

Worksheets

LCVP




Section I

Work and the Local Economy

Preparing a Questionnaire

- What do you want to find out about the business?
- Below are some headings - tick the ones you wish to use.
- Then draw up questions for each of the headings you've selected!



Company's Product/Service
Company History
Staff & Personnel
Marketing
Promotion
Advertising
Research & Development
Production
Health & Safety
Europe
Information Technology
Business Support
Finance
Industrial Relations

Question Bank

PARTICULARS OF VISIT

1. Name of Enterprise:
2. Date of Visit:
3. Time:
4. Duration:
5. Details of Visit:

COMPANY HISTORY

1. When was the enterprise established?
2. By whom?
3. Where?
4. Details of business idea:

DETAILS OF BUSINESS

1. Managing Director/Owner/CEO:
2. Location:
3. Size:
4. Type of business:
5. Description of Product/Service:

PERSONNEL

1. Management Structure in the business?
2. Number of Employees?
3. Ratio of male/females on staff?
4. Different careers/jobs within the enterprise?
5. Who recruits staff?
6. What is the recruitment procedure?

PRODUCTION

1. Is product demand constant or are there fluctuations at peak times (e.g. Christmas)?
2. How does the enterprise cope with fluctuations?
3. Are raw materials easily sourced?
4. Is production: fully automated?
 semi automated?
 manual?
5. What is the production capacity of the enterprise?

RESEARCH & DEVELOPMENT

1. Does the enterprise invest in R&D?
2. How does the business keep informed of trends in the sector?

FINANCE

1. How is the enterprise financed?
2. What financial information, if any, must the enterprise disclose to the public?

Question Bank

HEALTH & SAFETY

1. What Health & Safety signs are on display?
2. How are employees made aware of Health & Safety issues?
3. What PPE (Personal Protective Equipment) is worn?

INDUSTRIAL RELATIONS

1. What trade unions represent the workers in the enterprise?
2. What is the procedure when worker grievances arise?

BUSINESS SUPPORT

1. What organisations or government agencies have assisted the enterprise?
2. What type of assistance has been provided?

MARKETING & PROMOTION

1. Who are the target market (customers)?
2. Who are the main competitors?
3. How does the enterprise promote/advertise its products/services?
4. Where does the enterprise sell its products?
5. How does the enterprise distribute its products?
6. What is the budget allocation for promotion/advertising?

INFORMATION TECHNOLOGY

1. What role has IT had in the development of the enterprise?
2. Where and how is IT used in the enterprise?

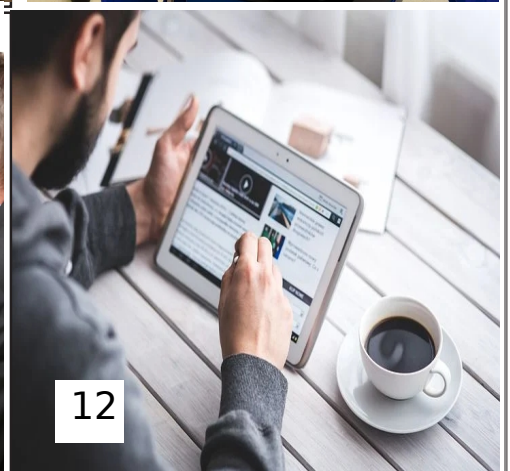
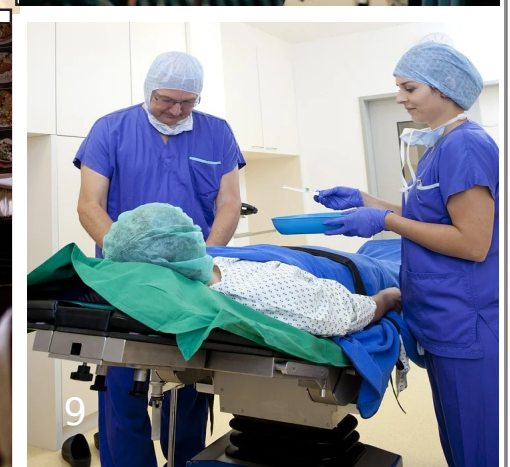
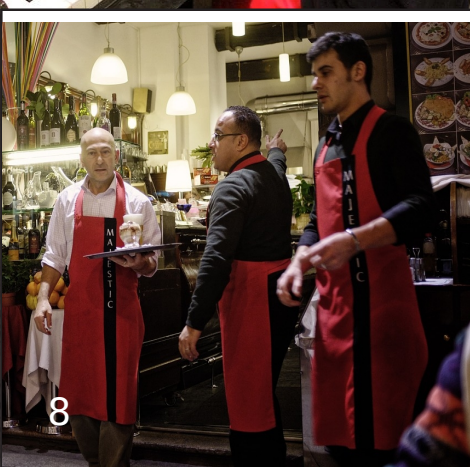
EUROPE

1. What contacts does the enterprise have with other EU countries?
2. Would knowledge of foreign languages improve your prospects in this business?

Section II

Becoming a Worker

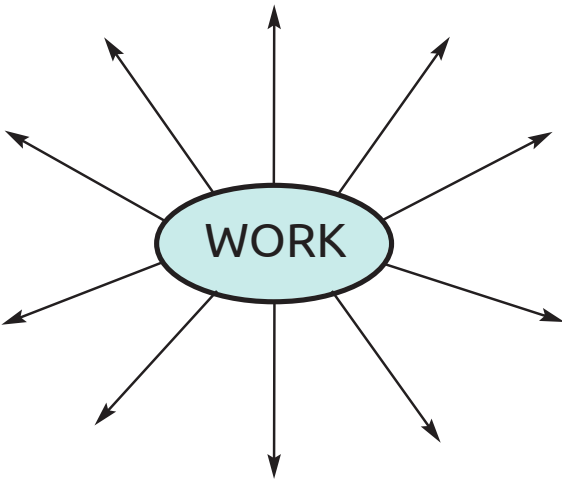
Who's Working?



What is Work?

Do you agree or disagree with the statements below?

	Agree	Disagree
Work is an activity for which you get paid ...	<input type="checkbox"/>	<input type="checkbox"/>
People only work if they have a job ...	<input type="checkbox"/>	<input type="checkbox"/>
Work involves physical effort ...	<input type="checkbox"/>	<input type="checkbox"/>
We will always be able to find work ...	<input type="checkbox"/>	<input type="checkbox"/>

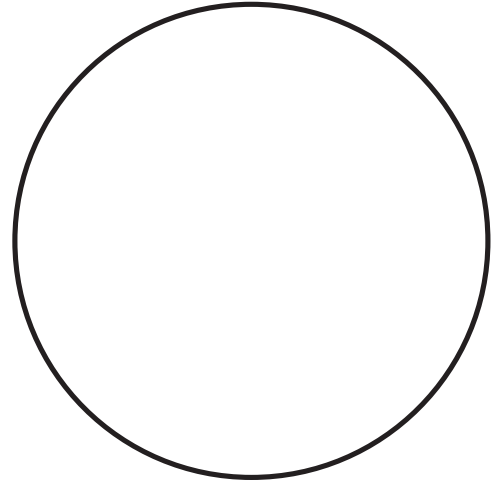
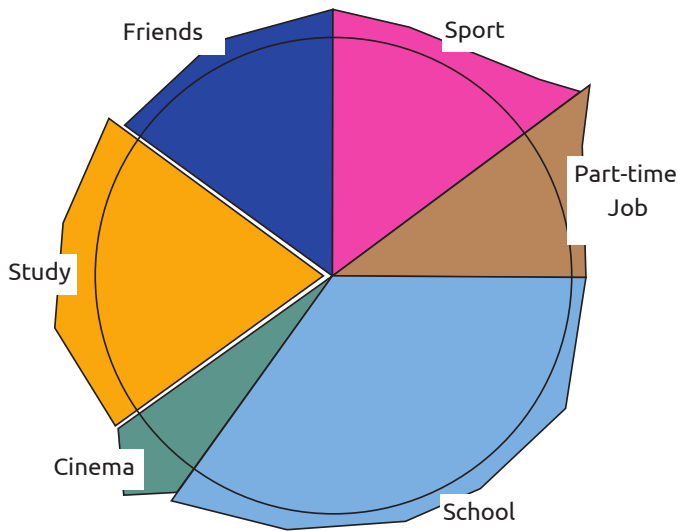


