"> • quality assurance
	<ul style="list-style-type: none"> • new products and services
Legislation may include:	<ul style="list-style-type: none"> • federal, state or territory and local legislation
	<ul style="list-style-type: none"> • food safety
	<ul style="list-style-type: none"> • OHS
Store information may include:	<ul style="list-style-type: none"> • be written or verbal
	<ul style="list-style-type: none"> • relate to store policy and procedures, including: <ul style="list-style-type: none"> • contact with customers
	<ul style="list-style-type: none"> • job descriptions and responsibilities
	<ul style="list-style-type: none"> • interaction with other team members
	<ul style="list-style-type: none"> • interaction with supervision and management.

Daily work routine may include:	<ul style="list-style-type: none"> interacting with customers
	<ul style="list-style-type: none"> interacting with supervisors and other staff members
	<ul style="list-style-type: none"> handling telephone enquiries
	<ul style="list-style-type: none"> organising and maintaining work areas
	<ul style="list-style-type: none"> maintaining merchandise and displays
	<ul style="list-style-type: none"> preparing goods for delivery
	<ul style="list-style-type: none"> observing scheduled breaks
	<ul style="list-style-type: none"> assisting other team members
	<ul style="list-style-type: none"> working within required timelines.
Tasks may be:	<ul style="list-style-type: none"> routine
	<ul style="list-style-type: none"> rostered
	<ul style="list-style-type: none"> non-routine.

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Section A: Introduction to Retailing

The four steps to section A are:

- Step 1** Defining retailing
- Step 2** The changing nature of retailing
- Step 3** Types of jobs in retailing
- Step 4** Career development

The purpose of this unit is to broaden and develop your experience and understanding of the retail industry. While retail is one industry there are many different workplaces and job roles. For example, one employee may be working in the fresh food section of a large supermarket in a capital city, another may be working in a small privately owned boutique in a regional shopping centre, and another may be working in a small variety store in a small country town.

Step 1: What is retailing?

The Retail Industry is made up of many different types of workplaces – even virtual shopping on the Internet! The origins of the retail industry in Australia were modest, however, these days, retail employs **14%** of the total workforce, and makes 233.7 billion a year in revenue (IBIS 2006-2007). Australians spend **95** billion dollars every year on retail goods and services.

Find information

There may be additional resources that will help you with the following learning activities. Ask your teacher to help you access relevant information.

Learning and Practical Activity A1.1: A brief history of a retail store

In this activity you are to research the background of either the company you work for or a large public retail outlet. If you are going to research your own retail outlet make sure that you ask the teacher or owner beforehand and be clear about what it is you need to find out.

Ask your teacher about the best way to research a retail company and to help you identify the people and resources you need to access.

Use the following headings as a guide, choosing only those relevant to your specific business:

- Date established
- Ownership (sole owner, public company, franchise...)
- Staff (numbers, men, women, part-time full-time)

- Change of address, renovations, expansion
- Type of products and services offered
- Any changes being considered by the company
- Whether the business has a history of change or has stayed the same
- Any plans for new technology.

Use the space on the following page for notes and planning. Attach additional sheets if you need to. You may want to collect photos, articles, and examples of changes such as ticketing and layout. Make it as interesting and informative as you can.

A brief history of...

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Learning and Practical Activity A1.2: Retail organizations

Retail outlets come in many forms and there are differences in the way they are operated.

Choose five of the following types of retail outlets and note down the main features.

Example: Department Store

- Wide variety of merchandise and customer services
- Price structure for medium to high range
- Location in major shopping centres

Supermarkets

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Discount stores

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Hypermarkets

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Variety stores

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Convenience stores

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Specialty stores

Mixed business warehouses

Home centres

Mail order companies

Online shopping sites

Getting the product to the consumer

Although there are many different forms of ownership, the central goal of getting a product to a consumer remains the same.

Learning and Practical Activity A1.3: Getting a product to the consumer

The aim of this activity is to map the journey of a product from the manufacturer to the consumer. Plan with your teacher the product you will use and the way you will research this activity. Choose one product for sale in your workplace. Use these steps to trace its journey from manufacturer to consumer.

Write the name of the product here:

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1. Who is the manufacturer of this product?

(The manufacturer may be indicated on the product or some associated packaging. If not, you may need to speak to a buyer or another appropriate person.)

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2. Who does your retail outlet purchase the product from?

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3. If the product is stored/warehoused by your retail outlet where is it stored?

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4. In what quantities is the item usually purchased?

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5. What handling occurs once the product is on the shop floor? How is it displayed?

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6. What maintenance is required when the item is on the shop floor?

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Step 2: How is retailing changing?

The impact of technology

Information technology and globalization have had a big impact on the Retail Industry. The 'global village' means that through faster transport and communications we are able to get products quickly from the other side of the world – globalization also means that some large corporations have outlets all over the world: for example, McDonalds in China and Toys R Us in Sydney. Improved information technology also means that the way we pay for and access our goods has changed.



Learning and Practical Activity A2.1: How has shopping changed?

List any technology used in your workplace to assist customers purchase their goods. What is the newest item of technology? Is any of the technology networked*?

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You should now have a broad overview of the retail industry, both as a whole and in your own environment. This is knowledge that you should keep acquiring. You will do this through your day-to-day experiences at work and in any training you undertake. The retail sector is constantly changing and it is important to try and keep up to date with these changes. With your teacher, find out if your workplace subscribes to any publications specific to the retail industry. Find out who reads them and why.

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Step 3: What type of jobs?

To begin this section of the unit you need to familiarize yourself with the range of jobs and the training options in the retail industry. Of course, not every job applies to every retail outlet.

Learning and Practical Activity A3.1: Functions in the retail organization

Answer true or false to the following statements:

	True	False
1. A buyer not only purchases the goods, but sets the selling price.	<input type="checkbox"/>	<input type="checkbox"/>
2. A merchandiser is responsible for the statistical analysis and financial control of a retail outlet.	<input type="checkbox"/>	<input type="checkbox"/>
3. An administrator is responsible for store layout and space allocation.	<input type="checkbox"/>	<input type="checkbox"/>
4. Human resource managers are responsible for personnel, training, industrial relations and occupational health and safety.	<input type="checkbox"/>	<input type="checkbox"/>
5. Stock control begins once the goods arrive at the retail outlet.	<input type="checkbox"/>	<input type="checkbox"/>
6. The amount of stock held by a retail outlet has an impact on the profitability of the store.	<input type="checkbox"/>	<input type="checkbox"/>
7. Customer service includes activities other than direct contact with customers.	<input type="checkbox"/>	<input type="checkbox"/>

Check your answers with your teacher. Alternatively you can refer to the section Learning Activities: suggested answers at the back of this guide.

