FSKLRG009
Use strategies to respond to routine workplace problems

Release 1

Learner guide

Aspire
Learning Resources

FSKLRG009

Use strategies to respond to routine workplace problems

Release 1

Learner guide

Aspire Version 1.1

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Before you begin

This learner guide is based on the unit of competency *FSKLRG009 Use strategies to respond to routine workplace problems,* Release 1.

How to work through this learner guide

Your trainer or assessor will tell you which parts of the learner guide you need to read, and which activities you need to finish. The learner guide has the following parts.

Part	How you use it
Learning content	Read each topic. If you do not understand something, talk to your trainer.
Examples	This learner guide has examples of completed documents that may be used in a workplace.
Video clips	Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code or for more help, please visit our website: www.aspirelr.com.au/help.
Learning checkpoints	Complete learning checkpoints to make sure you understand what you have read. Your trainer will tell you which activities to do.
What you have learnt	At the end of the learner guide, there is a list of what you have learnt. You can use this to check if you are ready for the final assessment.

Words to remember

As you read the learner guide, use this section to write down words you need to remember.

There is a space for you to write the word and a space for you to write down what the word means.

This will help you to learn the words.

Word	What it means

Word	What it means
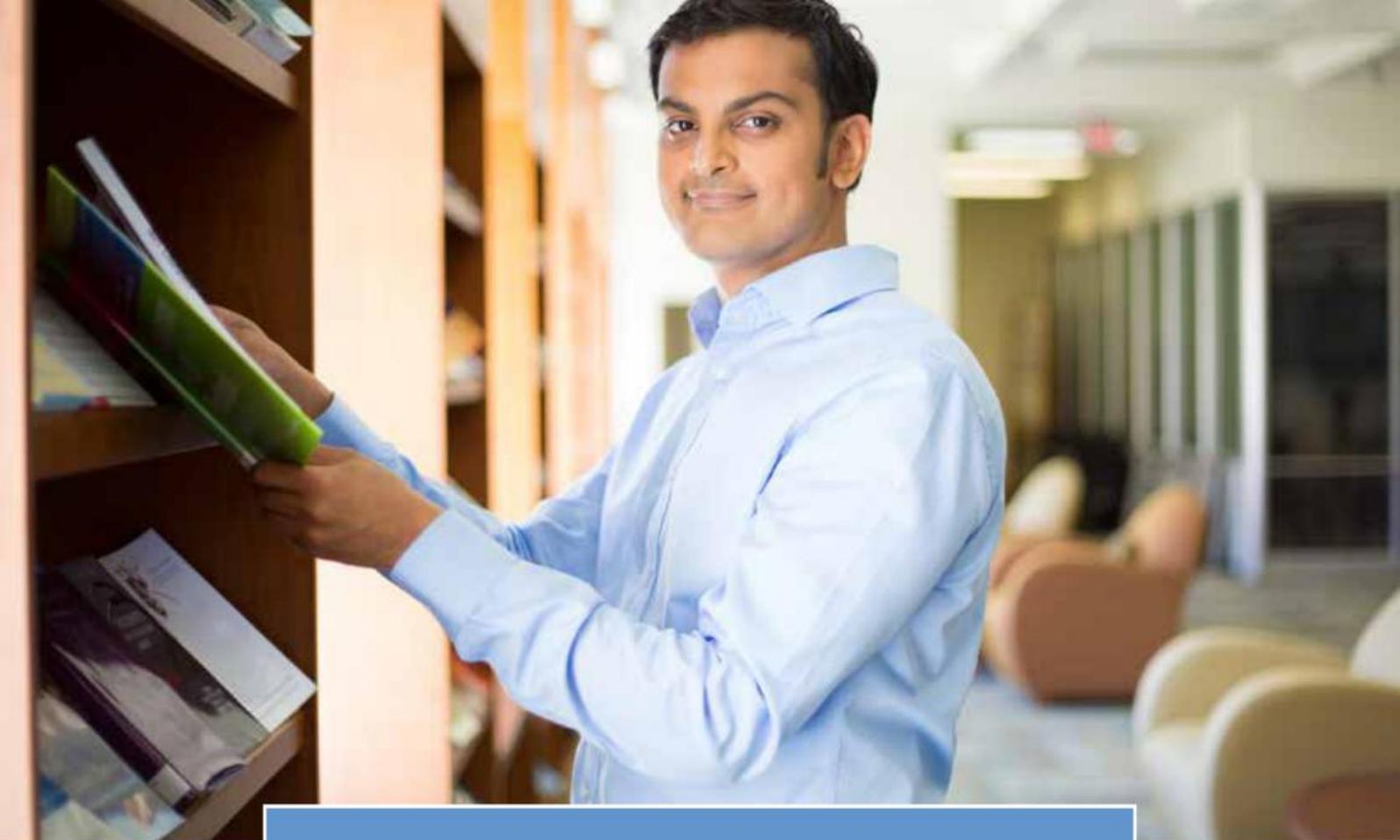
Your story

You have started working as an assistant at Forest Springs Library. The library has many books that people can take home to read. The people who use the library are called members, and they bring the books back to the library when they have finished reading them.

In the library, there are also movies that the members can take home to watch. The movies are on discs called DVDs.

Sometimes people come to the library to read magazines and newspapers. Some people also come to the library to use the computers.

Mara, your supervisor, talks to you about keeping the library tidy. This means putting the books, DVDs, newspapers and magazines away.

Mara tells you what your tasks at the library are. Tasks are things you do, to do your job.

Watch this video about your tasks.

v1050

Your tasks

Learn about your tasks below.

Put books and DVDs away.

- Put books and DVDs back on the shelf in the right places.
- Check each DVD case to make sure the disc is inside.

Put new newspapers on the shelf.

- Take old newspapers away and put new ones on the shelf.

Keep the library tidy.

- Put magazines or newspapers back in the right places.

Check for damage to the books and DVDs.