Brainstorm some definitions of work:

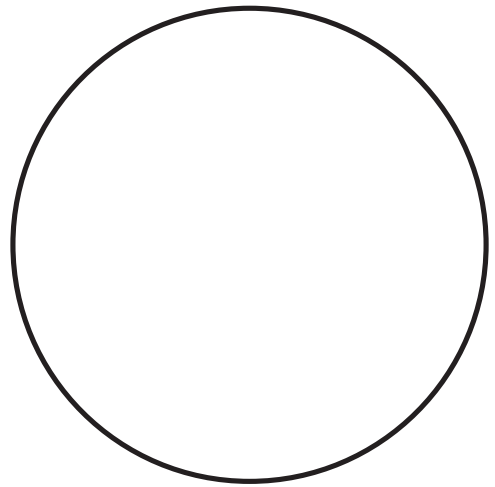
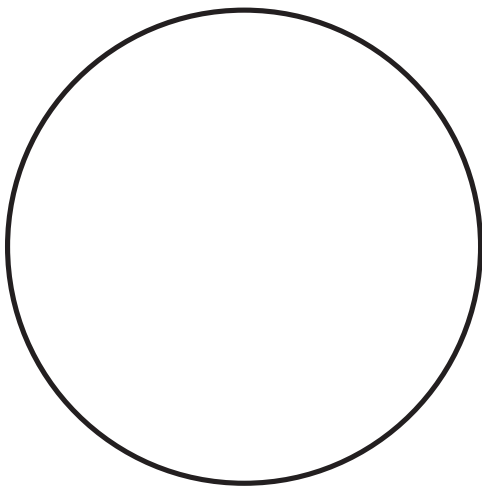
How Much of the Week is Work?

Draw a Chart to show how you've spent your time this week

It might look like this:



Do the same for two people you know who have different types of working lives ...



The Future of Work - from 1990

The Future

- an individual will have 3/4 jobs in his/her working lifetime
- between 1990 and 2010 the length of the working life will have been halved
- the life of a technological innovation is now 3-5 years, so skills will have to be re-learned every 2/3 years
- information technology will provide at least 8% of all employment
- women now make up 38% of the workforce
- the workplaces of the future will be offices and homes
- learning the skills of the workplace is a life-long activity
- the workplace is becoming a seller's market for a better educated workforce.
- work is now seen as a place which provides an opportunity for you to create and express yourself.

SOME JOBS ON THE INCREASE

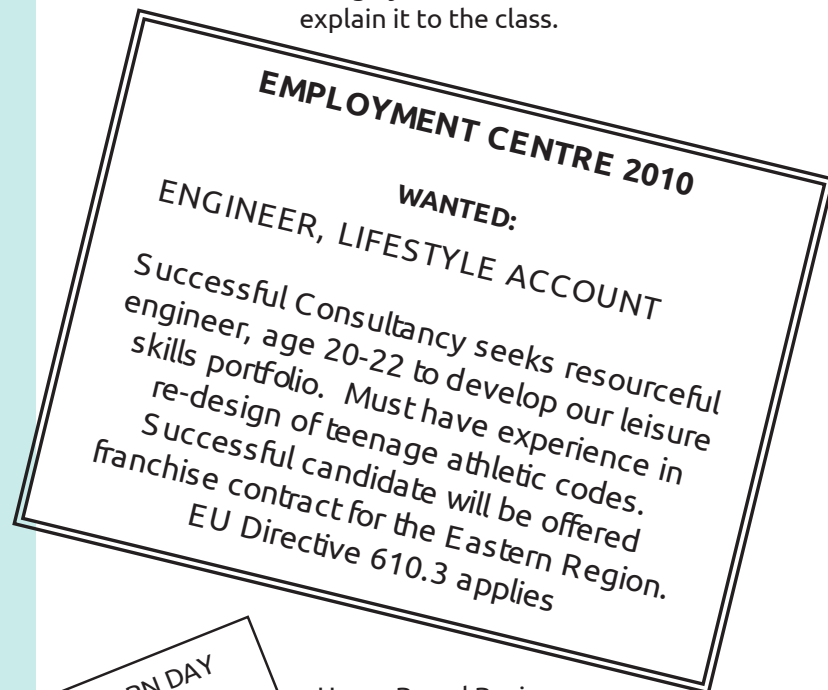
Leisure & Fitness
Waste Management Services
Private & Corporate Creches
Catering Services
Healthcare
Financial Services
Multimedia Services
Security Services
Electronic Selling
Job Advisers
Appearance Consultants
Virtual Tour Guides

Question:

Given the changes which we are going to experience, what can we do to better prepare ourselves for work in the future ?

This job advertisement was drawn up by international business consultant, Dr James Bellini, to illustrate what jobs in the future might be like. What do you make of it?

Design your own futuristic advertisement and explain it to the class.



MODERN DAY BUZZ WORDS

- Cocooning
- Cashing Out
- Ezines
- Hot Desking
- Out-Sourcing

Home Based Businesses

have become one of the fastest growing sectors of the economy in Britain.

Examples include *picture framing, language teaching, CV drafting, Wills & Conveyancing, Internet Selling.*

What home based enterprise can you come up with?

SOME JOBS LOSING OUT

Manufacturing Operatives
Agricultural Workers
Domestic Servants
Coalmen
Bank Staff
Postal Clerks
Launderers
Postmen
Armed Services

Between 1961 and 1981 the UK lost 2.5 million Clerical Jobs. Total output for that period still rose.

School to Work!

Here are some of the key issues you may face when you take the step from school to working life? Discuss the headings with your group. Try to develop some of the themes by adding relevant words and phrases.

Freedom

Living Away From Home

Responsibilities

Different Roles

New Relationships

Time & Money Management

Other?

Types of Work Activity

Circle one number alongside each activity, using the scale from
1 = no interest to 5 = strong interest.

A.

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Persuading and influencing other people. |
| 1 | 2 | 3 | 4 | 5 | Making business decisions. |
| 1 | 2 | 3 | 4 | 5 | Managing / Leading people. |
| 1 | 2 | 3 | 4 | 5 | Taking business and financial risks. |
| 1 | 2 | 3 | 4 | 5 | Getting people interested / involved in a project. |

B.

- | | | | | | |
|---|---|---|---|---|--------------------------------|
| 1 | 2 | 3 | 4 | 5 | Using a computer. |
| 1 | 2 | 3 | 4 | 5 | Organising a filing system. |
| 1 | 2 | 3 | 4 | 5 | Working with figures. |
| 1 | 2 | 3 | 4 | 5 | Getting all the details right. |
| 1 | 2 | 3 | 4 | 5 | Clear structure and routine. |

C.

- | | | | | | |
|---|---|---|---|---|---------------------------------|
| 1 | 2 | 3 | 4 | 5 | Working with tools / machinery. |
| 1 | 2 | 3 | 4 | 5 | Fixing and repairing things. |
| 1 | 2 | 3 | 4 | 5 | Good, hand-eye co-ordination. |
| 1 | 2 | 3 | 4 | 5 | Working outdoors. |
| 1 | 2 | 3 | 4 | 5 | Developing practical skills. |

D.

- | | | | | | |
|---|---|---|---|---|--------------------------------------|
| 1 | 2 | 3 | 4 | 5 | Understanding / being curious. |
| 1 | 2 | 3 | 4 | 5 | Researching / analysing information. |
| 1 | 2 | 3 | 4 | 5 | Asking questions. |
| 1 | 2 | 3 | 4 | 5 | Solving problems in your own way. |
| 1 | 2 | 3 | 4 | 5 | Learning about new things. |

E.