Learning and Practical Activity A3.2: Job descriptions

A job description is a general document outlining the tasks and responsibilities of staff in a particular position. Over the next few pages there are some examples of job descriptions in the retail industry. Many of these descriptions apply to larger retail outlets. Next to each job description you may like to write the name of the person(s) who does this type of work in your organisation (even if they do not have the same title).

Merchandising

Responsible for:

- Liaison with the buyers of the merchandise to ensure that the range, stock levels and customer needs are maintained

- Comparing the pricing of competitors
- Supervising visual merchandising, display and stock presentation.

In my organization _____ does this work.

Visual merchandising

Responsible for:

- Creating a stimulating display of merchandise on the shop floor. (This includes store signing and ticketing, store layout, arrangement of fixtures within departments, store lighting and decor).
- Ensuring the store is presented in an inviting, orderly and exciting way.
- Achieving a consistent company look and standard of merchandise presentation
- Generating customer traffic
- Effective store layout
- Travelling to local and overseas markets.
- Buying props and fixtures to enhance store merchandise displays.

In my organization _____ does this work.

Personnel Officer

Responsible for:

- Establishing job specification guidelines with line managers.
- Arranging advertising for vacant positions.
- Completing reference checks.
- Providing short lists of applicants to line managers.
- Monitoring new staff.
- Performing counselling and reprimands.
- Maintaining employment records.
- Ensuring absenteeism and sickness are correctly documented and controlled.

In my organization _____ does this work.

Sales Assistant

Responsible for providing customers with a fast, efficient service, including:

- up-to-date product knowledge

- processing customer purchases through computerized terminals or similar electronic sales registers
- ensuring the sales floor is well-organized
- assisting in the presentation, recording, counting, ticket ordering and display of merchandising.

In my organization _____ does this work.

Retail Buyer

The buyer is responsible for:

- Estimating customer requirements – this involves visiting and researching local, interstate and overseas markets in search of merchandise to satisfy the company's/store's target market.
- Buying required merchandise – this involves negotiating with suppliers to obtain merchandise at the best price which allows the retailer to achieve a desired profit margin and, at the same time, give customers good value/quality merchandise.
- Motivating customers – this requires the buyer to plan and develop advertising and promotions to entice customers to purchase merchandise from the retail stores.

In my organization _____ does this work.

How is the workplace organized?

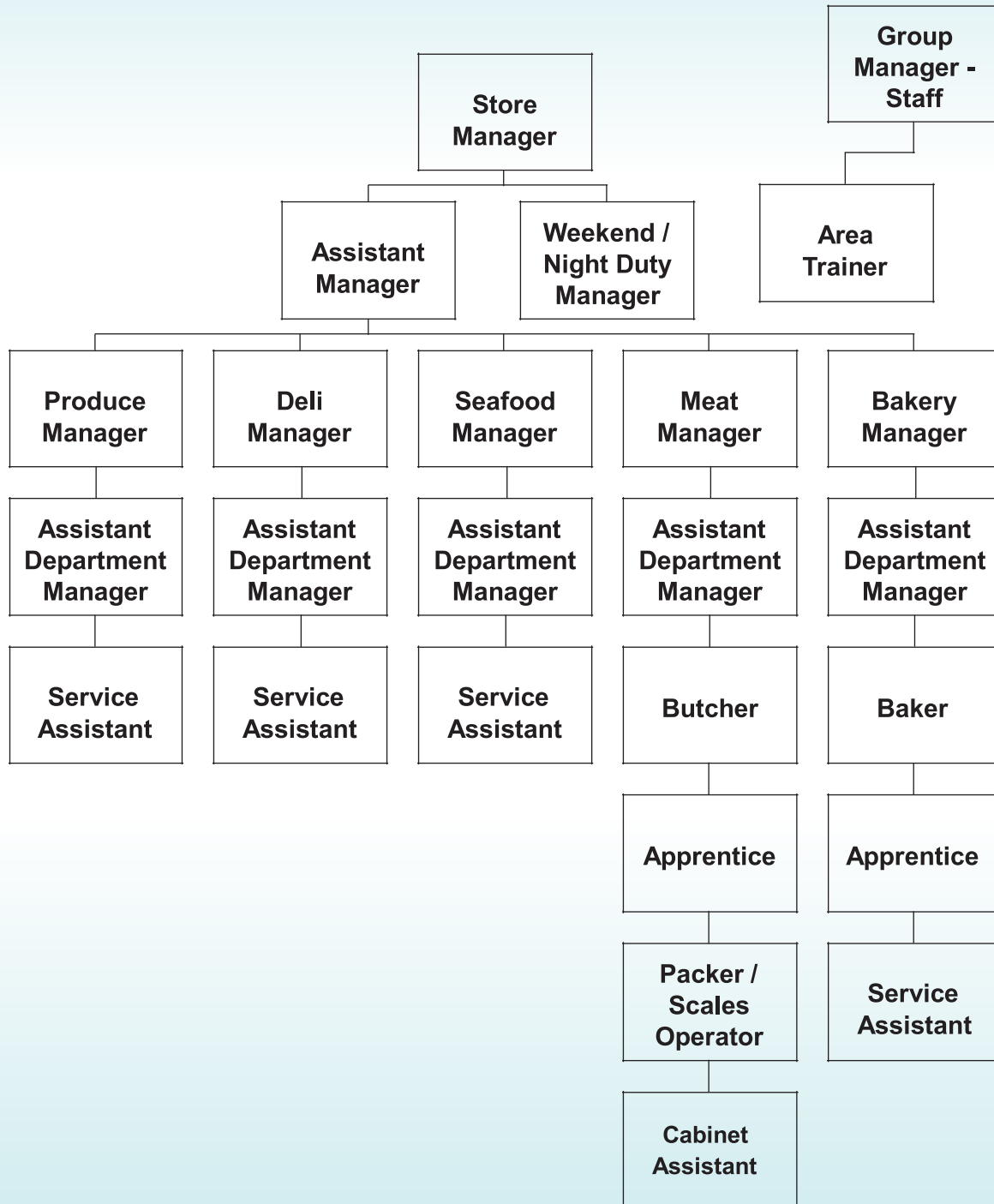
You are probably aware who is responsible for different staff and jobs in your workplace. However, you may not be clear on exactly how your workplace is *structured* - who has authority and who manages particular functions. If you work in a small organization, its structure may be very clear to you. For example, you may work with one person who is both the owner and the manager.