- Look at the books to see if the covers or pages are torn.
- Look at the DVD cases to see if they are cracked or broken.
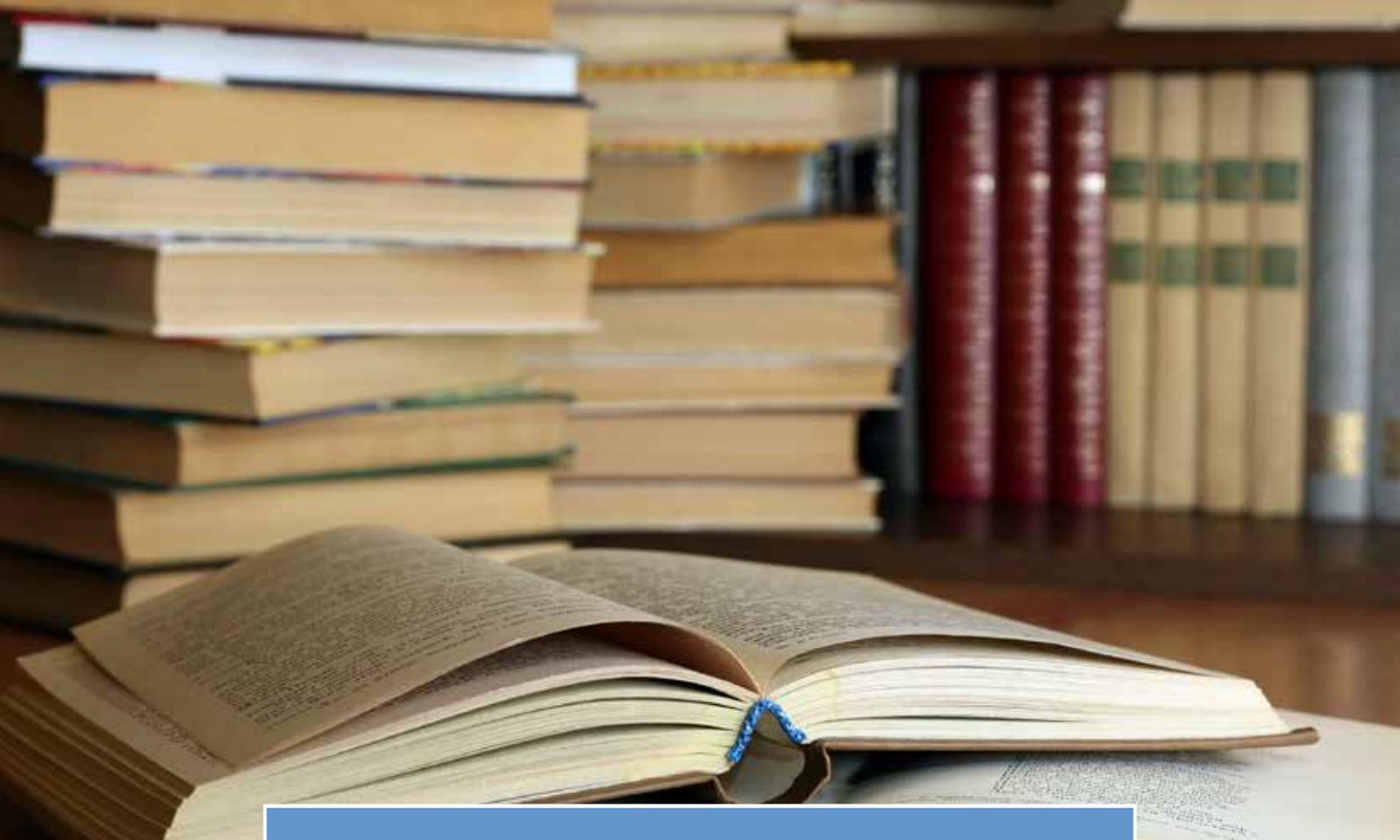
Day 1

On your first day of work at Forest Springs Library, Mara shows you around the library. She shows you where members of the library return the books and DVDs.

On the outside of the library, there is a book return chute. A chute is a slot in the wall that looks like a letterbox where members put the books and DVDs into. When books are put into the chute, they fall into a box inside the library.

The book return chute has a sign on it that says 'Book Return'. This means the books need to be returned here.

It also has a sign that says 'If The Box is Full, Do Not Leave Library Materials Here'. This sign means that if there is no more room in the box, members need to take their books inside the library to return them.

Mara walks with you around the library to show you where the books, DVDs, newspapers and magazines go. She also shows you where the computers are that members can use.

You notice that there are a lot of newspapers that are not put away and there is a big pile of books on one of the tables.

As you are walking, you hear a man say, 'I can never find anything in here. It's such a mess. I nearly tripped over some books on the floor.'

Workplace problems

Problems are things that need to be fixed. Workplace problems are things that need to be fixed at your work.

Mara tells you about the things that cause problems in the library. Sometimes she is too busy to tidy the tables, so the tables are messy. Sometimes books fall on the floor and she is worried that someone will trip and get hurt.

Mara also tells you that there is a sign that says 'Please put books you have finished with on the trolley', but members often leave their books on the tables.

Mara says that Jan also works in the library, but she is often away and does not like working in the evening. Sometimes Jan telephones Sam, who works in the office, to say she won't be coming into work, but Mara does not always get the message.

This makes it hard to get all the work done, like putting books and DVDs away.

Predictable workplace problems and desired outcomes

Some problems in the workplace are predictable. This means you know something will be a problem because it has happened before and is likely to happen again.

For example, when the box under the book return chute is full, you know that if it isn't emptied, books will fall on the floor. You know this because it has happened before.

This problem is predictable because you know what will happen if the box is full and not emptied. You don't want the books to fall on the floor. Not having the books fall on the floor is the desired outcome; a desired outcome is something you want to happen.

Some problems are predictable because you can imagine what might happen if the problem is not fixed. For example, when Mr Lim comes into the library carrying a large stack of books, you can imagine him dropping the books on the floor. The problem of books dropping on the floor is predictable because you can imagine what will happen. The desired outcome is that Mr Lim doesn't drop books on the floor. You go and help Mr Lim so he doesn't drop the books.

	Situation 1: • A hot coffee has no lid on it.
	Potential problem: • The coffee could spill on a book or person. **Desired outcome:** • There are no spills
	How it can be fixed: • Put a lid on the coffee.

