
Please complete this form with your details.

Learner to complete:

Your details	
Name:	
Contact number:	
Email:	
Start date:	

If you are working, write the following information:

Place of work	
Company name:	
Address:	
Postal address (if different):	
Workplace supervisor name:	
Phone number:	
Fax:	
Email:	

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Before you begin

This learner guide is based on the unit of competency *FSKLRG09 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 cannot understand it, 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 . 
Checkpoints	Checkpoints help you make sure you understand what you have read. Your trainer will tell you which activities to do.
What you have learned	At the end of the learner guide, there is a list of what you have learned. You can use this to check you are ready for the final assessment.
Final assessment	Your assessor may ask you to do the final assessment tasks. The assessment tasks allow you to show the assessor what you have learned.

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. They bring the books back to the library when they have finished reading them. The people who use the library are called members.

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.

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

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



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. The members put the books and DVDs into the chute. 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. 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 on some books that had fallen 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.



Causes of workplace problems

Now that you know what the workplace problems are, you start to plan how you can help fix them. To do this you think about what causes problems. Here is a list of things that can cause workplace problems:

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

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.

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 so 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.

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

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.

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
- ways to respond to workplace problems.

Checkpoint: Day 1

Read the following sentences.

If the sentence is right, put a ✓ in the box beside the word 'yes'.

If the sentence is wrong, put a ✓ in the box beside the word 'no'.

1. In the library, following a procedure will help you put the books on the shelf the right way.
 Yes
 No
2. A workplace problem is predictable when you can imagine what will happen if it is not fixed.
 Yes
 No
3. If you do not have enough time to do your tasks at work, it is a problem.
 Yes
 No
4. If the library does not have money to buy something that is needed, it is a problem with communication.
 Yes
 No

What you have learned

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
- why you should solve a potential problem
- planning to solve a potential problem
- what feedback is
- reviewing feedback
- recording feedback
- making changes after reviewing feedback.

You are now ready for the Final Assessment.

Final assessment

How to work through this final assessment

This final assessment is for the unit *FSKLRG09 Use strategies to respond to routine workplace problems*, Release 1.

An assessor will look at the tasks you complete and decide if you are competent for this unit. Your assessor may be your trainer or your workplace supervisor.

This assessment has six sections.

Section	Explanation
1. Assessment information	This section has information about who the assessment is for and the aims of the final assessment.
2. Are you ready for assessment?	This section is for you to check that you are ready to do the assessment.
3. Final assessment overview	This section explains the assessment tasks you will do.
4. Assessment plan	You will complete a form with your assessor. Your assessor will talk to you about the assessment tasks. You will need to sign the form to say that you have understood what has been discussed.
5. Final assessment tasks	This section has the tasks for you to do.
6. Record of outcome	Your assessor will use the work that you do to make a decision on your competence. They will discuss your work to give you feedback and tell you about their decision.

Question 1: Place a tick ✓ in the box next to all the things that are workplace problems in a library.

Answer:

- All the workers at the library are helpful and like talking to members.
- The book return chute is often full and books fall on the floor.
- People who work in the library are too busy to clear used books from the tables each day.
- The carpark outside the library is too small.

Marking: Satisfactory Unsatisfactory

Question 2: Place a tick ✓ in the box next to all the things that can make workplace problems worse.

Answer:

- There are not enough staff in the library to get all the tasks done each day.
- The library is open for many hours each day.
- Space between library bookshelves and tables is too narrow and books sometimes fall on the floor.

Marking: Satisfactory Unsatisfactory

Solutions to Checkpoints

Checkpoint: Day 1

1. The learner should have placed a tick in the box beside the word 'Yes'.
2. The learner should have placed a tick in the box beside the word 'Yes'.
3. The learner should have placed a tick in the box beside the word 'Yes'.
4. The learner should have placed a tick in the box beside the word 'No'.
5.
 - a) The learner should have placed a tick in the box beside the word 'Yes'.
 - b) The learner should have placed a tick in the box beside the word 'No'.
 - c) The learner should have placed a tick in the box beside the sentences:
 - Ask your supervisor for advice about what to say to Mr Franks.
 - Pick up the books and newspapers.