Many workplaces have large staff numbers and complex functions which do require formal structures. This may mean the workplace is divided into sections, with managers and so on. These types of structures are very important because they enable staff to be clear about the work they do and who is in charge of them.

On the next page is a fictional organizational structure of a medium sized Supermarket Chain Store. You may be familiar with this type of chart.



Organizational structure of a supermarket chain store



Learning and Practical Activity A3.3: How is your workplace organized?

To check that you can read organizational structures, answer these questions. The questions refer to the organization chart for a Supermarket chain store shown on the previous page.

1. You are a service assistant selling seafood. Who is your boss?

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2. You want to give the company your Resume. Who would you give it to?

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3. Is the person in charge of this organization on the chart?

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Check your answers in the Learning Activities: suggested answers section at the back of this guide.

Look at the organization of your workplace and draw a chart in the space provided on the next page. Use the organization chart for the *Supermarket chain store*, shown on the previous page, as a guide.

If you work in a large organization you should only consider the section you work in, e.g. the bakery. You may have to do some research about the titles and responsibilities of certain positions. Make sure you include your position in the chart. Check your answer with your workplace teacher.

How is your workplace organized?

Step 4: Career development

Learning and Practical Activity A4.1: Looking at your own career

It is always important to have some goals and focus in your career. This not only will reward you in the long term, but can also make your current situation more purposeful. Below are some questions to help you plan your own career. Discuss your responses with your workplace teacher.



1. What was your first paid job either at home (e.g. washing up) or in the workplace?

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2. What did you enjoy about your first job?

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3. What did you dislike about your first job?

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4. Why did you want to get this retail job?

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5. No job is ever perfect–what would you like to change about your job now?

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6. No one is ever perfect either – are there any skills and knowledge that you could develop so that you could do your job better?

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Self-awareness is an important factor in career development; i.e. knowing where your skills and interests lie. This can help you focus on some of the issues you need to consider when making career decisions. It is also important you use whatever training is offered in-house. This next activity will help you find out what is available.

Learning and Practical Activity A4.2: In-house training

Investigate the in house training offered at your workplace.

- Do you have a training officer?
- Do staff regularly go to training sessions?
- What training would help you in your current position?
- Who provides this training?
- Does your workplace have provisions for study leave?
- What other units in the National Retail Training Package will help you?

Make a list of all available training that would help you achieve your ideal job.

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Section B: Being responsible in the workplace

The three steps in Section B are:

- Step 1** Attend work at the required time
- Step 2** Present yourself appropriately at work
- Step 3** Follow routine instructions

Different workplaces expect different things from employees. The way you are expected to dress and behave varies according to where you work. For example, if you work in a corner store, what is expected of you may be quite different from what is expected of an employee working for a large department store.

The first step in acting responsibly at work is to be there at the right time. Retail employees can be asked to work a range of shifts and understanding all aspects of the roster system at your workplace is essential. It is also important to know your rights and know what your employer can ask of you with regard to time spent working.

The second step involves presenting yourself and behaving appropriately. The way you are expected to dress and behave will depend on where you work to a certain extent but you have some basic responsibilities in these areas.

What you will learn in later Sections

Treating people fairly is one of these basic responsibilities and acting in a non- discriminatory manner is the topic of *Section C*.

In *Section D* we'll learn about how Awards and Enterprise Agreements help to protect employees and employers by setting down rules about certain aspects of work.

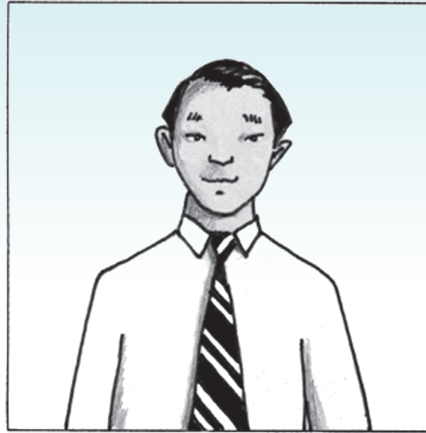
Meet Gita, Ram and Charu

To help you explore your rights and responsibilities in the workplace, we are going to look at the experiences of three retail employees, Gita, Ram and Charu.

Gita is a sales assistant at a large city department store. She is 42 years old and has worked at the store for eight years. She currently works in the furniture department.



Ram works in a menswear store in the suburbs. He came to Australia 15 years ago from Vietnam and started working for the store three years ago. He's now 35 years old.



Charu is 19 years old and started working as a sales assistant in a gift shop in her country town about three months ago. Before she got this job she had been unemployed for seven months so she's very pleased to be working now.



Acting responsibly

The experiences of Gita, Ram and Charu, will illustrate what it means to act in a responsible and non-discriminatory manner at work.

Through the following learning activities, you'll be guided in tracking down the information about what is expected of you in your current workplace. You'll learn how to collect and analyze information and find out what you need to know.

Step 1: Attend work at the required time

Retail employees work all kinds of different hours. With the introduction of 24 hour shopping at some stores, some people even find themselves working in a supermarket at 3am. As



shopping hours continue to extend, employees are being asked to work on many different kinds of rosters. What happens in your workplace?

Learning and Practical Activity B1.1: Rosters and shifts

Does everyone work the same hours in your workplace?

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If there are different shifts in your workplace, why are they necessary?

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Can you negotiate your working hours at all? If so, what is the procedure? If not, why not?

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Also check your responses with your teacher to make sure your understandings are correct.

Rosters

Gita has a complaint about what happened when she requested a change in her work hours.

I asked my teacher if I could go on the early shift permanently because my husband works night shift and I like to see him for a few hours before he leaves for work. She said it wasn't fair for me to get all the early shifts. But no-one else in the furniture department has a husband who works nights!

I'm sure you can think of lots of reasons why other staff may prefer the early shift too.

Working out rosters can be a real headache. The bigger the workplace the more complex it gets.

In the next activity you will have a look at Gita's teacher's task of working out a roster.

Learning and Practical Activity B1.2: Working out a roster

The furniture department is open from 8.30 am until 6.00 pm every day except

Thursdays when it's open until 9.00 pm. Let's try a roster for Friday.