	Situation 2: • A member is sitting on the floor with books.
	Potential problem: • Someone can trip over the books and fall. **Desired outcome:** • No one trips and falls
	How it can be fixed: • Ask the member to sit at a table.
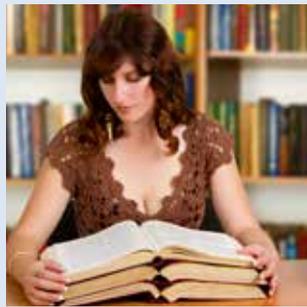
Causes of workplace problems

Now that you know what the workplace problems are, you think about how they can be fixed. To do this you think about what factors cause or contribute to workplace problems. 'Contribute' means adding to.

Factors that may contribute to workplace problems:

- Workplace procedures
- Budget
- Documentation
- Time
- Work health and safety (WHS)
- Staff
- Communication

Some of these factors the library staff can deal with. These are called internal factors, because they can be handled within the library. This means they are internal to the library.

Other factors are things the library staff can't deal with. These are called external factors, because they can't be handled within the library. People or organisations outside (external to) the library would need to deal with them. An example might be a broken window.

Workplace procedures

A procedure is a set of steps that tells you how to do something. Workplace procedures tell you how to do things at work. Procedures also show you the right way to do things.

If you don't follow procedures, you could:

- get hurt
- cause problems for the people you work with
- do your task the wrong way.

Workplace procedures are different in different workplaces. If you work in a grocery store, the procedures will be different from those if you work in an office. This is because you do different tasks in different workplaces.

At the library, there is a procedure that tells you how and where to put the books back on the shelves. If you do not follow the procedure, the books will not be in the right place. Members will not be able to find the books and may complain to your supervisor.

Not following workplace procedures can cause workplace problems. Not having workplace procedures for some tasks can also cause or contribute to workplace problems. Workplace procedures may be old and need to be updated. This can cause problems.

Workplace procedures can be changed within the library, therefore, this is an internal factor.

There is also a procedure for telephone messages. When Jan telephones Sam to tell her she is not coming into work, Sam needs to follow the right procedure to ensure Mara gets the message.

This is the procedure that Sam needs to follow when taking messages:

Procedure for taking messages
1. Answer the telephone.
2. Write down who the message is for.
3. Write down what the message is.
4. Write down the time you took the message.
5. Write down how you passed on the message (for example, email, note, telling them).
6. Write down what time the message was passed on.

Budget

A budget sets out how much money there is to spend. For example, if you have $10 to spend, your budget is $10. If you have a small budget, it means that you do not have very much money to spend.

In the workplace, there may not be very much money to spend. This can cause a problem, because you may not have the things you need to do your job. If you work in a coffee shop and there is not enough money to buy new chairs, this can be a problem because you may be using chairs that are not safe for people to sit on.

The Forest Springs Library has a small budget because there is not much money to spend. This means the library does not have money to spend on more trolleys. This causes a problem because there are not enough trolleys for members to put their books on.

The library and its staff can't change the budget. This means it is an external factor.

Workplace documentation

Documentation is something that is written down. When you write information down, it is documented. Workplace documentation is written information about where you work and what happens at work.

If the staff working at Forest Springs Library don't use the right documentation, it may cause problems.

Here are examples of the workplace documentation used at Forest Springs Library.

Records	Forms	Reports
• Records are used to keep the information that you need. Records may be written on paper or typed on the computer. The reason a workplace has records is so that information is not forgotten or lost. • For example, in the library you need to keep records about what books the members take home. This is so the library staff know who has books at home and when they need to be brought back to the library.	• Forms are used when you need special information. Forms have a place to write special information. • For example, Mrs Lee complains to you about messy tables in the library. That means Mrs Lee is not happy. You need to write down information about Mrs Lee and what Mrs Lee is not happy about. This information is special information because it is just about Mrs Lee.	• Reports are used to tell someone else about information. • For example, Mara needs to write a report to the manager of Forest Springs Library to tell him about the complaint Mrs Lee made.

Not having workplace documents can cause workplace problems. Not using workplace documents can also cause or contribute to workplace problems. Workplace documents can be changed within the library so this is an internal factor.

Time

Staff are the people who work in a workplace. If there are not enough staff to do the tasks in the workplace, the tasks may not get done.

If there is not enough time, this is a problem because:

- tasks may be done in a hurry

- tasks may not be done the right way

- tasks may be missed and not done at all.

At the Forest Springs Library, Mara does not have time to do everything. This means she does not have enough time to keep the library tidy and safe.

Not having enough time may be an internal or external factor. It is an external factor if there isn't enough money in the budget to employ more staff. The library can't change the budget. If there isn't enough time because staff don't do their jobs properly or aren't given the right jobs to do, it is an internal factor.

The library can make changes to who does which job and provide support for people to do their job better.

Work health and safety

Work health and safety is a very important part of any workplace. Work health and safety means keeping the workplace safe and healthy. There is a set of rules that workers must follow to keep a workplace safe: these rules are called regulations.

The rules are different in different workplaces. If you work in a place that is noisy, there will be a rule that you need to wear ear protection. If your workplace is dusty, there will be a rule that you need to wear a mask over your nose and mouth.

At the Forest Springs Library, there is a rule that walkways must be clear. This means there should not be books or papers on the floor. This is because people may trip, fall and get hurt.

If there are books on the floor, it is a problem because it means the library is not following the rules to make it a safe place.

There are rules about workplace health and safety which all organisations must follow. Each organisation has its own set of workplace health and safety rules and regulations based on the law. Within the law an organisation can change its workplace health and safety rules and regulations. This means it is an internal factor.

Staff

If there are not enough people to do tasks in a workplace, the work may not get done. A workplace may need a lot of staff to work at the same time. If there are not enough people working, it can be a problem because staff members may complain.

At the Forest Springs Library, there are not enough people to help Mara. This causes a problem because the books are not put away fast enough. This also causes a problem because the library is messy.

