



The world of work

ADDITIONAL RESOURCES

Do we live to work or work to live? The universal struggle to find a balance between work and life outside work is explored in this engaging, street-style program. People from a diverse range of industries are asked about their work and how they attempt to lead a healthy, fulfilling life. How important is it to be passionate about ones work? How does financial stability affect ones self-esteem? What has the impact of technology, especially the internet, had on the way we work? This insightful, fast-paced resource is ideal for any viewers in middle to senior secondary audiences keen to understand more about the world of the work and how it shapes our identity.

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For Teachers

Introduction

The nature of work is changing. The idea of a job and a career for life is fast disappearing as job analysts predict most people will have at least ten career changes in their lifetime. Full-time, ongoing positions are being replaced by part-time and casual jobs as people try to find the right work–life balance and with it job satisfaction. Advances in technology and globalisation have had a huge impact on the workplace with some jobs disappearing and new ones being created. This program gives a unique insight into what people think about work, what their expectations are and how they are adapting to a changing work environment.

Timeline

00:00:00 Introduction
00:04:50 Balancing work and life
00:09:42 Emerging trends and the future of work
00:13:41 Credits
00:14:27 End program

Related Titles

Learning Pathways to Careers
Psychometric Testing and Employment
Management Roles
Employment Relations and Conflict Resolution

Recommended Resources

- www.youtube.com
- www.youthcentral.vic.gov.au
- www.joboutlook.gov.au

Student Worksheet

Initiate Prior Learning

1. **Brainstorming Activity**
Students are to explore a number of concepts including their understanding of work, why people work, what jobs have disappeared in the last 20 years and what new jobs have been developed.
2. **Pair and Share Activity**
Students individually are to describe their ideal job or occupation – what would it be, what hours would they work and why would they select this occupation. They then share with their partner and identify similarities and differences before sharing with the whole class.
3. **Research Activity**
Students construct a family tree of occupations that might include some or all of the following people: parents, guardians, grandparents, siblings, uncles, aunts and cousins. Include the occupation of each person on the family tree and identify the most common jobs from your investigation.
4. **Survey and Report**
Students are to select one member who they have included on their family tree and interview this person regarding the world of work. Questions to be asked could include:
 - what career were you thinking of when you were my age?
 - how old were you when you got your first job?
 - how many different jobs or careers have you had until now?
 - what is your current career and position now?
 - does your career provide you with the lifestyle you want? etc.Students should then present a short summary of the interview in the form of a written paragraph that identifies the key issues the person raised in the interview.
5. **Group Activity**
Students explore the meaning of the phrase: 'I work to live, not live to work'. They need to think of situations where some people live to work and others work to live and share these with the rest of the class.
6. **Vocabulary List**
Students are to find definitions for the following words or terms and create a table with the answers in their workbooks. The words/terms are:
Work, labour force, casual worker, volunteer worker, part-time worker, technology, globalisation, overtime, career, income

Active Viewing Guide

Introduction

1. How much of our life is spent working?

2. Listen carefully to the four people regarding their opinions about work. List what work means to each of them.

3. Discuss the downside of work referring to the opinions of the people interviewed in the program.

4. What do you think is meant by the proverb by Confucius that appears in the program: 'If you choose a job you love, you will never work a day in your life'.

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5. The term 'job satisfaction' is used in the program. List some of the things that contribute to job satisfaction.

6. True or False

- a) Historically a person's career path was fixed and choices were limited. _____
- b) It is very hard to swap career paths in today's economic climate. _____
- c) Most people will have one or two career changes in their lifetime. _____
- d) Technology and globalisation have had a huge impact on the workforce. _____
- e) Work is work – still boring and unchallenging. _____

Balancing work and life

7. A healthy work–life balance means different things to different people. What do you understand by 'work–life balance'? Refer to examples from the program.

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8. Describe some of the ways people can find a healthy work–life balance. You can refer to the program or your own experiences to answer this question.

9. Fill in the missing word in the paragraph below.

Many businesses have moved away from the _____ 9 to 5 working hours. People today are juggling _____ or a _____. This means they may seek _____ - _____ or _____ work which can offer them more _____.

Emerging trends and the future of work

10. What type of technology has had a major impact on how we perform our job roles today? What has been the outcome?

11. Define the term 'hot desking'. Give an example to demonstrate your understanding of this term.

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12. How important is technology in the workplace? In your answer highlight some of the positive elements and some of the negatives.

13. Explain the term 'organisational culture'.

14. What are the emerging trends that are changing the face of modern working life?

15. Some work analysts have predicted that 50% of the jobs that will exist in the future have not yet been invented. Why would this be the case?

Extension Activities

1. Internet Research Activity and Report

Investigate a workplace that has undergone significant change as a result of technology. Present your information in the form of a written report, highlighting how the technology has changed the jobs that people do in the workplace.