The teacher knows that the department is usually quiet until lunchtime. From 12 pm to 2 pm is the busiest time as lots of workers come to shop during their lunchtimes. The afternoons are always busier than the mornings and there's a lot of administrative work to be done before closing. She needs two staff working 8 am to 3 pm and four preferably more experienced staff working 11.30 am to 6.30 pm. She asked her staff about their preferences and here's what they said:

Gita: *I need the early shift because my husband works nights. Danny: I prefer late shift because I like to study in the mornings before I'm tired.*

Alvina: *When I'm on late shift I have to pay someone to mind my kids after school, so I lose money on late shift.*

Clare: *I have got a young family too. Late shift is problem.*

Vijay: *I live so far away and the public transport is hopeless after 7pm.*

Leena: *I have to help in the family restaurant at night. When I'm late it's very hard on the restaurant staff.*

Who would you put on the early shift? Why?

Check your responses in the Learning Activities: suggested answers section at the back of this guide. Discuss your ideas with your teacher.

Did you find rostering staff a difficult task? The purpose of the exercise was to help you see rostering from both the employer's and employee's point of view. While employers should try to meet the staff's personal preferences, especially when they relate to family commitments, employers also have to meet certain requirements to get the job done.

Non-attendance

Charu has a story to tell us about not turning up for work.

About three weeks after I started at the gift shop it was my birthday and I had a party on the Friday night. I was supposed to work on the Saturday but I slept in so I just rang my boss about lunchtime and said I didn't hear my alarm clock. He was so mad with me but you can't help it if you're asleep can you?

Learning and Practical Activity B1.3: What to do if you are going to be late

Why was Charu's boss angry?

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What should Charu have done?

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What should you do if you're sick on a working day? (Be sure about who you should notify)

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Check your answers in the section Learning Activities: suggested answers in the back of this guide. You should also check your answers with your teacher. Get a copy of the policy rules about sick leave in your workplace. When you accept a position you are also agreeing to perform the duties of the position at the times agreed. If you can't go to work when you are expected, you need to inform your employer in the way they specify.

Ram has also had a problem with the times he is expected to work.

I am studying a management course part time so when I applied for the job I told my employer that I had to leave at exactly 5pm on Tuesdays and Wednesdays. At the interview he said that was fine as the working hours are 9 -5. But now he complains that I rush off at 5 and can't help him when he needs me. I think he's being unfair.

Learning and Practical Activity B1.4: Your rights

Do you think Ram's boss is being unfair?

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What should Ram do?

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Check your answers in the Learning Activities: suggested answers section at the back of this Guide.

You have a responsibility to attend work at the agreed times. Your employer also has limitations on the time s/he can ask you to work. These limitations are spelt out in Awards and Agreements which we'll look at in *Section D*.

In **Step 2** we define appropriate personal presentation in your workplace.

Step 2: Present yourself appropriately at work

Codes of behavior

The way people behave at work has become increasingly regulated as we aim towards a more fair, equal and safe working environment. This extract from a newspaper summarises the current expectations of an ideal workplace.

Codes of Behavior

1. Management commitment to good behaviour is vital in creating a positive workplace culture.
2. Never assume your attitudes, values and sense of humour are shared by everyone in the workplace.
3. Respect the dignity of all the people you work with.
4. There can be no substitute for honest and courteous communication.
5. Empathy, understanding and trust are worth nurturing.
6. Discrimination and harassment guidelines should be set out so there's no excuse for anti-social behaviour.



7. Respect the skills and background of colleagues.
8. A clean and safe workplace is effective and productive.
9. Value family commitments.
10. A workplace where these commandments are espoused will be productive.

Elder, Codes of Behaviour SMH 16.11.96 section 8:1

Discuss

To gauge how your workmates feel about expectations of behaviour in your workplace, ask your workplace coach if you can photocopy this Code of Behaviour and put it up in the staffroom. See if it starts any discussion.

Find information

Find some information on *personal qualities* from a relevant resource. If you have difficulties locating information, ask your teacher to help you.

Learning and Practical Activity B2.1: Behavior with customers and colleagues

There are a number of personal qualities required for good customer service. List the qualities that you think are important in the dealing with customers then tick which of these qualities should also be used in working with colleagues.

- | | |
|------------------------|--------------------------|
| 1. <i>friendliness</i> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> |
| 4. | <input type="checkbox"/> |
| 5. | <input type="checkbox"/> |
| 6. | <input type="checkbox"/> |
| 7. | <input type="checkbox"/> |

Check your answers in the Learning Activities: suggested answers section at the back of this Guide. Discuss your answers with your workplace teacher.

Personal presentation

When you're at work, you are the face of your company and as such, your employer will have certain expectations about the way you present yourself at work. Customers make many assumptions about you and your company by the way you look.

Find information

Find some information on personal presentation then complete the following learning activity. If you cannot find any relevant information then discuss the activity with your teacher.

Consider how true you think the following quotes are in relation to how you should present in your workplace.

It's what you're like inside, not the clothes that matter.

It's not your appearance that does the work, it's your skills.

If someone takes care with their appearance, my initial reaction is that they'll take care on the job.

Learning and Practical Activity B2.2: First impressions

Let's hear what happened to Charu:

My boss asked me to change my make-up. At the interview I wore fairly conservative make-up but I really like wearing lots of black eye make-up and looking pale. So as soon as I got the job I went back to my own style. My boss was really polite and just said that since we are a gift shop and people come to us to buy products to make them feel better, perhaps my makeup wasn't appropriate. I went along with him. I suppose I can see his point.

Learning and Practical Activity B2.3: Your rights

1. Do you think Charu's employer had the right to ask her to change her make-up?

.....

.....

.....

2. If Charu worked in an office with no customer contact would your answer be different?

.....

.....

.....

Check your answers in the Learning Activities: suggested answers section at the back of this guide. Discuss your answers with your workplace teacher.

Learning and Practical Activity B2.4: Making a conscious statement

1. We often communicate certain messages to others via our choice of image. If you wear a uniform at work what do you think your uniform is trying to communicate?

.....

.....

.....

.....

2. If you don't wear a uniform, find out if there is a written dress code which tells you how you should dress. Write down the important points here. If there isn't a written dress code, find out how you can be sure that your personal presentation is appropriate.

.....

.....

.....

.....