Not having enough staff may be an internal or external factor. It is an external factor if there isn't enough money in the budget to employ more staff. The library can't change the budget. If there isn't enough staff because no one has got around to employing more staff, it is an internal factor. This means the library could employ more staff.
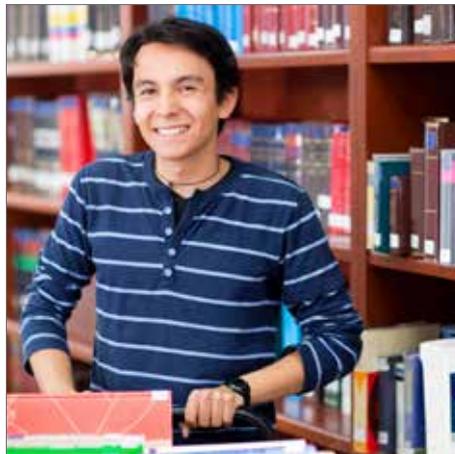
Communication

Communication is when two people talk or share information with each other. It is also when a group of people talk with each other. Communication is sharing information. In a workplace, good communication between staff is very important.

If there is not good communication, it can cause many problems.

Some information needs to be shared between all of the staff. For example, if there has been a change in the hours that your workplace is open, this information needs to be shared with all the staff. If there is a new person starting work, this information needs to be shared with all the staff.

At the Forest Springs Library, once a week there is a staff meeting for all the staff. This is a meeting where information is shared with everyone.

Some information only needs to be shared between two people. When Sam takes a message on the phone, he needs to be sure that the right person gets the message. When Sam does not give Mara the message that Jan is not coming into work, it causes a problem because the information is not shared with Mara.

Not having good communication can cause or contribute to workplace problems. Making sure there is good communication in the library is something that can be organised within the library so this is an internal factor.

Barriers to solving workplace problems

Some people find it easier to solve problems than others, and some workplaces find it easier to solve problems than others. This may be because there are barriers to solving the problems.

A barrier is something like a fence or a wall that stops people or animals from moving easily from one area to another. A barrier to solving a problem is something that stops the problem from being solved.

Workplace barriers

In a workplace, barriers that may stop people working together to solve a problem include:

- not enough time to think about a problem or talk about it
- not enough staff
- poor communication in the workplace
- people not being in the same place which makes it difficult for them to talk together about a problem and how to fix it
- not encouraging feedback and discussion
- not having procedures to follow
- not having the skills or knowledge to solve a problem
- not having the right tools to solve a problem.

Resources to overcome barriers

Some barriers are caused by not having enough resources to solve the problem. For example, if the library had more trolleys for people to place their books on, they wouldn't place them on the table. The library doesn't have enough money to buy more trolleys, which means the library lacks the resources to help solve the problem.

Personal barriers

Some people find it hard to solve problems. This may be because they:

- don't believe that they can solve the problem
- don't have the confidence to say something about how to solve the problem
- don't have enough experience or knowledge to know how to solve the problem
- don't see there is a problem because they get used to doing the job in the same way.

At the library, Mara is keen to solve problems and encourages everyone to give feedback about how problems can be solved. You have the confidence to suggest how problems can be solved, but you also know that Sam lacks the confidence to say anything about problems he sees or how to solve them.

Who responds to workplace problems?

Different people have responsibility for solving different types of workplace problems. Some problems you can fix or make suggestions about how they can be fixed. Other problems may need to be solved by your supervisor or manager or by staff doing a different job to you.

Thinking about the factors that cause workplace problems can help you identify whose job it is to solve the problem.

Factors	Whose responsibility
Not having workplace procedures	• Supervisors or managers should make sure there are workplace procedures for tasks. • You could point out where tasks aren't covered by workplace procedures or where they aren't correct. You may also be asked to write workplace procedures.
Having a small budget	• Supervisors or managers should oversee the budget.
Not having the right documentation	• Supervisors or managers should make sure the workplace has the right documentation. • You could point out where you think further documentation is required or where existing documentation needs to be changed. You may also be asked to write workplace documents.

Factors	Whose responsibility
Not having enough time	• Your supervisor should make sure you have enough time to do your job properly. • You should organise your time so you do your job efficiently. If you have trouble getting your work done in time, you could talk to your supervisor about other ways that work could be organised, getting more staff or having someone else help you with your tasks.
Not having work health and safety (WHS) rules or not following them	• Managers must ensure there are workplace health and safety (WHS) rules and that you have the equipment and time to follow them. • You must do your job according to the WHS rules.
Too few staff	• Supervisors and managers are responsible for staffing. • If you feel you have too much to do, you could talk to your supervisor about getting more staff or someone helping you with your tasks.
Poor communication	• Your supervisor should allow time for staff meetings and/or other ways of sharing information. • You need to share information with other staff that's relevant to work.

Responding to workplace problems

There are different ways you can respond to workplace problems. How you respond depends on what the problem is. Responding is when you deal with a problem.

There are some things you can do to help respond to workplace problems.

You can:
• report the problem to your supervisor
• ask your supervisor for help or advice
• ask questions to make sure you understand
• negotiate to fix the problem – this means talking about the best way to fix the problem
• check that the information is right.

Some workplace problems aren't your responsibility. These workplace problems may need resources to fix them. For example, not having workplace procedures is a problem. Making sure there are workplace procedures is the responsibility of the supervisor or manager. A staff member will need time to write the procedures. The time the staff member spends writing the procedures is a resource.

If the library needs more trolleys to solve the problem of books falling onto the floor, the library will need the money to buy the trolleys. Because money is a resource, this means this problem is one concerning resources.

Examples of workplace problems

Here are some examples of workplace situations.

Example 1

Situation:

- You notice that there are two trolleys close to the place where members walk. You are worried that someone may trip on the trolley as they walk past. You tell Mara that the trolleys are in the way of where members walk.

What you are doing to respond to the problem:

You are reporting a problem to your supervisor.

Example 2

Workplace situation:

- You see that Mr Bah is reading a newspaper. He has laid some of the pages on the floor beside his chair. You are unsure of what you should say to him.
- You ask Mara about how you should ask Mr Bah to keep the paper off the floor.

What you are doing to respond to the problem:

You are asking your supervisor for advice on what to say to Mr Bah.

Example 3

Workplace situation:

- Mara tells you to put a box of DVDs on the shelves. You want to do it quickly so the task is done, but you are not sure what order to put them in.
- You ask Mara to explain how you should do this. This helps you understand what you are supposed to do.

What you are doing to respond to the problem:

You are asking questions to make sure you understand what you need to do.

Example 4

Workplace situation:

- Jan cannot work late tonight. This means that the books that are returned in the evening will be piled up in the morning.
- You ask Mara if you can change the time you work. You will work in the evening to make sure the books do not pile up.