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Using your imagination / expressing your ideas. |
| 1 | 2 | 3 | 4 | 5 | Designing and making things. |
| 1 | 2 | 3 | 4 | 5 | Performing / participating in artistic activities. |
| 1 | 2 | 3 | 4 | 5 | Watching plays, films, listening to music. |
| 1 | 2 | 3 | 4 | 5 | Working alongside creative people. |

Types of Work Activity

F.

1	2	3	4	5	Teaching people.
1	2	3	4	5	Helping people with their problems.
1	2	3	4	5	Meeting and talking to people.
1	2	3	4	5	Building relationships with people.
1	2	3	4	5	Looking after and caring for people.

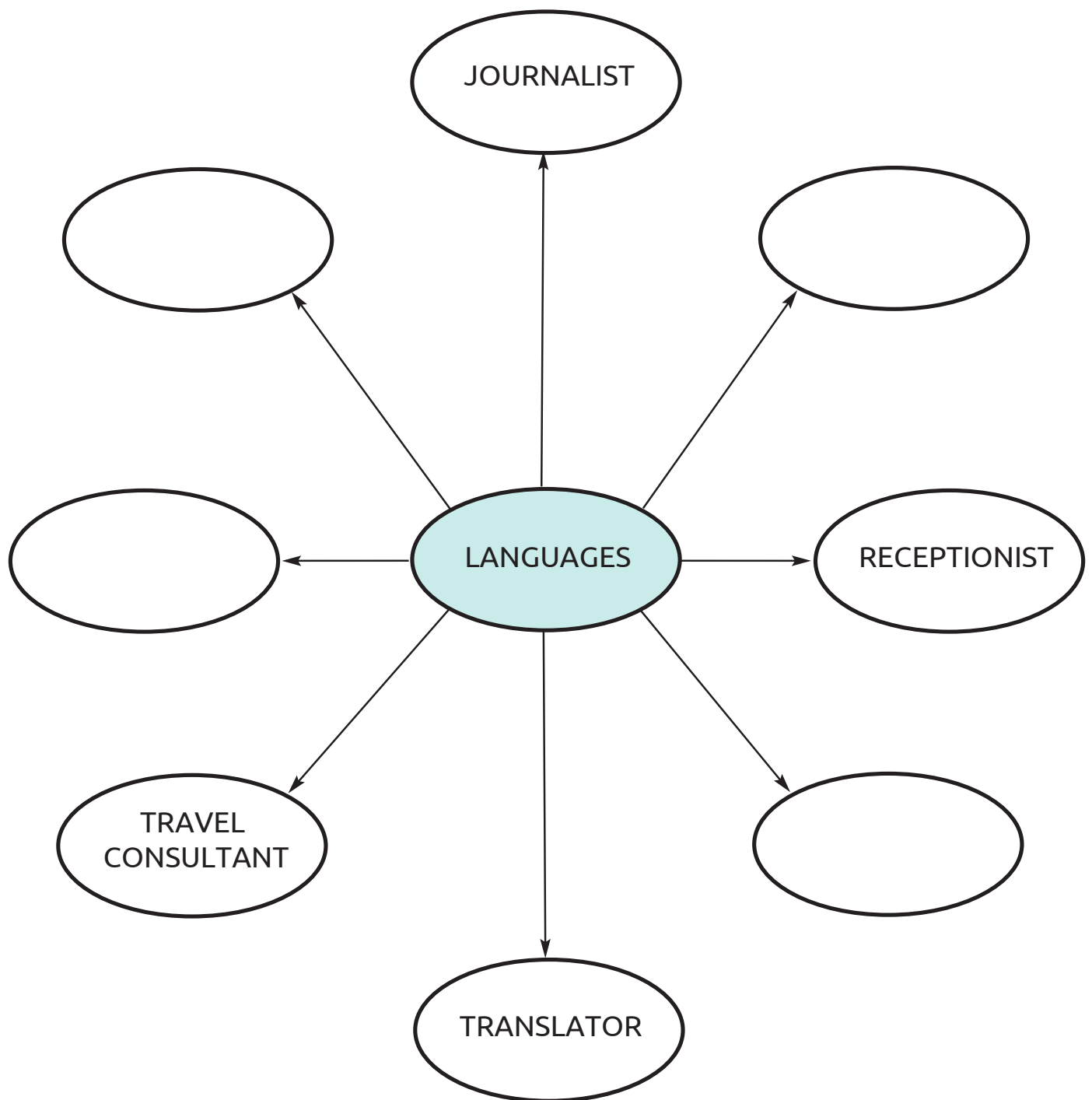
1. Add up the score for each set of items (maximum score for each area is 25).
2. Complete the world of work table
3. Then list in your notebook the six types of activity in rank order from rank 1 for the highest scoring set of items to rank 6 for the lowest.

WORLD OF WORK TABLE

ENTREPRENEURIAL (A) SCORE:	ADMINISTRATIVE (B) SCORE:	PRACTICAL (C) SCORE:
INTELLECTUAL (D) SCORE:	CREATIVE (E) SCORE:	SOCIAL (F) SCORE:

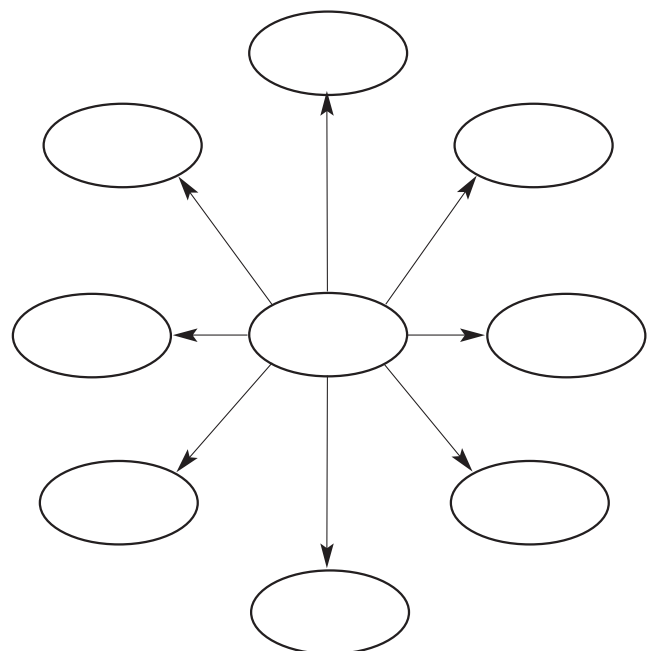
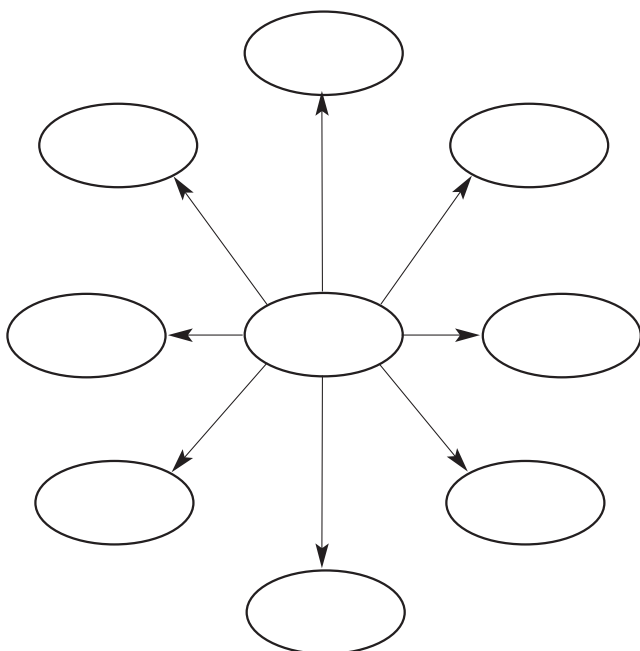
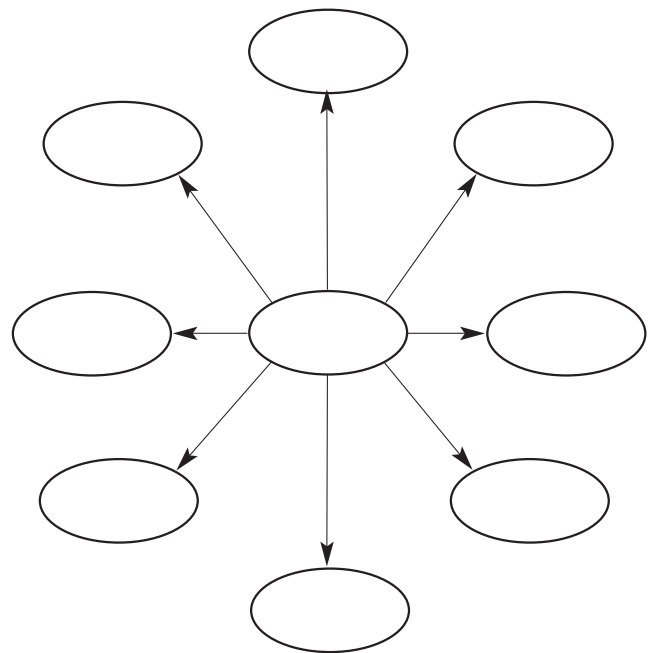
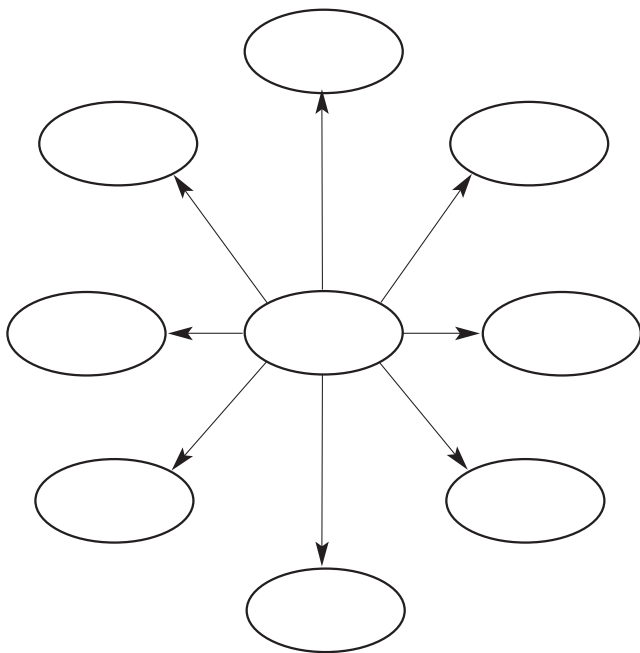
- | | |
|---------------------|--|
| A. Entrepreneurial: | Activities which would allow you develop business ideas. |
| B. Administrative: | Activities which would allow you organise information. |
| C. Practical: | Activities which would allow you work with your hands. |
| D. Intellectual: | Activities which would allow you read, write and appreciate words and ideas. |
| E. Creative: | Activities which would allow you perform, design or create. |
| F. Social: | Activities which would allow you work with people. |

Subjects & Work I



Complete the remaining spaces

Subjects & Work II



Write a Vocational Subject in the centre, then try to fill in possible career opportunities.

Subjects, Skills and Careers

Subject Profiled: _____

What Careers are directly linked to a study of _____ ?

For what other Careers is a knowledge _____ useful?

Is it possible to go on and study _____ at third level?

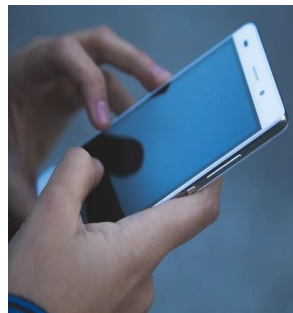
Name the course and give its entry requirements _____

What skills does _____ help you develop?

Why are these skills important in the workplace? _____

The Words We Use

- Read the following statements and decide which are the correct way to speak to an employer on the telephone.
- Suggest alternatives for the ones you think are unsuitable.



1. I want to speak to Mr
... Er Um

2. Good morning. I'm phoning
about your ad in the Times
today.

3. Good morning. May I
speak to Mr Kelly please?

4. Just a mo. There's
somebody at the door.

5. Sorry, I'll have to go and
fetch a pen.

6. I'm sorry. I didn't hear
that. Would you mind
repeating it.

7. It's about the job in the
paper.

8. There was something else I
meant to ask you.

9. What did you say your
name was?

10. Thank you for your help.

Applying for a Job by Telephone

The telephone is so commonplace in our lives, that it may seem like the easiest option when job seeking. However, success in applying for jobs on the telephone involves preparation and thought.

Before

- Plan what you are going to say.
- Have all the necessary information in front of you, i.e. the advertisement, pens and paper.



During

- Ask the name of the person to whom you are speaking.
- Remember that she or he cannot see you so put as much interest and expression into your voice as possible.
- Speak clearly and slowly.
- Keep conversation brief and to the point.
- Listen carefully to what the other person is saying about the needs and requirements of the job.
- Take notes during the conversation.
- Thank the receiver for her/ his time and attention.
- If left waiting, remain calm and polite.

Answering Machines

Many companies now use answering machines, so always have a short clear message ready. Remember to speak slowly and clearly when instructed to do so.

After

- Re-read your notes and make sure you understand what was said.

Job Advertisements

O'Reilly communications

As a rapidly growing player in the mobile communications sector, we currently have a number of jobs on offer to suit people with good interpersonal and entrepreneurial skills. So, if you think you fit this description, we'd like to hear from you now.

Full training will be provided.

Send a CV to:

Mary O'Reilly
HR Manager
O'Reilly Communications
112 Marlborough Street, Dublin4
or E-mail: mary@oreilly.ie

We wish to recruit suitably qualified:

SALES REPRESENTATIVES

For Full-time Positions

Applicants must be over 18 years, have a full Driving Licence and hold five passes in the Leaving Certificate including English and Mathematics. The successful candidates will have a working knowledge of personal computers, good keyboard skills and strong oral communication skills. We are looking for people with energy and commitment who enjoy team work, in a customer service environment. Knowledge of mobile phone market an advantage.

Elm Vale Co-Operative
requires a

CLERICAL ASSISTANT

Applicants for this position should have excellent interpersonal and communication skills; be self-motivated and familiar with office procedure incorporating telephone techniques and general reception duties; and be IT literate and competent in the use of Microsoft Word and Excel. Experience in a similar role would be an advantage.

Letter of Application, together with an up to date Curriculum Vitae, should be sent to the **Personnel Manager, Elm Vale Co-Operative Society Ltd., Virginia, Co Cavan** no later than **5.00pm on Friday 22nd September, 2021.**

Elm Vale is an Equal Opportunities Employer

AirBus

Cabin Crew

Are you caring, flexible and highly motivated?
If this describes you then the sky is the limit.
If you have ever contemplated becoming a Cabin Crew member, our training will give you everything you need to get your new career off the ground.

Requirements:

Minimum height 5'2" (1.58m)
with weight in proportion
Educated to Junior Cert. standard
Able to swim 25 metres
Exceptionally well groomed

To be part of our dedicated team, please write for application form to Cabin Crew Recruitment, Airbus Ltd., Heathrow Airport, London SE16QE2

Do I Meet the Requirements?

Title of Job Advertised?	<input type="text"/>
When Advertised?	<input type="text"/>
Where Advertised?	<input type="text"/>
By Whom?	<input type="text"/>

Job Requirements	Candidate's Specification
Qualifications?	Qualifications?
Skills?	Skills?
Qualities?	Qualities?

Am I suitable for the job? Yes No

Letters of Application

The letter of application is extremely important as it is your first point of contact with a potential employer. It should be used to suggest all the reasons why you are suitable for the job. Application letters, whether handwritten or word processed, should communicate to the reader that you are able to produce a well organised document with correct grammar and spelling.

Beginning

If replying to an advertisement, be specific and refer to the advertisement.