Check your answers in the Learning Activities: suggested answers section at the back of this Guide.

Ask your workplace teacher to help you with this activity.

Learning and Practical Activity B2.5: Presenting a collective image at work

Your personal presentation means how you choose to show yourself to the world. It includes:

- your clothes
- your hairstyle
- jewellery and where you wear it
- perfume and other less pleasant aromas

It does not mean your face or body. It means only what you have deliberately chosen to present about yourself – things that could be changed if you wished.

Most retail businesses have requirements about the personal presentation of their staff such as:

- general neatness
- high standards of hygiene
- wearing a uniform or part uniform (like the same colours or T-shirts with the company logo).

Tribes

If you walk down most Australian streets, you will see people who belong to different ‘tribes’. Our clothing and personal presentation visually communicate which tribal group we belong to. Some examples of tribes in Australia are:

- skater
- goth
- hippie
- surfer

Can you add any more ‘tribes’?

.....

.....

Which ‘tribe’ do you belong to?

.....

.....

Employers generally don't want to you look like you belong to one tribe or another while you are working. Most retailers aim for every type of customer. This is why they want you to look neutral, neat and professional. If retailers are aiming at specialist customers, the staff may present themselves in certain ways to attract those people. An example is a fancy dress hire store where staff are asked to wear the hire costumes.

Choose one of these retail stores. Then draw or describe the staff uniform and other details of the staff's personal presentation which would communicate an appropriate image of the store to customers.

- A rock music store
- A fashionable hairdresser's
- A salesroom for luxury cars
- A 24 hour video store
- A conservative menswear store

Which type of store did you choose?

Uniform dress code/personal presentation of staff:

Check your answers in the Learning Activities: suggested answers section at the back of this guide.

Also discuss them with your workplace teacher.

Learning and Practical Activity B2.6: Analysis of your personal presentation

Find a big mirror. Yes, really. Now stand in front of it when you are dressed for work. Take a good look.

Does your personal presentation fit the requirements of your job?

List the parts of your personal presentation which meet company standards.

.....

.....

.....

List anything you could improve on.

.....

Step 3: Routine instructions

Sometimes at work you will be required to give and follow instructions. The trouble when people give instructions verbally is that they may do so badly.

Here are some of the common mistakes made by people giving instructions:

- They assume that because it is easy for them it should be easy for you.
- They give too few instructions.
- They tell you too much at once.
- They don't give you an opportunity to practice the job they have instructed you in.
- They don't allow enough time for you to ask questions.

Learning and Practical Activity B3.1: Giving instructions

What can you do if the instructions you are given are not clear?

Asking questions is one way to clarify instructions:

Here are two examples of questions that would make instructions clearer.

- *Can you please repeat the bit about ...?*
- *Can you show me how to do it?*

In the space provided try and list three more questions that you would feel comfortable using.

1. _____
2. _____
3. _____

Learning and Practical Activity B3.2: Following instructions

Listening skills are obviously in demand when following instructions. Revise your listening skills if you need to.



Here are your instructions:

- In the box below, draw a square
- In the square, draw a stick figure sitting at a desk
- Draw a cloud above the figure's head
- Write what you think the picture is about underneath

Now look at the Learning Activities: suggested answers section to see how close you got to what was wanted.

Questions

1. How close did you get to drawing it exactly? That is, right size, words, figure shape? Tick which one.

a. Exact
b. Nearly right
c. Half right

d. Mostly wrong
e. Nothing like it
2. If you didn't get it exactly right, whose communication was at fault: yours for not reading accurately or the writer of the instructions, for being too general?

.....

.....

3. What improvements could have been made to the instructions?

.....

.....

.....

4. What improvements could have been made to the understanding of the instructions?

.....

.....

.....

Establishing priorities when you are given more than one instruction

Steve has just been given these instructions:

His teacher says ‘Right Steve, we’re busy so it’s all hands on deck. Move that display table over near the door. You’d better fill it up with the sales items too. Then get these lay-bys away. They’re clogging up under the counter. Oh and where’s the paper roll refill for the register? It’ll run out in a couple of hours. And look, there’s a customer looking lost. Fix her up?’

In what order should Steve carry out his instructions?

.....

.....

.....

Number the following tasks in the order that you think they should be carried out. Number them from 1 to 5 where 1 is the first task to be done.

Number	Task
<input type="checkbox"/>	Move display table
<input type="checkbox"/>	Fill display table with sale items
<input type="checkbox"/>	Put lay-bys away
<input type="checkbox"/>	Get paper for register
<input type="checkbox"/>	Attend to customers

Ask your teacher to check that your answers are in keeping with your store’s procedures. For extra practice, your teacher may give you some short work instructions.

Section C: Being non-discriminatory in the workplace

The three steps in section C are:

- Step 1:** Explain what discrimination is
- Step 2:** Behave in a non-discriminatory way
- Step 3:** Be culturally inclusive

Step 1: Explain what discrimination is

Definition

What does it mean to act in a non-discriminatory manner? Let’s start with a definition of

discrimination as stated by the Anti-Discrimination Board of NSW:

Discrimination means treating someone unfairly because they happen to belong to a particular group of people.

Most of us have prejudices against, or negative views of groups of people who are different from ourselves. If we aren't careful, these feelings can easily lead us to discriminate against people who belong to these groups.

Gita has a story to tell us here:

I've been working in the furniture department for eight years and I've had half a dozen different teachers in that time. I've watched people with less experience and knowledge come through and leave for higher promotions. Everyone seems to think I'm just a nice middle aged Italian lady but I'd like some recognition for all my skills as well!



Ram also has noticed discrimination in his workplace:

Most of my workmates are so surprised when I tell them I am studying a management course. The idea of a Vietnamese manager seems a new one to them. I find the pats on the back a bit patronizing. These subtle put downs because of my race are very hurtful.



Gita and Ram’s stories show how discrimination can hurt and disadvantage people in the workplace.

Find information

You will need to find some information from a relevant resource or the Internet on Equal Employment Opportunity (EEO) and Anti-Discrimination before completing the next learning activity.

Learning and Practical Activity C1.1: Areas of discrimination

1. Look for information on anti-discrimination laws at the Federal and State level and complete the following statement. *Employers and teachers must not discriminate against employees or treat them unfairly due to:*

-
-
-
-
-
-

Check your answers in the back of this guide in the section Learning Activities: suggested answers.

2. In which of these areas do you think Gita and Ram feel they are being discriminated against:

Gita

.....