What you are doing to respond to the problem:

You are negotiating with Mara to help find a solution to the problem. Negotiating means that you are talking with Mara about how the problem can be solved.

Example 5

Workplace situation:

- When you come to the library, May is rubbing her arm. She tells you she tripped over a book that was on the floor. She then hit her arm on a table.
- You get the Incident Report Form. The word 'Incident' means something that has happened. The 'Incident Report Form' is what you need to fill in if someone gets hurt.
- You sit with May and write down the information you need on the form.
- You repeat the information back to her to make sure you have understood her correctly.
- You ask May to read what you have written to make sure you have written down the information in the right way.

What you are doing to respond to the problem:

You are verifying what May has told you. Verifying means checking that the information is right. When you ask May to check what you have written, you are verifying the information.

What has happened on Day 1

On your first day working at the Forest Springs Library, you have learned about:

- how to identify workplace problems
- things that can cause workplace problems
- internal and external factors that contribute to workplace problems
- barriers to solving workplace problems
- appropriate ways to respond to workplace problems
- whose role it is to respond to workplace problems.

Learning Checkpoint: Day 1

1. Will following a procedure help you put library books back on the shelf in the correct order? Tick the correct answer.

   ❑ Yes

   ❑ No

2. A workplace problem is predictable when you can imagine what would happen if it is not fixed. Tick the correct answer.

   ❑ Yes

   ❑ No

3. Not having enough time to do your tasks at work is a problem. Tick the correct answer.

   ❑ Yes

   ❑ No

4. If the library does not have money to buy books, this is a communication problem. Tick the correct answer.

   ❑ Yes

   ❑ No

5. Which of the following are barriers that may prevent you from solving a workplace problem? There are **two (2)** correct answers. Tick all the correct answers.

   ❑ Too many customers

   ❑ Encouraging communication

   ❑ Poor communication

   ❑ Not enough money to purchase books

Questions 6–9 refer to the following scenario:

> Mr Franks comes into the library. He drops a book on the floor and leaves it in the aisle and then sits down at a table to read.

6. Mr Franks has created a problem. What is this problem?
    Tick the correct answer.
    - ❑ There is not enough staff
    - ❑ People might trip on the book
    - ❑ Mr Franks is messy.

7. Is this a predictable problem? Tick the correct answer.
    - ❑ Yes
    - ❑ No

8. What is the desired outcome of this story?
    Tick the correct answer.
    - ❑ Mr Franks place the books on the trolley
    - ❑ There are no books on the floor to trip over
    - ❑ Staff hurry to pick up the things off the floor

9. How would you respond this problem? There are **two (2)** correct answers. Tick all the correct answers.
    - ❑ Ask your supervisor for advice about what to say to Mr Franks
    - ❑ Pick up the books
    - ❑ Kick the book under the shelf
    - ❑ Leave the books for Jan to pick up when she comes to work

Questions 10 – 12 refer to the following scenario:

> The library has several computers to use. There is no booking system for the computers, and there is often a waiting time. Some people get annoyed if they must wait.

10. This problem could be fixed with a computer booking system. How can this problem be fixed? Tick the correct answer.

❏ This problem could be solved internally by library staff.

❏ This problem could be solved externally by an outside group.

11. A new booking system is set up, but people don't know how to use it. How could you respond to the problem? There are **two (2)** correct answers. Tick all the correct answers.

❏ Your supervisor should write the instructions

❏ You should make suggestions to your supervisor

❏ You shouldn't be involved if members aren't using the booking system.

12. The library would like to purchase more computers but doesn't have enough money to buy more computers. What is the problem? Tick the correct answer.

❏ The library has enough resources to solve the problem.

❏ The library doesn't have enough resources to solve the problem.

Day 2

On the second day working at the Forest Springs Library, Mara asks if you have noticed any problems in the library. You tell Mara that yesterday there was a woman using a wheelchair. She was trying to go between the bookshelves and the tables where the members read books. The table had a pile of books on it.

When the woman went past the table in her wheelchair, the chair knocked the side of the table. This caused books to fall onto the woman's legs. You helped the woman by taking the books away and making space for her wheelchair.

Mara is worried, because this could cause a big problem. If someone gets hurt in the library, it is a work health and safety problem. The staff members at the library may get into trouble for not keeping the library safe for everyone.

Workplace problems

You talk to Mara about the potential problem of the woman using the wheelchair being hurt. The woman's legs could have been bruised or cut by the falling books. Also, as the woman is using a wheelchair, she could not move the books from the floor, so she had to wait for someone else to clear them away.

If the woman using the wheelchair had been hurt, it would have created a work health and safety incident in the library. The Forest Springs Library would have been in trouble for not keeping the library safe for the members. This would cost the library money.

Mara asks you to think about the problem and how it could be resolved but first you need to know more about resolving workplace problems. Resolve means to end something or find a solution to a problem.

Resolving workplace problems

There are a number of strategies you can use to resolve a problem. Which ones you use will depend on the problem. Often, it's best to use a number of strategies to resolve a problem.

Make sure you know what the problem is

- Ask questions.
- Make sure you understand.
- Who can tell you about the problem?
- Discuss the problem with your supervisor, other staff and/or clients and get their opinion.
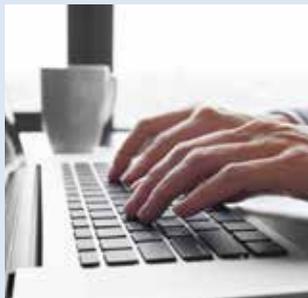
Check the information about the problem

- Check the facts. This means checking that all the information is right and true.
- Do you know everything you need to know?
- Use the internet or books to find out more about the problem.
- Look at procedures and reports to find information.

Document the information

- Write down the things you know about the problem, such as:
  - date
  - time
  - what happens
  - where it happens.
- Use the right workplace form to write things down about the problem. If there isn't a form, make notes in your work notebook.
  - Include things you see, what you hear or what other people tell you about the problem.

Decide on the factors contributing to the problem.

- Decide which factors are contributing to the problem.
- Decide which are external and which are internal factors.

List all the possible strategies.

- Talk to others about how the problem could be resolved.
- List all the ideas you can think of.