Examples:

1. With reference to your advertisement in (paper and date), I wish to apply for the position of ...
2. In response to the advertisement in (paper and date), I am applying for the position as ...
3. I am very interested in your advertisements for a (position) and feel that my qualifications and experience would meet the needs of this job.

Middle

Identify your attitude, skills and experience relevant to the job because this is what any potential employer needs to hear. State these important features in positive, confident and concise language, using terms such as I am ..., I have ... and I feel ...

End

There are many ways to end a letter of application, but whatever one you choose, it should be positive, confident and courteous.

Examples:

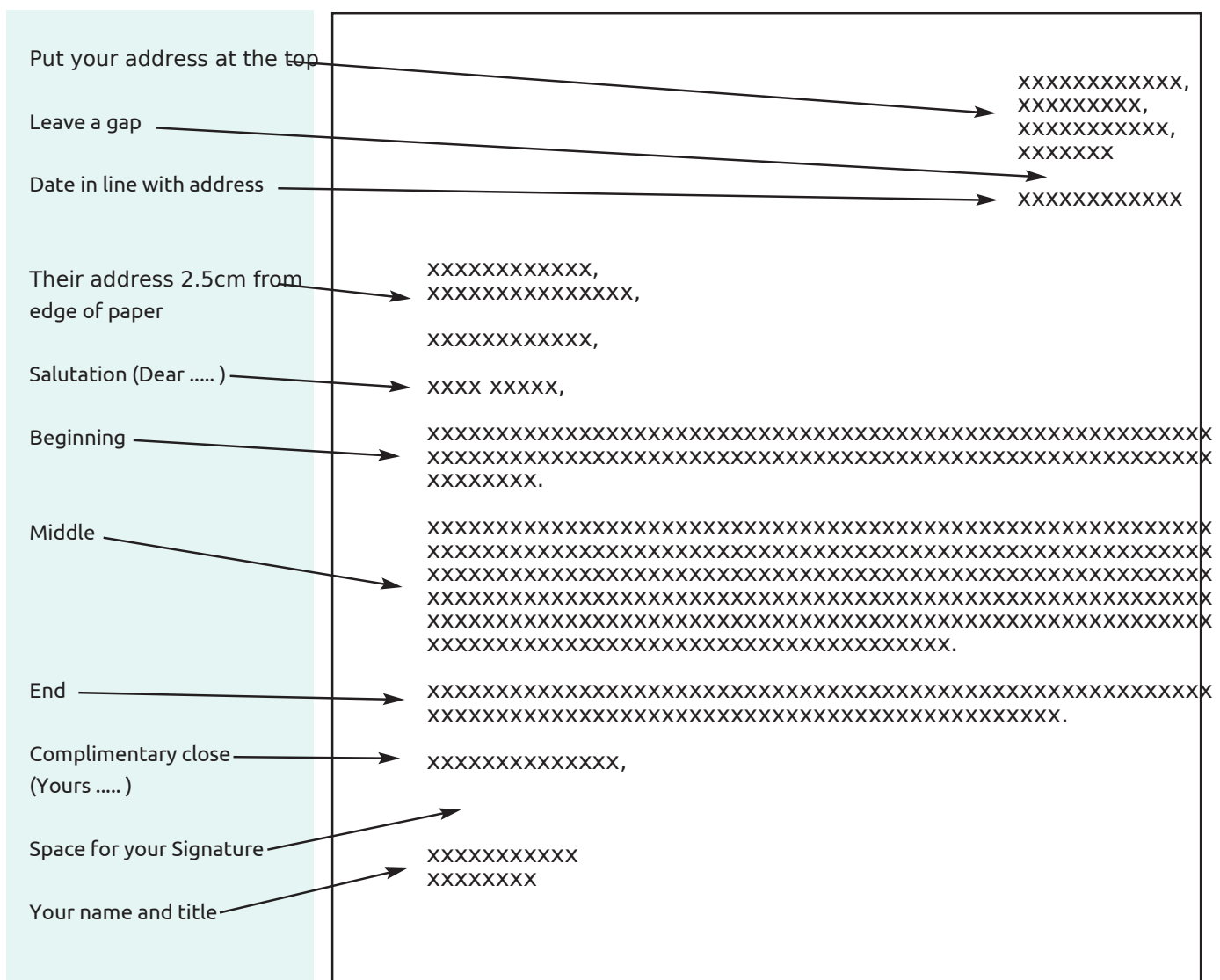
1. I do hope that you will consider my application favourably and look forward to hearing from you in the near future.
2. I would be very interested in discussing the needs and skills of the position with you in greater detail and look forward to having an opportunity to do so in the near future.
3. I would be delighted to attend for interview at any convenient time.

Letter Layout

The layout is where the addresses go, where to put the date, where to put “Dear Sir”, “Yours etc.” and so on. The layout you use will depend on the purpose of the letter and to whom you are sending it. Your English teacher will be able to tell you a bit more about letter writing and, if you are studying Business, your teacher will be able to tell you about business letters.



For our letter of application, we are going to use a “semi-blocked, punctuated” style. This is where your address is in a block at the top right hand side of the page and the rest of the letter is blocked along the left hand margin roughly 2.5cm from the edge of the paper. Each line of the addresses except the postcode has commas at the end.



Yours, sincerely or Yours faithfully? Yourrs sincerely when you know the name of the person to whom you are writing e.g. Dear Mr White = Yours sincerely, but Dear Sir/Madam = Yours faithfully.

Application Forms

Application forms can be simple documents seeking everyday details or they can be lengthy, thought provoking documents. Job application forms are generally an example of the latter while driving licence application forms are an example of the former. The golden rule of application forms is to always follow the instructions given.



Guidelines for Success in Form Filling

- Read instructions carefully
- Have your CV available for reference
- Photocopy the form and work on it first
- Begin with simple questions
- Jot down ideas for complex questions
- Work and rework these ideas until they clearly say what you want about yourself
- Fill in ALL the boxes
- If a question doesn't apply to you write in 'N/A'
- Proof read for spelling/grammatical errors
- Fill in the actual application form.
- Make sure you make NO mistakes on this form
- Use a black pen (and not a felt tip)
- Do not use Tippex.
- Get a friend to double check it for you
- Keep the form in excellent condition
- Keep a copy of completed form for use should you be called to interview.

APPLICATION FORM

**PLEASE COMPLETE
FORM IN BLACK INK**

CAREER FOR WHICH YOU WISH TO APPLY

PERSONAL DETAILS (Block Letters)

TITLE (Mr/Ms) _____

FIRST NAME _____

SURNAME _____

ADDRESS _____

TELEPHONE _____

DATE OF BIRTH _____

SECONDARY EDUCATION

FROM

TO

Name of school/s

QUALIFICATIONS (Junior Certificate)

DATE TAKEN :

SUBJECT

LEVEL

GRADE

LEAVING CERTIFICATE		YEAR OF EXAMINATION :
SUBJECT	LEVEL	
Any other qualifications/skills e.g. foreign languages, computers, first aid		
<div>Current Driving Licence yes <input type="checkbox"/> no <input type="checkbox"/></div>		
Detail any achievements/awards inside or outside school e.g. Gaisce, sports		
Give details of your main hobbies and interests and state any responsibilities held e.g. team captain		

WORK EXPERIENCE

Name of Employer

Dates

Type of Work

What benefits have you gained from your work experience?**Why do you believe you are suitable for the career you have applied for?****I CERTIFY THAT THE INFORMATION GIVEN ON THIS FORM IS ACCURATE**

SIGNED _____

DATE _____

Writing a C.V.



A CV is a summary statement of your education, qualifications, skills and experience. About 80% of all advertised jobs will require a C.V. of some kind. You won't get these jobs without an interview, and you won't get an interview without a successful C.V!

A C.V. is like a foot in the door, that will help you create an impression and make the employer want to meet you.

Layout of C.V.