.....

.....

Rina

.....

.....

.....

Discuss your answers with your teacher.

Legislation

There are several pieces of legislation which cover discrimination in the workplace. There are Federal laws and state laws.

There are four Commonwealth Acts:

1. The *Racial Discrimination Act 1976* prohibits discrimination on the grounds of race, colour, national or ethnic origin, immigration (or that of a relative or associate).
2. The *Sex Discrimination Act (1984)* prohibits direct and indirect discrimination with regard to sex, sexual harassment, marital status, pregnancy, dismissal on the grounds of family responsibilities.
3. The *Disability Discrimination Act (1992)* prohibits discrimination on the grounds of disability.
4. The *Human Rights and Equal Opportunity Commission Act 1987* prohibits breaches of human rights by the Commonwealth and discrimination in employment on the basis of race, colour, sex, religion, political opinion, national extraction or social origin, age, medical record, impairment, marital status, mental, intellectual or psychiatric disability, nationality, physical disability, sexual preference, trade union activity.

Learning and Practical Activity C1.2: State anti-discrimination legislation

Find out about the State anti-discrimination law in your State. Information is usually available at local libraries or community centres. If you have trouble finding out, ask your workplace teacher for assistance.

1. Name of law:

.....

.....

.....

2. The law covers:

.....

.....

.....

Step 2: Behave in a non discriminatory way

Your responsibilities

In the workplace, the laws against anti-discrimination do not only apply to employers dealing with employees. *You* have a responsibility to behave in a non- discriminatory way and use non-discriminatory language when interacting with customer, staff and management.

Learning and Practical Activity C2.1: Non-discriminatory behavior with colleagues

Consider the following examples and decide if they are examples of unlawful discriminatory behavior. Write your thoughts on each example in the space provided.

1. Charu:

I was in a car accident when I was 14 and hurt my leg. I now walk with a limp but I can get around Okay. My boss's wife works on Saturdays and she always gets me to stay behind the counter all day which is really boring. I don't have to do this on other days when she isn't here. I think she's embarrassed by my limp and doesn't want the customers to see. Maybe she thinks that it takes away from the image of the gift shop.



.....

.....

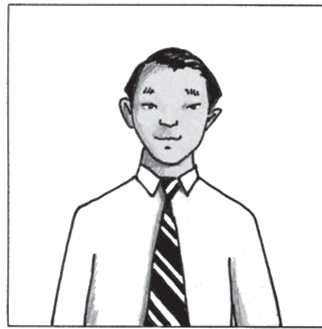
.....



2. Ram:

We have some pretty expensive stock for our customers - really top brands. The boss insists that we tell our customers about the cotton blends, the type of cut and the care of the fabric. He wants us to talk to all potential customers.

Three weeks ago an elderly man complained to my boss that he couldn't understand 'Asians' and that he thought that I was ignorant. Since then my boss has asked me to work in the casual section. I don't enjoy this as much and I miss out on the commission that I got for selling top brand suits.



3. A dismissal at a workplace:

At a retail store a teacher found out that a casual worker was HIV positive. As a result the teacher told the employee that he wasn't needed any more as they were cutting back on casuals.



Check your answers in the Learning Activities: suggested answers section at the back of this guide. Find out who you should consult in your organization if you have a concern about discrimination or harassment. Write their name title and phone number here:

Name: _____

Title: _____

Telephone number: _____

Have a discussion with your colleagues about any instances of discriminatory behavior they have come across. Tell them who to contact for assistance in your organization.

Learning and Practical Activity C2.2: Non-discriminatory behavior with customers

Consider the scenarios and decide if they are examples of discriminatory behavior.

Scenario	Yes	No
1. A young male sales assistant repeatedly ignores customers who speak with a foreign accent because he says he can't understand them.	<input type="checkbox"/>	<input type="checkbox"/>
2. A sales assistant apologizes and explains that the shop does not have wheelchair access to the upstairs boutique.	<input type="checkbox"/>	<input type="checkbox"/>
3. A sales assistant in the makeup section refuses to allow an Aboriginal girl a free make over just after she had given one to her blond haired girl friend. The sales assistant said that she had no fashion colors that would suit dark skin.	<input type="checkbox"/>	<input type="checkbox"/>
4. A country supermarket had a sign saying 'No Credit'. Long term customers were allowed to have an account with the store. To be a long term customer you had to talk to the owner in their own language so that he got to know you. All the account holders had the same country of birth.	<input type="checkbox"/>	<input type="checkbox"/>
5. A fashion store has a gift voucher loyalty scheme to encourage female shoppers to return for additional accessories. The store sells high quality men's and women's clothing and accessories but does not offer men any gift vouchers for similar accessories such as belts, hats and leather bags.	<input type="checkbox"/>	<input type="checkbox"/>



Check your answers in the Learning Activities - Suggested Answers section at the back of this Guide. Discuss your answers with your workplace teacher.

Step 3: Be culturally inclusive

There is another side to being non-discriminatory and that is being *culturally inclusive*. This means being aware of cultural differences and including people in the way you speak and behave.

For example, if you are planning a social outing with work colleagues and you know that a couple of your colleagues have religious commitments on Friday night, arranging the outing for another evening would make your colleagues feel included and respected. Of course being inclusive requires a knowledge and understanding of the other cultures you are in contact with in the workplace. Most people are very willing to explain aspects of their culture if they feel they will be listened to with interest and respect.

Learning and Practical Activity C3.1: Being culturally aware

Consider these scenarios and consider whether the teacher should try to accommodate these requests.

Scenario	Yes	No
7. A Muslim employee in a retail store asks if she can work early shifts during the period of Ramadan (a one month period of fasting in daylight hours).	<input type="checkbox"/>	<input type="checkbox"/>
8. An aboriginal employee asks permission to take leave to attend a funeral. He says he must stay away for three days because of traditional obligations to his family.	<input type="checkbox"/>	<input type="checkbox"/>
9. An Indian employee complains to her teacher that her work mates' Irish jokes are offensive. She asks him to speak with her colleagues.	<input type="checkbox"/>	<input type="checkbox"/>

Check your answers in the Learning Activities - Suggested Answers section at the back of this Guide. Discuss your response to this activity with your teacher. Locate any workplace policies which dictate non-discriminatory and culturally inclusive practices for your workplace. If there are no policies, should there be?

Discuss

Have a discussion with workmates from other cultures about what is different or difficult for them in the workplace. Try to work out some ways to accommodate their cultural differences.