Evaluate the strategies

- Think about the plusses and minuses of the solutions.
- Consider which strategies are realistic. Take into account the factors that contributed to the problem and if they are internal or external.
- Think about the barriers to resolving the workplace problems that you learnt about on Day 1. Are there any barriers to resolving this problem? How could they be overcome?
- Make changes to your list based on your evaluation of your strategies. Include the most appropriate ones.
- Discuss the strategies with your supervisor.

Examples of resolving workplace problems

Strategy	What I did

Identified the problem	• I talked with Mara, Sam and Jan and we all agree that the problems are:
	  – When the books are not put away, a stack of books falling can contribute to someone getting hurt
	  – The space between the shelves and the tables and shelves is very narrow and makes it difficult for people in wheelchairs to move around.

Check the information about the problem	• I looked at the workplace procedures to see what they said about putting books away and found that library staff should move the books from the table to a trolley soon after the member has left the books. The workplace health and safety regulations also state that books must not be left on the floor. • I checked the internet to see if there was any information about the amount of space needed for people in wheelchairs to move easily.
Document the information	• I made notes on what had happened as well as the information I found in the workplace procedures and on the internet. This included filing out an incident report form.

Strategy	What I did
Decide on the factors contributing to the problem	• I thought about the contributing factors I had learnt about yesterday. These were: 　– Not enough time – there is not enough time for the staff to keep the tables clear. This could be an internal or external factor. 　– Not enough staff – there are not enough staff in the library to do all the tasks. This could be an internal or external factor. 　– Books not put on trolley after use – members are not reading the sign that says 'Put books on the trolley'. The sign is not in the right spot. This is an internal factor. 　– Space between bookshelves and tables too narrow - narrow space makes it hard to move around the library safely. This is an internal factor.
List all possible strategies	• I made a list of all the ways the problems could be solved that I could think
Evaluate the strategies	• I went all the strategies on my list and thought about the plusses and minuses of each and any barriers and how they might be overcome. I realised that some strategies were not appropriate and I deleted them from my list. I need to talk to Mara about some of the barriers and if they can be overcome. • I gave the list to Mara to read.

Strategies for overcoming workplace problems and barriers

You give your list of the problems, possible strategies to overcome them, and any barriers to solving the problem to Mara to read.

There is not enough time for the staff to keep the tables clear of books.

Possible strategies

- Hire more staff so the library can be kept tidy and safe.
- Change the time when staff work.

Possible barriers

- Staff may not want to change the time when they work.
- There may not be enough money to hire more staff.

How barriers might be overcome

- Talk to staff and try to accommodate everyone's needs
- Talk to Mara about how to overcome this.

There are not enough staff working in the library.

Possible strategies

- Hire more staff.
- Change the staff roster so there are more staff to work at busy times

Possible barriers

- There may not be enough money to hire more staff
- Staff may not like having their working times changed.

How barriers might be overcome

- Talk to Mara about how to overcome this.

Members are not reading the sign that says 'Put books on the trolley'. The sign is not in the right spot.

Possible strategies

- Make a new sign.
- Put the sign in a better place.
- Put little signs in the middle of each table.

Possible barriers

- No obvious barriers.

The library is not following work health and safety rules to keep the workplace safe for the members and staff.

Possible strategies

- Have a staff meeting to make sure all staff know:
    - the WHS rules the library staff need to follow
    - how they can help keep the library safe.

Possible barriers

- Finding time for a staff meeting.

How barriers might be overcome

- Make the focus of one of the weekly staff meetings about WHS

What has happened on Day 2

On Day 2 of working at the Forest Springs Library you have learned about:

- what a potential problem is
- factors that contribute to a problem
- how to resolve a workplace problem
- developing strategies to resolve a workplace problem.

Learning Checkpoint: Day 2

Questions 1–3 refer to the following scenario:

The library is busy today and there are a lot of children reading books. An elderly man, Mr Chang, is looking for a book titled *Caring for house plants*. The book he wants to read is on the top shelf, but he cannot reach it. He looks for someone to help him, but everyone is busy, so he pulls over a chair and stands on it to reach the book. Two children run past Mr Chang and knock the chair, causing him to fall off and hurt his arm. You hear Mr Chang cry out and you call for your supervisor to come.

1. What contributed to Mr Chang's fall? There are **two (2)** correct answers. Tick all the correct answers.

   ❑ Too many people in the library

   ❑ There were not enough staff to help him

   ❑ Books were on the floor

   ❑ Mr Chang was using a chair to reach the top shelf

2. What was the potential problem? Tick the correct answer.

   ❑ Children were running in the library

   ❑ Mr Chang was standing on a chair

   ❑ Mr Chang would fall off the chair

3. If you had seen that Mr Chang was going to stand on a chair, what could you have done to make sure Mr Chang did not get hurt? There are **two (2)** correct answers. Tick all the correct answers.

   ❑ Told the children not to run past him

   ❑ Got the book down for him

   ❑ Told Mr Chang that he should not stand on a chair

   ❑ Helped Mr Chang to stand on the chair to reach his book

While the library staff are looking after Mr Chang, his friend, Mr Jones, decides to get the book down from the top shelf for Mr Chang. Mr Jones goes to stand on the chair, but you tell him not to stand on the chair. Mr Jones ignores you and starts to get up on the chair.

4. What barriers are stopping you from solving this problem? Tick all the correct answers.

❑ Mr Jones may be deaf

❑ Mr Jones may not understand the instruction

❑ You told Mr Jones you aren't good at holding chairs

Questions 5–9 refer to the following scenario:

The library has a room that they hire out to groups. One of the groups has complained about the cost. Mara doesn't know how much to charge.

5. What is the problem? Tick the correct answer.

❑ Not enough people want to hire the room

❑ People who use the room are too noisy

❑ Mara is unsure how much to charge for the hire of the room

6. What is causing this problem? Tick the correct answer.

❑ Lack of knowledge

❑ No workplace procedure

❑ Not enough money

7. Mara asks you to think about the problem and how it could be resolved. Which of the following would you use to resolve the problem? There are **two (2)** correct answers. Tick all the correct answers.