- | | |
|---------------------------|---|
| (a) Personal Details: | name, address, telephone number, date of birth, nationality, |
| (b) Education | schools attended with dates, qualifications, other relevant skills (languages, computers) |
| (c) Work Experience | dates, positions, duties, |
| (d) Achievements | sporting, cultural, environmental, |
| (e) Hobbies / Interests | demonstrate variety - avoid lists. |
| (f) Referees | name and address of two,
(ask their permission first) |
| (h) Your signature / date | |



Tom's Story

- Try drawing up a C.V. for Tom Dunne based on the text below:-

Tom Dune is 20 years old and has just graduated from Carlow Institute of Technology having successfully completed a 2 year Higher Cert in Engineering. Tom could not celebrate his birthday this year (June 16th) as he was in the middle of exams.

Tom was a pupil at St Joseph's Primary School, Ennis for eight years beginning in September 2005 at the age of four. He attended Shannon Comprehensive School (principal Ms Eileen Leahy) for the following six years, leaving in June 2019 with four honours, two H2's in Technical Graphics and Construction Studies, a H1 in Business and a H3 in Maths. He gained a O5 Ordinary Level English, and a H5 in Geography and Irish.

During Transition Year, Tom completed a two week work experience placement with Finlay Architects in Ennis. Mr Brendan Finlay, Senior Architect in the company, was impressed with him and offered Tom work each summer from then until he left school. During his first college vacation he worked for six weeks on a construction site in Munich and on the second he worked for four weeks in the drawing office of Irish Glass in Dublin.

Tom was a keen hurler in Secondary School and won county medals at U12 and U16 levels and captained the successful U16 team. He achieved a silver Gaisce award in 6th year and also took part in a number of Concern debates.

Since leaving school, Tom has developed his cultural and social interests. He enjoys sport, music and reading. He is also keen on photography which he feels might help his career some day.

Tom is now looking for his first full time position as a Civil Engineer.

Preparing for an Interview



Your invitation to attend for an interview is based on the limited knowledge the employer has of you from an application form, a C.V., or a recommendation. The employer believes that you have the required qualifications, skills and experience and now wants to extend his/her knowledge and complete the picture of you. It's a two way process, however, as you will want to find out more about the job and the organisation. that is offering the position.

The Week Before

- Research the company
- Find out about the position
- Gather the relevant documents
- Think through what you will be asked
- Know your qualifications, skills and strengths

On The Day

- Check through your research
- Read through your C.V.
- Think through what you will say
- Think through what you will ask
- Feel confident
- Plan to get there early

During the Interview

- Don't be discouraged
- Keep relaxed
- Maintain eye contact
- Listen attentively
- Show you are interested
- Answer with confidence

Did You Know?

55% of first impressions are based on how you look, 38% on how you sound and only 7% on what you say!

Interview Questions

Questions about the Job

1. Why have you applied for this position?
2. What makes you think you can do this kind of work?
3. What skills and qualities are important for this job?
4. What would you like to get out of this job?

Questions about Work Experience

5. Tell me about your work experience - What duties did you most enjoy?
6. What do you feel you learned from it?
7. What did you least enjoy about it?
8. If I asked your supervisor to describe you what would he/she say?

Interests and Achievements

9. What are your spare time interests?
10. What is your greatest achievement to date?
11. What do you think you are good at? - Why?

General Questions

12. Describe a difficult situation you faced in the last year.
How did you deal with it?
13. What are your greatest weaknesses?
14. Tell me about a time when you worked well as part of a team.
15. Describe a time when you had to use your initiative.
16. Where do you see yourself in 5 years time?



Interview Assessment

Name of Interviewee: _____

	Fair	Good	Very Good
Application & C.V.	_____	_____	_____
First Impression	_____	_____	_____
Voice/language/Delivery	_____	_____	_____
Body Language	_____	_____	_____
Mannerisms	_____	_____	_____
Attitude to Interview	_____	_____	_____
Attentiveness/Concentration	_____	_____	_____
Answering	_____	_____	_____
Attitude to Job	_____	_____	_____

Additional Comments: _____

Fair = occasionally displayed / not consistent

Good = consistent but needs improvement

Very Good = maintain present standard

Health & Safety

Did You Know?

- Each year approximately 17,000 people are injured at work.
- The high risk sectors for accidents at work are farming, construction and fishing.
- Handling, lifting or carrying accidents account for 25% of all injuries; slips, trips or falls another 10%; and falls from a height 9%.
- Smokers take 50% more sick leave than non-smokers
- Statistics show that young people have a greater risk of being injured at work than older, more experienced employees.
- It is important that you improve your knowledge and understanding of health & safety issues before you enter the workplace.

The Health & Safety Authority is a state sponsored body under the Department of Enterprise and Employment. The HSA is responsible for administering and enforcing health and safety in the workplace in Ireland.



Health & Safety Authority
10 Hogan Place, Dublin 2. Tel: 01 614 7000
Website: www.hsa.ie

The Safety, Health and Welfare at Work Act, 1989, and the Safety, Health and Welfare at Work Regulations, 1993 set out, in legal terms, how prevention of ill health and accidents at work is to be achieved.

Health and Safety at Work is everyone's responsibility:

Employer

Your employer is responsible for ensuring the workplace is safe, including:

- providing safe work areas, machinery and equipment
- providing information, instruction, training and supervision
- making employees aware of potential hazards
- providing protective equipment

Employee

You must take responsibility for your own Health & Safety and not put others at risk. This includes:

- following safety instructions
- correctly using personal protective equipment (PPE) and clothing
- using equipment safely
- reporting hazards and injuries

It is the employee's responsibility to report hazards
It is the responsibility of the employer to provide a safe workplace.

Safety Statement

Employers must carry out a Risk Assessment of the workplace. This involves identifying Hazards, assessing their Risk and making the necessary changes to ensure the workplace is safe. Employers must write all this up in a document called a "Safety Statement".



Manufacturers and Suppliers have a responsibility to ensure that the materials and equipment they supply does not put the health and safety of workers at risk. They must label dangerous substances clearly. They must provide detailed written instructions on how the materials are to be handled. This is called a Material Safety Data Sheet (MSDS).



Safety Signs

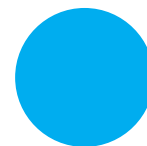
In many workplaces, it may not be possible to adequately eliminate all hazards. That's why safety signs are used. They are designed to draw your attention to the hazard rapidly, in an unambiguous way.



Prohibition
Don't Do



Warning
Risk of Danger



Mandatory
Must Do



Safe Condition
The Safe Way

A 'Hazard' means anything that can cause harm (e.g. chemicals, electricity, working from ladders etc.)

"Risk" is the chance,
great or small, that
someone will be
harmd by the
hazard

- S - spot the hazard
- A - assess the risk
- M - make the changes

Employers should try to eliminate the hazards altogether. If that is not possible, then safety precautions are necessary to control the risk (e.g. warning signs, guards, protective clothing).

On Work Experience or Part Time Work

If you are working on a task that you believe is unsafe or unhealthy, these are the steps to take:

- Tell your Supervisor or the Health & Safety Representative about the problem.
- They will then go to the employer whose responsibility it is to assess the risk.
- Together you should agree on ways to resolve the problem.
- If you are in immediate danger you should be given alternative work.

Questions

1. Give three responsibilities of employers and three of employees under the Safety, Health and Welfare at Work Act, 1989.
2. Explain the terms: *Safety Statement*, *Hazard*, *Risk*.
3. What do the initials PPE and MSDS stand for? Name three types of PPE.

Accident!

John Ryan was employed by his present employers, Maine Construction Ltd., for 3 years before he was injured. He was a full time brickie and had come to Dublin from his native Scotland in 2019 with the emergence of the new construction boom in the building industry. He was living in Butterfield Close, Dunshaughlin, Co. Meath at the time of the accident.

Maine Construction Ltd., Haddington Road, Dublin 2 was one of Dublin's premier building contractors with over 150 employees and a flawless health and safety record.