2. Survey/Questionnaire Activity

Use Survey Monkey to create an online questionnaire related to work–life balance and how a variety of people tackle this issue. The questionnaire should have at least six questions and have a couple of open-ended questions where respondents can talk about how they achieve (or don't achieve) a balance between work and their life outside work. Students should present the results in the form of graphs and other visual aids to summarise their findings.

3. Volunteer Activity

In pairs or in groups of up to four students, offer to volunteer for a week on a school project. This could be to help in the school canteen, in the library, run sporting events at lunchtime, collect rubbish, run some lunchtime events for the year level or the whole school, raise money for a charity by selling merchandise, etc. Remember to discuss the idea with your teacher to gain the appropriate approval. Each group needs to document their activity and keep a diary of the work they do and the level of job satisfaction they gain from this type of work.

The group can then conduct some research into an organisation that needs volunteers to survive. The information they find can be presented as a PowerPoint, Prezi or brochure. There are a number of websites that can provide help; use a search engine to find a volunteering organisation in your area.

4. Scenario: Your dream job

Fast forward: you are 25 years old and you have just landed your dream job. Prepare a profile about the job covering the following areas:

- a brief description of the job
- the work environment of this job (i.e. self-employed, working as part of a team, etc.)
- will you be based in one country or will this job involve travel?
- what level of education and training is required for this job?
- how did you find out about this job?
- discuss any predicted changes to this job in the future.

Suggested Student Responses

Initiate Prior Learning

1. Brainstorming Activity

Students are to explore a number of concepts including a definition of work, why people work, what jobs have disappeared in the last 20 years and what new jobs have been developed.

Answers will vary but may include:

Definition of work: an activity that produces something of value for other people, both paid and non-paid activities, performing tasks for payment.

People work to: earn money, to add meaning to their lives, to be able to achieve short and long term goals like travel, buy a car etc., feel valued, form a social network.

Jobs that have disappeared in the last 20 years or are slowly disappearing: public transport ticket inspectors, manufacturing jobs, bank tellers, typing pools, stenographers. New jobs that have been developed in the last 20 years: computer programmers, electronic game developers, reality show hosts, web designers.

2. Pair and Share Activity

Students individually are to describe their ideal job or occupation – what would it be, what hours would they work and why would they select this occupation. They then share with their partner and identify similarities and differences before sharing with the whole class.

Answers will vary for this question but could include a range of careers.

3. Research Activity

Students construct a family tree of occupations that might include some or all of the following people: parents, guardians, grandparents, siblings, uncles, aunts and cousins. Include the occupation of each person on the family tree and identify the most common jobs from your investigation.

Answers will vary for this question. Hopefully students will be able to see some common elements of the types of occupations that their family members are engaged in, but they might not. There will also be some family members who are involved in non-paid work like home duties.

4. Survey and Report

Students are to select one member who they have included on their family tree and interview this person regarding the world of work. Questions that could be asked include:

- what career were you thinking of when you were my age?
- how old were you when you go your first job?
- how many different jobs or careers have you had until now?
- what is your current career and position now?
- does your career provide you with the lifestyle you want? etc.

Students should then present a short summary of the interview in the form of a written paragraph that identifies the key issues the person raised in the interview.

Answers will vary.

5. Group Activity

Students explore the meaning of the phrase: 'I work to live, not live to work'. They need to think of situations where some people live to work and others work to live and share these with the rest of the class.

Discussion should focus on the fact that some people use work to define who they are spending more time in their job than having a personal life e.g. celebrities, teachers, CEOs etc. Others see work as a way of providing them with a regular income that they can then use to pay bills, go out and enjoy the lifestyle of their choice.

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6. Vocabulary List

Students are to find definitions for the following words or terms and create a table with the answers in their workbooks. The words/terms are:

Work, labour force, casual worker, volunteer worker, part-time worker, technology, globalisation, overtime, career, income

Word or Term	Definition
Work	The effort directed to produce or accomplish something or productive activity performed by people.
Labour force	The group of people aged 15 and over who are either employed (that is they have a paying job) or are unemployed but actively seeking work.
Casual worker	Temporary workers who are on call, may receive higher rates of pay but are not entitled to the benefits of a full or part-time worker like sick leave, annual leave, etc.
Volunteer worker	Someone who offers their services without the expectation of payment.
Part-time worker	A form of employment that offers less hours of work per week than a full-time job, usually less than 30 hours. The employee still has the same benefits as full-time employees such as sick pay, long service leave, carer's leave etc.
Technology	The practical application of knowledge in a particular area.
Globalisation	The expansion of business operations into other countries as a result of the removal of economic barriers and increased global technology.
Overtime	Work performed by an employee or worker in excess of a basic work day/week.
Career	An occupation or profession.
Income	Money received by individuals or groups in the form of wages/salaries that are paid from a job, dividends from shares owned, interest from money held in the bank, rent from a property owned or government payments.