❑ Ask the groups who hire the room what they think about the cost

❑ Ask your friends members about the cost of the room hire

❑ Find out what other organisations that hire out rooms charge

8. How can this problem be solved? Tick the correct answer.

❑ Internally by staff

❑ Externally by consulting with others

9. After you make a list of strategies to solve the problem, what should you do? Tick the correct answer.

❑ Evaluate the strategies and leave only the most appropriate

❑ Act on all of the strategies

❑ Don't act on any of the strategies
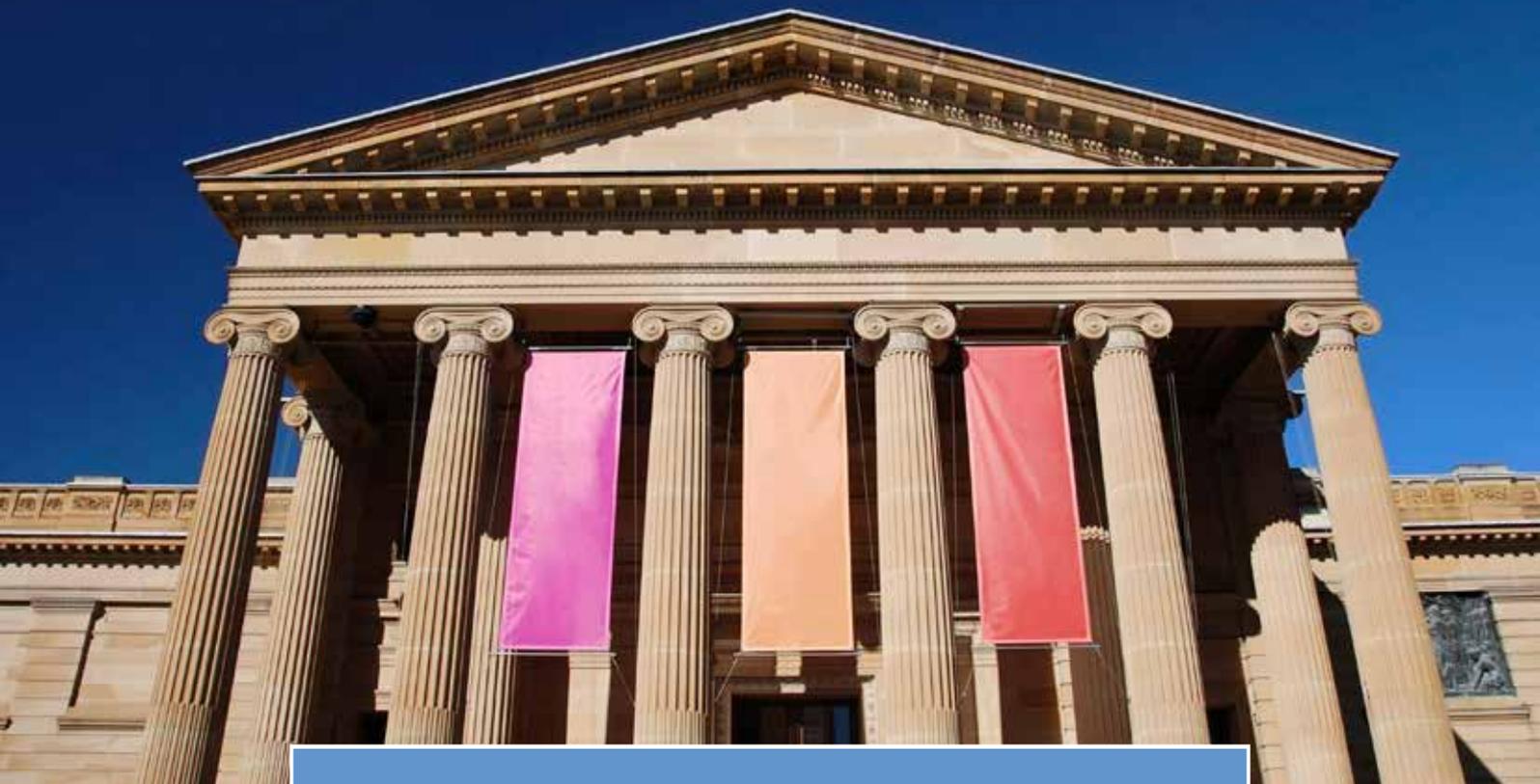
Day 3

When you come into work at the Forest Springs Library on the third day, Mara asks if you can meet with her. She has read your plan from yesterday and would like to give you feedback about what you have written.

This means that Mara will talk about your suggestions to solve the problem and about the best way the problem can be solved.

Mara will also talk to you about how your ideas can be changed so they will work better.

Feedback

Feedback is when someone talks to you about how you are doing your job or a specific task, an idea you have had or something you have asked them about. A supervisor may give you feedback to help you do a task better and to encourage you by telling you if you are doing a task well.

For example, Mara may give you feedback about how you talked to a person who left newspapers on the floor.

Mara may give you feedback about how to do a task better, such as placing the DVDs in the right order on the shelf. She may also give you feedback about how well you are doing a task.

Today, Mara gives you feedback about your ideas for how to keep the library safe and tidy.

In the library, Mara is the person who gives you feedback because she is your supervisor.

Depending where you work, the person who gives you feedback may or may not be your supervisor.

	A line manager • A line manager is the person you report to. • For example, in the library there may be a Senior Library Manager who you must send the Incident Report or the Complaint Report to. • The line manager will give you feedback on the details in your report.
	A group leader • A group leader is someone who looks after a group of staff. • In the library, there may be someone who looks after all the staff who have just started working there. • A group leader may give you feedback on your tasks.
	A coordinator • A coordinator is someone who helps plan what needs to be done. • For example, the Library Coordinator may organise staff meetings. • If you ask the coordinator if a reading group can be changed to a new time, they will give you feedback on whether or not the time can be changed.
	A trainer • A trainer is someone who shows you how to do something. • You may have a trainer who teaches you about how to put books back on the shelf the right way. • The trainer's feedback will help you learn new skills.

Thank the person giving you feedback. This is likely to increase their respect for you and encourage open communication.

Reviewing feedback

When talking with Mara, you take notes so you can make changes to your suggestions. When you are thinking about Mara's feedback, you are reviewing the feedback. When you are reviewing your feedback, it helps you remember what you talked about and what Mara said to you.

When you write the feedback down, you are recording the feedback. You record the feedback so you can see what things you can change. You can also see what does not have to be changed.

