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Element 2:

Accepting responsibility for own workload

Overview

Accepting responsibility for your own workload is an essential part of employment in any industry. Accepting responsibility includes planning and establishing priorities, completing activities on time and reporting problems in accordance with workplace policies and procedures. Accepting responsibility also includes identifying problems when they occur and making contingency plans.

Knowing and understanding your personal responsibilities is the first step to meeting those responsibilities. The major responsibility all workers have is keeping themselves and other people safe at all times.

Daily planning and scheduling is the key to meeting workplace and workload responsibilities. Knowing the standard of work that is expected, the activity procedures and the time lines for the activity allows you to tailor your workload to achieve the best possible result.

Learning outcomes

You need to demonstrate competency in the following areas:

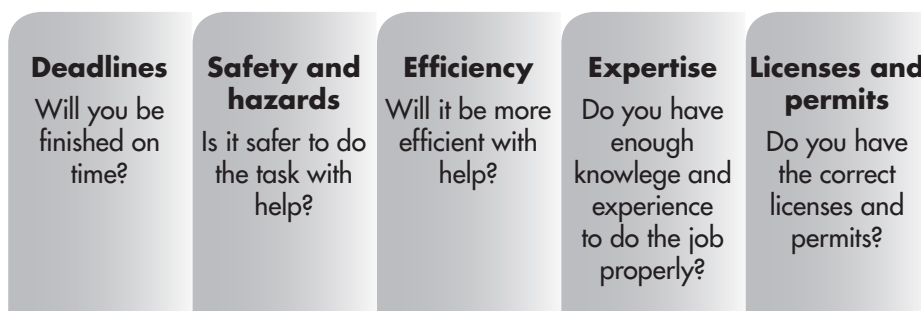
- Section 2.1 Planning work activities and establishing priorities and deadlines
- Section 2.2 Completing planned work to the standard expected
- Section 2.3 Identifying and reporting variations and difficulties affecting performance or quality requirements
- Section 2.4 Communicating the need for additional support

Section 2.4: Communicating the need for additional support

Occasionally you need to ask for help or support to complete a work task. You need to be honest with yourself to recognise if you need assistance and be specific about the type of help you need. By knowing your abilities and the task expectations you can judge if assistance is required. Some tasks you could need assistance with include:

- manual-handling tasks
- new tasks
- unusual tasks
- tasks requiring skills you don't have yet
- tasks that require equipment you don't have
- any tasks where you request training.

Sometimes it is hard to know when to request assistance. Monitoring your activities makes it easier to know if you need assistance. Things to monitor include:



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When seeking assistance, use your communication skills. Make sure you provide information clearly and be specific about the type of assistance you require. Each organisation may have specific requirements for seeking assistance or support. These processes could include asking for help verbally or using request forms.

When you need assistance speak with your team members, supervisor, training co-ordinator, quality assurance officer, safety officer, site manager or other designated person.

In ACTION

Harlan's story

Harlan has been asked to create a communications program for his worksite. This program is to outline the organisation's requirements for accepting personal responsibilities, planning work activities, choosing priorities and meeting deadlines. During the initial trial of the communications program, workers on-site ask Harlan to include additional materials on expected standard of works, reporting variations and how to ask for help.



Harlan creates another communications program with all the additional materials included. He presents it to the workers. They all congratulate Harlan on a job well done and thank him for the useful information.

Revision

- Accepting responsibility for your own work is essential.
- Planning work activities helps you to ensure you are meeting the required standards.
- Establishing priorities allows you meet deadlines for the completion of workplace activities.
- Identifying variations to the required specifications, standards or plans is important for quality assurance measures.
- Reports are created for any variations that occur during the activity.
- Asking for help is important when you are unable to complete tasks for any reason.

Are you ready?

Use this checklist to assess if you are ready for assessment activity 2.

I understand how to:

- ☐ Plan work activities and establish priorities and deadlines
- ☐ Complete planned work to the standard expected
- ☐ Identify and report variations and difficulties affecting performance or quality requirements
- ☐ Communicate the need for additional support

Assessment activity 2

Accepting responsibility for own workload

The following table maps the assessment activity for this chapter against the element and performance criteria of Element 2 in *CPCCCM1012A Work effectively and sustainably in the construction industry*.

Part	Element	Performance criteria
Whole activity	2	2.1, 2.2, 2.3, 2.4

Write a brief paragraph to answer each of the following questions:

1. How can a worksite encourage personal responsibility for workloads?
2. Explain how you would plan your work activities.
3. Why does a worksite need to establish priorities?
4. What might happen if two priorities conflict? How could one priority be chosen over the other?
5. Why do standards of work need to be met?
6. How would you ensure you completed your work on time?
7. List two variations to the scope of work that may happen on a worksite.
8. Name two different methods that could be used to report variations in the scope of work.
9. Explain why it is important for workers to use the correct personal protective equipment at the workplace.
10. When should you ask for help if you need it?

Record your employability skills

When you have completed the assessment activity, make sure you record the employability skills you have developed in the table at the end of the learner guide. Keep copies of material you have prepared as further evidence of your skills.

Section 3.4: Initiating and encouraging team improvements

Building effective teams requires team members and management to encourage improvements within the team. Improvements could be:

- task or activity developments such as increases in effectiveness, efficiency, or work satisfaction
- technological developments such as new products or systems
- communication improvements so that information is transferred more effectively.