Summary

Discriminatory behaviour is undesirable and against the law. Non-discriminatory and culturally inclusive behaviour enhances the harmony and, therefore, the productivity of a workplace.

In Section D we will look at how Awards and Agreements help clarify responsibilities and rights in the workplace.

Section D: Awards and agreements

Step 1: What are awards and agreements?

The two steps in section D are:

- Step 1** Explain what awards and agreements are
- Step 2** Identify and access information from your award or agreement

Step 1: Explain what awards and agreements are

Definitions

Awards

An Award is a legal document which records the formal decision of an industrial tribunal as to the terms and conditions of employment which will apply in a certain industry.

Retail awards vary from state to state and between the state and federal jurisdictions.

Agreements

Essentially an Enterprise Agreement is an agreement between the employer the employees and usually their union, on the terms and conditions of employment to apply at their own particular workplace or enterprise.

Learning and Practical Activity D1.1: The difference between an award and an agreement

From the above definitions, what would you say is the essential difference between an Award and an Agreement?

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Compare your response with the suggested answer at the back of this guide.

Work conditions are determined in three ways:

1. Awards
2. Enterprise Agreements

By **convention** - these are the informal conditions which evolve in a particular workplace, eg, the type of clothes that are suitable.

Find information

Find some information from a relevant resource on Awards and Agreements before continuing with the following learning activity.

Learning and Practical Activity D1.2: Legal conditions and conventions

For each of the following work conditions decide whether they are

Award/agreement conditions or convention:

Work Condition	Award/Agreement or Convention
uniforms	
superannuation rights	
public holiday and sick leave rights	
leave loading for annual leave	
minimum wage to be paid for the job	
method of payment (cheque, bank deposit etc)	
maximum hours to be worked	
allowance entitlements	
length of notice to be given	
the age you must retire	
payments for retrenchment	

Check your answers in the Learning Activities - Suggested Answers section at the back of this Guide.

Learning and Practical Activity D1.3: Agreements

Are the following statements about Agreements true or false? Tick the appropriate box.

Statement	True	False
1. Agreements can only be entered into with the support of the majority of the employees affected.		
2. The wages and conditions agreed to in an Agreement can be less than the existing Award.		
3. Agreements can only cover the workers in one enterprise who do the same job.		
4. Agreements can cover all the working conditions and relationships between the enterprise and its employees.		

Check your answers in the Learning Activities - Suggested Answers section at the back of this Guide. Discuss this with your workplace teacher.

The conditions within an award or agreement are usually determined by negotiation between employers and employees.

In most cases, employers and employees are represented in this process by an association. Key associations within the retail industry are:

- Shop, Distributive and Allied Employees Association (employee association)
- Australian Retailers Association (employer association)

Where an agreement cannot be reached, the state or federal industrial relations tribunal will act as an arbitrator to resolve the issue.

Find information

Find some information from a relevant resource on trade unions/employee associations and employer/trade associations before continuing with the following learning activity.

Learning and Practical Activity D1.4: Trade unions

What is a union?

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What is the role of a union?

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Are any employees within your organization members of a union? If so, which one(s)?

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.....

In what sorts of industrial relations issues do unions represent employees?

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.....

.....

What are some of the services provided by the Shop, Distributive and Allied Employees Association to its members?

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Discuss this with your workplace teacher.

Learning and Practical Activity D1.5: Employer associations

What is the role of an employer association?

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What sorts of services do employer associations provide to their members?

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Does your employer belong to any employer associations? If so, which ones?

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Discuss this with your workplace teacher.

Learning and Practical Activity D1.6: Your government industrial relations body

Find out which State Government Industrial Relations body operates in your State. You may wish to consult some of the following resources:

- Your Teacher
- Your union representative
- The phone book
- The internet

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Step 2: Identify and access award or agreement information

Your award or agreement

Your Award or Agreement is the source of a lot of important and valuable information. Every workplace must keep a copy of the Awards and Agreements which are in effect in their workplace.

Learning and Practical Activity D2.1: Your award or agreement

Ask your teacher to assist you to locate and interpret a copy of your Award or Agreement. Find out the following information as it applies to your position:

1. What is the range of ordinary hours of work?

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2. What is your minimum rate of pay?

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3. What are your entitlements to sick leave?

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4. What are your entitlements to annual leave?

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5. What are your entitlements to maternity and parental leave?

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6. What are your superannuation rights?

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7. What happens if you are made redundant?

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8. How much notice do you have to give if you resign?

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9. Are there any other allowances you are entitled to?

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10. What is the procedure if you have a grievance?

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11. Any other important information you find:

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.....

Key people in your workplace

You don't need to consult the Award or Agreement about everything. There are people in your organization whose job it is to inform you of your rights and responsibilities. These people could be your teacher, your Human Resources Manager and staff, your union representative, a Safety Officer or others.

Learning and Practical Activity D2.2: Key people in your workplace

In your workplace who would you ask for information on the following?

1. Applying for annual leave

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2. A mistake in your pay

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3. Advice on sexual harassment

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4. Problems with your uniforms

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5. Applying for a promotion

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6. Information about study leave

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7. Leaving early one day

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8. Changing your shift

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9. Checking your superannuation contributions

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10. Finding out your company's policy on job rotation

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Check this information with your teacher.

Learning and Practical activities – Suggested Answers

Section A: Introduction to Retailing

Learning and Practical Activity A3.1: Functions in the retail organization

	True	False
1. A buyer not only purchases the goods, but sets the selling price.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. A merchandiser is responsible for the statistical analysis and financial control of a retail outlet.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. An administrator is responsible for store layout and space allocation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Human Resource Managers are responsible for personnel, training, industrial relations and occupational health and safety.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Stock control begins once the goods arrive at the retail outlet.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. The amount of stock held by a retail outlet has an impact on the profitability of the store.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Customer Service includes activities other than direct contact with customers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Learning and Practical Activity A3.3: How is your workplace organized?

1. The Assistant Department Manager for Seafood is your boss.
2. A Resume could be sent to either the Group Manager Staff or the Store Manager.
3. The person in charge of the whole organization is not on the Chart. It would be the Managing Director or the General Manager if there is no Managing Director.