John was working at the new King's Hotel site on the Trim Road, Navan, Co. Meath when the accident occurred. At approximately 10:30am on the 3rd of September 2021 John was working on scaffolding on the site when a piece of it fell from a height and hit John on the head. An ambulance was called as John was unconscious and bleeding profusely from a gash in the head. Luckily he was found by Mark Kennedy who was the First Aid person on the site.

John was transferred to Navan Hospital and remained there for 5 days before being discharged. He suffered from concussion and for a short period of time suffered a loss of memory. He returned to work on September 30th 2021.

The Queens Inn Hotel is a large Irish owned hotel located on Castle Street, Athy, Co. Kildare. It employs 30 full time and 60 part time employees.

Janet Daly was employed as a catering assistant at the hotel since leaving school at the age of seventeen in July 2019. She had completed many CERT courses in that time and enjoyed her work. She had recently been made a full time employee. She was a native of the town and lived at 11, Ashgrove Drive.

At 9:00pm on October 19th 2000, just as Janet was coming off an 8 hour shift, she was asked to deliver an iron to Room 201. She was in a rush to do this and while going up the stairs she tripped over some cleaning utensils that were left on the stairs by the cleaners. She tumbled down over 10 steps and couldn't walk when she tried to get up.

Mary Mangan, the night shift Manager, was first on the scene and she called a doctor.

He diagnosed a sprained ankle and ordered Janet to rest her ankle for a week. Janet made a full recovery but was out of work for ten days.

FORM OF NOTICE OF ACCIDENT

APPROVED UNDER THE SAFETY, HEALTH AND WELFARE AT WORK (GENERAL APPLICATION) REGULATIONS, 1993

S.I. No. 44 of 1993

DETAILS OF INJURED PERSON

Name:	Date of birth:	Sex:	Is the injured person: <input type="checkbox"/> Employed Full Time <input type="checkbox"/> Employed Part Time <input type="checkbox"/> Self-employed <input type="checkbox"/> A Trainee <input type="checkbox"/> A Family Member <input type="checkbox"/> A Member of Public
Address:	Nationality:	Length of Service: Years Months	
	RSI Number:	Date of Accident:	
Occupation:	Time of starting work:	Normal time of finishing work:	

EMPLOYER/SELF-EMPLOYED INFORMATION

Name of business or company name:	Phone Number:(2) (+ STD Code)		
Address of Head Office:(1)	Nature of Business:		
Address of establishment where injured person was based if different from (1) above:	Approximate no. employed at establishment:	Approximate total no. employed by business:	
If accident did not occur at the establishment address state where:			

TYPE OF WORK AND WORK ENVIRONMENT

What type of work was the injured person doing at the time of the accident? (e.g. Iron founding, harvesting, word-processing): _____

Where was the injured person at the time of the accident? (e.g. inside buildings, underground, field, public road, shop etc.) _____

CIRCUMSTANCES OF THE ACCIDENT (An "agent" may be another person, an animal, a substance, equipment or other item)

Briefly describe what the injured person was doing at the time of the accident identifying the agent involved:

Briefly describe the departure from normal, including the agent involved:

Briefly describe the action leading to the injury including the agent which actually caused the injury:

Details of the Injury

Indicate type of injury (tick one box only) <input type="checkbox"/> Bruising, contusion <input type="checkbox"/> Concussion <input type="checkbox"/> Internal injuries <input type="checkbox"/> Open wound <input type="checkbox"/> Abrasion, graze <input type="checkbox"/> Amputation <input type="checkbox"/> Open fracture (i.e. bone exposed) <input type="checkbox"/> Closed Fracture <input type="checkbox"/> Dislocation <input type="checkbox"/> Sprain, torn ligaments <input type="checkbox"/> Suffocation, asphyxiation <input type="checkbox"/> Gassing <input type="checkbox"/> Drowning <input type="checkbox"/> Poisoning <input type="checkbox"/> Infection <input type="checkbox"/> Burns, scalds, frostbite <input type="checkbox"/> Effects of radiation <input type="checkbox"/> Electrical injury <input type="checkbox"/> Injury not ascertained <input type="checkbox"/> Other	Indicate part of the body most seriously injured (tick one box only) <input type="checkbox"/> Head, except eyes <input type="checkbox"/> Eyes <input type="checkbox"/> Neck <input type="checkbox"/> Back, spine <input type="checkbox"/> Chest <input type="checkbox"/> Abdomen <input type="checkbox"/> Shoulder, upper arm, elbow <input type="checkbox"/> Lower arm, wrist <input type="checkbox"/> Hand <input type="checkbox"/> Fingers, one or more <input type="checkbox"/> Hip joint, thigh, knee cap <input type="checkbox"/> Knee joint, lower leg, ankle area <input type="checkbox"/> Foot <input type="checkbox"/> Toes, one or more <input type="checkbox"/> Extensive parts of the body <input type="checkbox"/> Multiple injuries <input type="checkbox"/> Other
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CONSEQUENCES OF THE ACCIDENT

Fatal <input type="checkbox"/>	Date of resumption of work if back	Year Month Day	Anticipated absence 4-7 days <input type="checkbox"/> 8-14 days <input type="checkbox"/> More than 14 days <input type="checkbox"/>
Non Fatal <input type="checkbox"/>	if not back		

DETAILS OF NOTIFIER

Notifier: ☐ Employer/Self Employed ☐ Person in control of workplace ☐ Person Providing Training ☐ Other Date: _____

Address and telephone number for acknowledgement/clarification if different from (1) & (2) above: _____

Signature: _____ Position: _____

Accident Case Studies

An LPG cylinder attached to a portable heater was left overnight in a workman's hut. The hut exploded the following day when a man entered and lit a cigarette. The cylinder may have leaked or the heater been left on overnight, and the flame was extinguished (letting unburned gas escape) because the hut was badly ventilated.

A young gardener received a fatal electric shock while filling a kettle with water in a mess room.

The kettle was plugged in and switched on at the time of the accident. It was about five years old but had not been used for about eighteen months as an electric water heater had been provided. However, this heater had failed and while waiting for repairs the kettle had been taken back into use.

Examination of the kettle lead after the accident showed that the earth wire was not connected to the terminal in the plug and that the insulation had melted at the point where the live and the earth wires crossed. The undertaking was fined £1500 with £50 costs.

"I was cleaning out a drum in one of the paint mixers and I had one hand inside the drum. I went to grab a pole and missed and hit the button that started the machine. It picked me up, spun me around 15 or 20 times, and as soon as it stopped I went one way and my arm went the other."

- David Bakharia, Scarborough

"I was caught in the cables that hold the ship to shore when the turbine winch turned on and, as a result, I had my right leg amputated. I was never told about the right to refuse unsafe work. I always thought that if I refused to work I would be fired."

- Rick Germain, St. Catharines

Workers at a small factory making soft drinks developed rashes on their hands and arms. The neck and face of one person was affected.

Dermatitis was caused by food additive ingredients (colours, flavours etc) in the product.

Sometimes the powder in the air caused people to have nose bleeds. One woman developed asthma and bronchitis.

A garage owner sprayed two car doors and next day spent two minutes spraying a car roof with paint containing isocyanate hardener. While working he experienced shortness of breath with chest tightness.

He became worse and was taken to hospital but died after three days.

On November 18, 1994, Sean Kells was pouring a chemical product containing toluene, a hazardous chemical, from a drum. The drum exploded and Sean received third-degree burns to 90 percent of his body. It was his third day on the job. Sean was rushed to hospital, but died the next day. He was 19. The drum containing the hazardous toluene wasn't marked. Sean hadn't received any training and he didn't know his health and safety rights and responsibilities.

Case Studies taken from "Safe Company", published by the Health & Safety Authority and from "Young Worker", www.yworker.com

Sex Stereotyping

Case Study

Michael Brady, aged 16 years has the following characteristics:

- well liked by staff and students
- good looking
- a careful and persevering worker
- excellent Junior Cert results and taking all Leaving Cert subjects at higher level
- interested in "helping people"
- ambitious.