Recording feedback

Depending on where you work, you may record the feedback on a special form. If your workplace doesn't have a special form, you may like to record the feedback in a diary or a work notebook.

You record the feedback so you know:

- when the feedback was given to you

- what your supervisor said

- what you said

- what the outcome of the feedback was.

The outcome of the feedback is what you have agreed to do.

Examples of recording feedback

This is the feedback you write down.

Suggestion 1
Suggestion to solve the problem: • Hire more staff so the library can be kept tidy and safe. • Change the time when staff work. **Feedback from Mara:** • There is no money to hire more staff to keep the library tidy. • The library could change the time people work. Jan could be put on a day shift, and other staff could work in the evening.
Suggestion 2
Suggestion to solve the problem: • Hire more staff. **Feedback from Mara:** • There is no money to hire more staff, so the library will have to use the staff they have to do the tasks.
Suggestion 3
Suggestion to solve the problem: • Make a new sign. • Put the sign in a better place. • Put little signs in the middle of each table. **Feedback from Mara:** • Mara will organise for a new bigger, brighter sign to be made. • The sign will also be put in a place where the members can see it more clearly. • Mara says that signs in the middle of each table may get in the way of people reading and may cause more mess.

Suggestion 4

Suggestion to solve the problem:

- Have a staff meeting to make sure all staff know:
- the WHS rules the library staff need to follow
- how they can help keep the library safe.

Feedback from Mara:

- Mara has organised a staff meeting that includes staff who put books away in the library.
- Mara suggests that the meeting should include all staff who work in the library, so everyone knows how to make the library a safe workplace.

Evaluating feedback

Think about the feedback you have received.

Sometimes, your supervisor may give you feedback that you don't agree with or don't like. Other times, you may agree with them and understand their point of view. Remember, feedback is being given to help you with your job or a workplace problem.

Think about why you agree or disagree with the feedback and why.

If you don't understand the point of view of the person giving you feedback, you could:

- ask questions to clarify your understanding of their opinion.
- ask them to explain the feedback by giving you real-life examples
- ask them how they would have done the job or handled the situation.

To make sure you have understood the feedback correctly, you could repeat the feedback back to them. For example, 'So you are saying ….' or 'You mean ….'.

Try to put yourself in situations where you can apply the feedback to determine whether it is effective and how your new actions impact the outcome. If you can't put yourself in the situation, try imagining yourself in the situation.

Revising strategies and making changes

After the meeting, you think about how you can change your ideas and still solve the potential problem of a member being hurt because the library is messy and unsafe.

This is the feedback that Mara has given you. You revise the strategies that could work now that you have thought about the feedback.

Feedback that Mara has given you	Revised strategies
• There is no money to hire more staff to keep the library tidy.	• You realise that no new staff can be hired because the library does not have enough money. • You are happy that Mara has agreed with your suggestion to change the times people work so the books can be put away in the evening.
• There is no money to hire more staff, so the library will have to use the staff they have to do the tasks.	• You suggest creating a daily work plan that would help the staff use their time in the best way. • For example, it may be faster for two people to work together to put the books away. • One could organise books into groups, while the other one puts the books on the shelves.

Feedback that Mara has given you	Revised strategies
• Mara will organise for a new bigger, brighter sign to be made. • The sign will also be put in a place where the members can see it more clearly. • Mara says that signs in the middle of each table may get in the way of people reading and may cause more mess.	• You are glad that Mara likes your suggestions of making a new sign and putting it in a place where it can be seen more easily. • You do not need to make any changes. • You agree with Mara that more things on the tables may make the tables messier, so you remove the table signs from your plan.
• Mara has organised a staff meeting that includes staff who put books away in the library. • Mara suggests that the meeting should include all staff who work in the library, so everyone knows how to make the library a safe workplace.	• You are glad that Mara likes your suggestion of having a WHS meeting for all the staff. • You change your plan to include everyone who works in the library instead of just the people who put the books away.

What has happened on Day 3

On Day 3 of working at the Forest Springs Library you have learned about:

- what feedback is
- reviewing feedback
- recording feedback
- evaluating feedback
- making changes after reviewing feedback.

Learning Checkpoint: Day 3

Read the following case study and then answer the questions:

Case study

> Newspapers are delivered to the library each morning. The older newspapers are removed and replaced with the new, so they don't become mixed together. Sometimes, when you are sorting the newspapers, members ask for your help to find a book. This means that the new newspapers can become mixed them up with the old newspapers.
>
> You tell your supervisor, Mara, about this problem and ask her for her advice. You talk about how you could change the way you do things, so the newspapers do not get mixed up. You decide that you could use a bag for the old newspapers so the old papers would not be on the table with the new papers.
>
> Mara agrees this is a good way to fix the problem. She also suggests you can use the trolley for the old newspapers.

1. What feedback is given about the newspaper problem? Tick the correct answer.
   - ❏ When you tell Mara about the problem
   - ❏ When the members ask you to help them
   - ❏ When Mara agrees that using the bag is a good idea

2. Who is asking for feedback? Tick the correct answer.
   - ❏ Other people you work with
   - ❏ The member who asks you to find a book
   - ❏ Your supervisor

3. When you review feedback from Mara, what are you thinking about? Tick the correct answer.
   - ❏ The next task you need to do
   - ❏ What Mara said to you
   - ❏ What the members have asked you to do

4. What information could be recorded in Mara's feedback?
    There are **two (2)** correct answers. Tick all the correct
    answers.

    ❑   What the members asked you to do

    ❑   What Mara said to you

    ❑   What you need to do next

5. How does Mara's feedback help you to fix the problems in the
    library? Tick the correct answer.

    ❑   By fixing the problem

    ❑   By telling you how to speak to the members

    ❑   By telling you how to do the task

What you have learned

Well done. Since you have worked at the Forest Springs Library you have learned about:

- how to identify workplace problems
- things that can cause workplace problems
- ways to respond to workplace problems
- what a potential problem is
- factors that contribute to a problem
- how to resolve a workplace problem
- developing strategies to resolve a workplace problem
- what feedback is
- reviewing feedback
- recording feedback
- evaluating feedback
- making changes after reviewing feedback.

You are now ready for the Final Assessment.