Section B: Being Responsible in the Workplace

Learning and Practical Activity B1.1: Rosters and shifts

The answer to this question will depend on your workplace. Retail stores have different shifts to cope with long opening hours, busy times and quiet times. Most workplaces attempt to



accommodate employee's preferences as much as possible when assigning shifts. It's often just a matter of knowing the store policy and procedures about rosters and shifts. You need to know *who* to negotiate with and how much *notice* is needed to arrange shift preference.

Learning and Practical Activity B1.2: Working out a roster

There's no perfect or 'right' answer to this one. The activity was designed to help you understand the many factors which need to be taken into account when rosters are drawn up. Remember, to increase your chances of getting the shifts you need to speak to the right person at the right time.

Learning and Practical Activity B1.3: What to do if you're going to be late

Charu's boss was probably angry because he was left without help on a busy Saturday. If Charu had phoned early or arranged to have the day off in advance, her boss could have organized extra help. Be sure you know the correct procedures for notifying your workplace when you can't attend work on time. Non-attendance without notifying your employer will give you a reputation as unreliable and may, if it is repeated, require a formal discipline interview. At this interview your boss would again clearly let you know the standards required. If Charu kept turning up late and didn't act on formal warnings then she might be dismissed.

Learning and Practical Activity B1.4: Your rights

In this case Ram is certainly within his rights to leave on time, particularly since he was courteous enough to inform his employer at the interview of this constraint on his time. However, remember that a willingness to help out when needed, will

help produce an atmosphere of co-operation. It should also help if you need to leave a few minutes early on occasion.

Learning and Practical Activity B2.1: Behaviour with customers and colleagues

All the qualities which constitute good customer service also should be present when interacting with your colleagues. Have you ever been into a store where the staff are *not* friendly and helpful with each other? What impression of the company does it give you?

Learning and Practical Activity B2.2: First impressions

What's important for this activity is that you've become aware of what impression your personal presentation is making on those around you at work. Whether we like it or not, in a retail environment, personal presentation *does* matter. Think carefully about whether your presentation is sending the message you intend.

Learning and Practical Activity B2.3: Your rights

In this case Charu decided that her employer had a right to ask her to tone down her make-up. If your employer can make a valid case for why some aspect of your personal presentation is not in keeping with the company's business, it is reasonable to comply with the request. If Charu worked in a factory where she had no customer contact the situation would be different.

Learning and Practical Activity B2.4: Making a conscious statement

Uniforms or dress codes are designed to make customers assume certain characteristics about a company - for example, reliable, conservative, modern, patriotic, easy going etc. If you work for a chain store that sells clothes to young people, your uniform is probably casual and modern to attract younger customers. If you work in a long established department store your uniform is probably conservative and subdued to evoke confidence in the store.

Learning and Practical Activity B2.5: Presenting a collective image at work

The important message here is to realise that presenting well means presenting appropriately. What you wear to a party will not usually be appropriate in the workplace. Think about the image you want to present, what your employer expects and dress accordingly.

Learning and Practical Activity B2.6: Analysis of your personal presentation

You'll probably find that if your workplace has high expectations of work performance then personal presentation is probably also given high priority. Do you pay equal attention to your presentation as your work performance?

Learning and Practical Activity B3.2: Following Instructions

This is more or less what your drawing should look like:



Section C: Being Non-discriminatory in the Workplace

Learning and Practical Activity C1.1: Areas of discrimination

Federal laws include:

1. sex (including pregnancy)
2. race, colour, ethnic or ethno-religious background, or national identity
3. marital status
4. physical or intellectual disability
5. homosexuality (male or female, actual or presumed)
6. age - in relation to compulsory retirement
7. transgender

Gita believed that she was being overlooked for promotion because of her age, race and sex.

Ram believed his manager limited his earning potential and opportunity because of a complaint about his accent. They would need to discuss the situation to see if their beliefs were correct. This is often very difficult to do and it is the reason why discrimination is often hidden and hard to overcome.

Learning and Practical Activity C2.1: Non-discriminatory behaviour with colleagues

1. Charu's boss's wife seems to be discriminating against her on the basis of her disability.
2. Ram's manager seems to be discriminating against him on the basis of his race and culture. The elderly man signaled out his cultural background and not his product knowledge. The key consideration is was Ram treated differently to other members of staff because of race, colour, ethnic or ethno-religious background, or national identity?
3. This is a case of discrimination on the basis of disability.

Learning and Practical Activity C2.2: Non-discriminatory behaviour with customers

1. Deciding to ignore all customers on the basis of their foreign accent would be treating people differently in the same or similar circumstances. Customers would probably take their business elsewhere. Discrimination will harm your business.
2. This is *not* discrimination. It is not mandatory for every retail store to have wheelchair access. If the sales assistant is polite and apologetic and reports the incident to management s/he has done his/her best.

3. Treating the Aboriginal girl differently from the blond haired girl is unlawful discrimination based on race and colour.
4. It seems as if this is discrimination on the base of culture (language). However more details would be needed to make sure.
5. Yes this is discrimination as it treats people differently because of their gender.

Learning and Practical Activity C3.1: Being culturally aware

The teacher should attempt to accommodate all these requests as they all reflect issues which demand tolerance and acceptance of employee's cultural background.

Section D: Awards and Agreements

Learning and Practical Activity D1.1: The difference between an award and an agreement

An award covers all the workers in a particular industry. An agreement covers all the workers at one workplace or enterprise.

Learning and Practical Activity D1.2: Legal conditions and conventions

All the conditions are Award conditions except:

- the age you must retire – it is dictated by State laws.

Learning and Practical Activity D1.3: Agreements

1. True
2. False - wages and conditions agreed to cannot be less than the Award
3. False - Enterprise Agreements usually cover all workers in one workplace or enterprise
4. True

Suggested Resources

The following resources provide access to information which can support you in completing the learning activities in this guide. The resources can be accessed through the Web, public libraries or collections held in your workplace, or by the RTO you are enrolled with to complete your training.

Accessing websites requires caution as information contained on them can be biased according to the purpose of the website, or can quickly become outdated. The currency of the site may be checked by referring to information regarding the most recent update.

You should also maintain your own list of any additional resources.

Books

Malouf, Doug 2001, *How to sell stacks and stacks of anything*, Business + Publishing, Warriewood, NSW.

Wrice, M. 2001, *First Steps in a Retail Career*, 2nd ed., Macmillan, South Melbourne.

Websites (viewed September 2008)

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ACTU Worksite for schools <<http://www.worksite.actu.asn.au>>

Australian Human Rights and Equal Opportunity Commission

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