Group Tasks

On the basis of the above information, your group is to reach an agreed consensus on:

- (a) What Michael is likely to be doing one year after leaving school (i.e. decide first at what age you would expect him to have left school)
 - (b) What Michael is likely to be doing when he is thirty years of age.
-

Case Study

Michelle Brady, aged 16 years has the following characteristics:

- well liked by staff and students
- good looking
- a careful and persevering worker
- excellent Junior Cert results and taking all Leaving Cert subjects at higher level
- interested in "helping people"
- ambitious.

Group Tasks

On the basis of the above information, your group is to reach an agreed consensus on:

- (a) What Michelle is likely to be doing one year after leaving school (i.e. decide first at what age you would expect her to have left school)
- (b) What Michelle is likely to be doing when she is thirty years of age.

Gender Equality? Some History

Linda Makes History

The Irish Independent (19/2/1999) reports that 26 year old Dublin mother of two, Linda Mansfield, will shortly qualify as the first woman to complete a FAS, European Union and Irish Road haulage Association sponsored articulated lorry driver traineeship course based in Tallaght. The 26 week long course which began last September is the first of its kind in this country. It consists of every conceivable aspect of what is involved in driving an articulated truck. Ten separate modules covered such topics as customer care and documentation, vehicle awareness, carriage of dangerous substances and of course, driving.

Linda Mansfield was the only female to gain entry for the traineeship. A condition of entrance onto the course is that a reputable haulage company is prepared to pay the training fee of €7,618 as well as provide the participant with invaluable work experience. Donnacha Cody, Managing Director of DFDS, had no hesitation backing Linda. "Nowadays, you don't need brute strength to drive an articulated lorry". They're extremely high-tech, assures Linda, "I don't feel less feminine because of the work I do. I'm not trying to be a man. This is just another of those traditionally male jobs that women can do just as well".

Table shows number of boys and girls taking LCVP Vocational Subjects in Mixed Schools.

Subject	Boys	Girls
Construction Studies	2,324	238
Engineering	536	40
Technical Drawing	1,953	223
Physics	2,849	811
Agricultural Science	1,037	327
Chemistry	1,758	1,354
Home Economics	1,834	6,449
Biology	4,805	7,417
Art	1,296	1,327
Business	5,343	4,890
Accounting	2,028	1,703
Music	247	79

Statistics on Career Involvement by Gender

Persons in employment classified by Sex and Economic Sector
(December 1999 - February 2000) in thousands

Economic Sector	Males	Females	Total
A-B Agriculture, forestry and fishing	118.8	15.0	133.8
C-E Other production industries	213.2	100.3	313.5
F Construction	151.9	7.8	159.7
G Wholesale and retail trade	124.8	108.6	233.5
H Hotels and restaurants	43.5	61.9	105.4
I Transport, storage and communication	75.7	25.5	101.2
J-K Financial and other business services	104.1	102.7	206.8
L Public administration and defence	45.9	30.9	76.8
M-N Education and health	58.7	168.0	226.7
O Other Services	31.1	50.2	93.2
Total	979.8	670.8	1,650.6

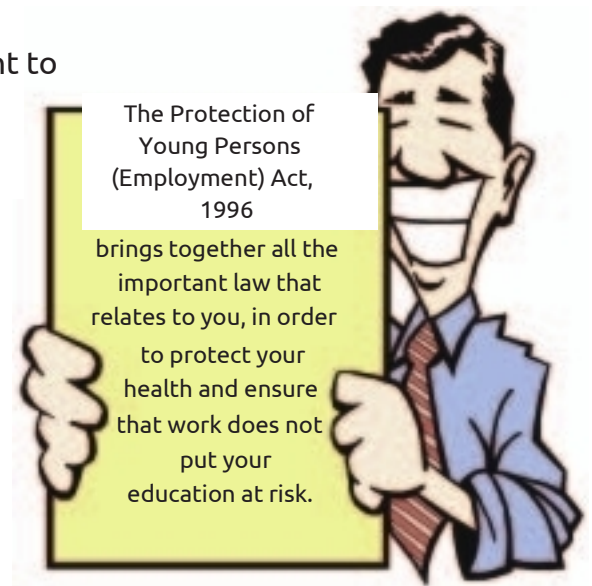
Your Rights at Work

Whether you're working part-time, hoping to get a holiday job or going on work experience, it's important to know your rights. You and your employer should be aware of.....

Duties of Employers under the Act

Employers must:

- see a copy of your Birth Certificate before employing you
- get the written permission of your parent or guardian if you're under 16
- keep the following records of each person under 18 employed:
 - full name
 - date of birth
 - time work begins each day
 - time work ends each day
 - rates of wages or salary
 - total amount of wages or salary
- give you a leaflet outlining your rights under the Act and display posters about the Act in your workplace.



Minimum Working Age

Under 16's can work in film, the theatre, sports or advertising once the employer is licensed.

Age	Regular Job	Part-time Work	Work Experience	Holiday Work
16+	yes	yes	yes	yes
15	no	yes	yes	yes *
14	no	no	yes	yes *

* you must have a three week break from work during the summer holidays.

Maximum Hours of Work per Week

	14yrs	15yrs
Term-time	nil	8 hours
Holiday Work	35 hours	35 hours
Work Experience	40 hours	40 hours

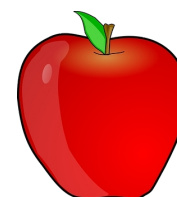


Under 18's may not be employed for more than 40 hours a week or 8 hours a day, except in a genuine emergency!

Your Rights at Work

Early Mornings and Night Work

	Under 16's	16 & 17's
Early Morning	After 8 a.m.	After 6 a.m.
Night Work School next morning	Up to 8 p.m.	Up to 10 p.m.
Night Work No school next morning	Up to 8 p.m.	Up to 10 p.m. and not before 7 a.m.



Rest Breaks

	Under 16's	16 & 17's
30 mins break after working	4 hours	4.5 hours
Every 24 hours	14 hours off	12 hours off
Every 7 days	3 days off	2 days off

Exceptions

- Work at Sea
- Defence Forces
- Family Business/Farm

You can make a confidential complaint to the Employment Rights Section of the Department of Enterprise, Trade and Employment, Tel: 01 631 3131

A Department Inspector will arrange a visit. Your employer doesn't need to know who made the complaint



Making a Complaint

Your parents can make a written complaint to a Rights Commissioner of the Labour Relations Commission at Tom Johnson House, Haddington Road, Dublin 4.

The employer or employee can appeal the decision of the Rights Commissioner to the Employment Appeals Tribunal, Davitt House, Adelaide Road, Dublin 2

Penalties

Offenders can face fines of up to €1,905, and an extra €317 a day if the offence continues

Activities

1. List the most important aspects of the Protection of Young Persons Act.
2. Write a letter to a friend describing your part-time work e.g. hours, breaks etc.
3. "Part-time work interferes with school work". Discuss.
4. Work in groups and produce a 3 minute presentation for employers on the Act.
5. Design a Poster showing the main areas of the Act.
6. Work in pairs to draw up a questionnaire to research the working conditions of fellow students who work part-time.

Sarah's Story

Sarah

My name is Sarah. I will be 16 next September. Sometimes my older sister gets me a cleaning job on Saturdays and Sundays, cleaning in a large hotel in the city centre. I usually work from 8 a.m. to 5 p.m. approximately both days. I take a break at 10 o'clock for ten minutes and at around 1 o'clock for about 40 minutes to have a roll or sandwich for lunch. Sometimes I buy a drink in the hotel coffee shop and we are allowed to sit and eat there if it is not too busy, otherwise we eat in a small room where all the cleaning materials are stored. I rarely take a break in the afternoons because I have too much to do. I must finish everything before I leave. I get a cheque for €125 for the two days work. I work hard and the supervisor is pleased with my work. She contacts me on the Friday if she needs me. It is great to get so much money into my hand and I am allowed to spend it all on clothes, shoes or CDs for myself. I really like being financially independent!

From Skills Work and Youth,
Irish Congress of Trade Unions

Questions

1. Identify three ways in which Sarah is being exploited.
2. What action should she take to improve her situation?