Team members are the best people to initiate team improvements because they know the changes that need to be made. For example, a team member might notice that communication within the team needs to be improved so they approach the supervisor with a request for training in communication skills.

It is important that team members encourage each other to participate in activities or initiatives that are aimed at improving team interactions. Teams that encourage each other tend to be high-functioning teams that are able to achieve and accomplish much more during work activities.

Initiatives to improve teams include:

- team competitions
- communication training
- sporting games
- off-site training or team building activities; these can be effective in some groups but should be used carefully, as not all groups respond to these activities.

Find out more

Resource	Why it is useful
Mind Tools <i>Belbin's team roles: how understanding team roles can improve team performance</i> www.mindtools.com/pages/article/newLDR_83.htm	This website provides an explanation of the dynamics of teams.
Team building information www.teambuildinginformation.com/	A website on building and improving teams.

Section task 3.4

List four different team building activities you have been involved with.

Section 4.1: Identifying the skills and knowledge needed to work in the construction industry

The construction industry is a large, diverse industry that requires many specific skills. Each individual worker needs to identify the generic skills they need to work effectively in the construction industry as well as the specific skills needed in each specialist area that they work in.

Some common generic skills needed in the construction industry include:

Generic skill	Example
Communication skills	Verbal communication, reading, writing, numeracy
Interpretation skills	Understanding plans, specifications, maps, diagrams
Technological skills	Using mobile phones, two-way radios, fax machines, the Internet
Interpersonal skills	The ability to work in a team
Organisational skills	Planning work, coordination of team members
Task specific skills	Plastering, painting, building, concreting

Each individual has different methods of learning the skills and knowledge required for their particular area of the construction industry.

Some ways of accessing the required information could include:

- speaking with your supervisor about the skills needed on the site
- reading building industry newsletters and bulletins
- attending a local educational institute to be trained
- interviewing a mentor or adviser.

Specialist skills depend on your job role or occupation. There are many different jobs in the construction industry which require different skills, different qualifications and different amounts of work experience. Some examples of construction industry jobs include:

- | | |
|--------------------------------|--|
| ▪ Architect | ▪ Glazier |
| ▪ Bricklayer | ▪ Occupational health and safety officer |
| ▪ Building industry IT support | ▪ Overseas aid construction |
| ▪ Carpenter | ▪ Plumber |
| ▪ Concreter | ▪ Project manager |
| ▪ Construction plant operator | ▪ Site foreman |
| ▪ Cost planner | ▪ Site manager |
| ▪ Electrician | ▪ Stonemason |
| ▪ Engineer | ▪ Surveyor |
| ▪ Fencer | ▪ Tiler |

Section 4.3: Identifying and evaluating opportunities to learn and develop skills and knowledge

Due to the constant technological and procedural changes in Australian industries, it is important to keep your skills up to date. By keeping your skills current, you can meet the requirements of today's construction industry and be ready to quickly develop new skills to meet future work requirements. To understand what these future requirements might be, you can read bulletins, newsletters or visit industry websites.

One of the easiest ways to keep your skills up to date is to identify learning opportunities as they present themselves. These learning opportunities could be through formal situations such as training sessions, skill set courses and accredited training or through informal opportunities such as product demonstrations, product manuals, industry magazines, radio or television reports.



Choosing and evaluating the right programs or actions to develop your skills can sometimes be confusing. Accredited or formal learning opportunities are generally viewed by the industry as being valuable and acceptable. Informal learning opportunities are harder to evaluate. Manufacturer's instruction manuals, product reviews or demonstrations are generally sales pitches designed to make you want to buy the product. These are good sources of technical information but the information may be limited to particular product brands or models.

Take an active interest in industry trends, directions and skill development opportunities by reading industry magazines, newsletters and reports.

Section 5.2: Identifying and reporting worksite environmental hazards relating to the use of resources

Environmental hazards relating to resources used on the worksite must be controlled by workplace compliance measures. These measures may include workplace policies, procedures, specifications, plans, codes of practice and governmental legislation and regulations. The exact information you need to comply with will be outlined in your worksite policies.

Environmental hazards include any substance, material, product or resource that may be dangerous to any aspect of the environment such as people, animals, water or plants. The following table provides some examples of environmentally hazardous materials.

Type of environmentally hazardous substance	Examples
Toxic	Poisons
Corrosive	Acids and alkalis
Flammable	Liquid, gas or solid fuels and timbers
Explosive	Some chemicals
Infectious	Diseases such as anthrax

Your workplace procedures, job safety analysis (JSA) sheets and safety data sheets (SDSs) will outline the exact dangers and the required control measures that must be taken.

Identifying new hazards not covered by the procedures, JSAs or SDSs is a responsibility of all people on the worksite. Once you have identified a hazard you need to report the hazard to the correct people. These people may include the:

- Supervisor
- Safety officer
- Site manager
- Project manager
- Administrative officer
- Fire brigade
- Police
- Ambulance
- WorkCover, Worksafe or similar agency
- Environmental Protection Authority or other government agency

Reporting the hazard allows for the creation of new procedures or JSAs. These allow others on your worksite to be safe from the new hazard and helps to prevent the hazard recurring if a similar incident happens in the future.