Active Viewing Guide

Introduction

1. How much of our life is spent working?
Nearly one third of our life is spent working, which includes both unpaid house work and volunteer work.
2. Listen carefully to the four people regarding their opinions about work. List what work means to each of them
Person 1: Work has to be creatively fulfilling, something that makes them happy
Person 2: Work helps to make them independent, allows them to do what they want to do in their free time
Person 3: Work allows them to be fulfilled and successful
Person 4: Work means committed responsibility in their life, being mature, setting goals; if they do work they are able to accomplish more things
3. Discuss the downside of work referring to the opinions of the people interviewed in the program.
The downside of work includes:
 - **getting up in the morning when you don't really want to**
 - **work can get really stressful, work can be really busy**
 - **people can be angry with each other when there is pressure**
 - **timelines could be too short**
 - **work could be boring and repetitive**
 - **the need to juggle one's personal life around work commitments**
4. What do you think is meant by the proverb by Confucius that appears in the program: 'If you choose a job you love you will never work a day in your life'.
The proverb by Confucius highlights the fact that if people find the right job it will not feel like hard work and effort. It is important to be passionate about your job to achieve a high level of job satisfaction and to look forward to going to work each day. Some people accept work that they do not enjoy and it becomes more of a chore that they dread rather than a passion and interest that can then define who they are.
5. The term 'job satisfaction' is used in the program. List some of the things that contribute to job satisfaction.
Job satisfaction is linked to:
The type of work that provides challenges
Helping build a person's self-esteem
Giving employees real meaning in their lives
Feelings of connectedness with others in the workplace
Responsibility
6. True or False
 - a) Historically a person's career path was fixed and choices were limited. **True**
 - b) It is very hard to swap career paths in today's economic climate. **False**
 - c) Most people will have one or two career changes in their lifetime. **False**
 - d) Technology and globalisation have had a huge impact on the workforce. **True**
 - e) Work is work – still boring and unchallenging. **False**

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Balancing work and life

7. A healthy work–life balance means different things to different people. What do you understand by ‘work–life balance’? Refer to examples from the program.
Work and life can be seen as rivals but they actually complement each other. You need money to live so you work and then you want to also have a life outside of work. One of the respondents from the program said that his true identity came from doing things outside of work, like sport, but income still plays a massive part in his life. The taxi-driver talked about work involving both mental and physical aspects, and combined together they allow you to find happiness and a stable life. Work can also be fun if you work in the right industry for you.
8. Describe some of the ways people can find a healthy work–life balance. You can refer to the program or your own experiences to answer this question.
Some of the ways people can find a healthy work life balance is to take up a hobby, socialise with friends, have a supportive family network, look after their diet and exercise, undertake volunteer work and play sport.
9. Fill in the missing blanks.
- Many businesses have moved away from the **traditional** 9 to 5 working hours. People today are juggling **study** or a **family**. This means they may seek **part-time** or **casual** work which can offer them more **flexibility**.

Emerging trends and the future of work

10. What type of technology has had a major impact on how we perform our job roles today? What has been the outcome?
The type of technology that has had an impact on jobs includes computer systems, mobile phones, the internet and social media. The outcome has been increased productivity by improving the way information is exchanged.
11. Define the term ‘hot desking’. Give an example to demonstrate your understanding of this term.
Hot desking refers to a situation where no one in an office has a permanent desk to work from anymore. Because employers now have the opportunity to work from home or from multiple sites it is not necessary for them to be allocated a permanent desk that they use while employed in a particular job.
12. How important is technology in the workplace? In your answer highlight some of the positive elements and some of the negatives.
Technology has revolutionised the way we work today. It has reduced the chance of error and streamlined activities in a range of workplaces from restaurants, to the classroom to the way we do our banking. But relying too much on technology can also have its downside like when computer systems crash and hold work up, security issues and hacking and of course job losses.
13. Explain the term ‘organisational culture’.
Organisational culture is the collective behaviour of humans who are part of an organisation and the meanings that the people attach to their actions. It is all about respecting people’s complex nature and what makes them happy.

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14. What are the emerging trends that are changing the face of modern working life?

The emerging trends are:

Flexible working conditions

Contract work

Hot desking

Self-employment

15. Some work analysts have predicted that 50% of the jobs that will exist in the future have not yet been invented. Why would this be the case?

Technology has changed the workplace forever. As new gadgets and devices are developed, these will be used to alter the workload of individuals. Think banks and the role of the internet in providing access to bank accounts 24/7. Online shopping is slowly overtaking retail face-to-face shopping. As the internet becomes more advanced and as communication extends worldwide, new jobs will emerge while some will fade in the past.

Extension Activities

1. Internet Research Activity and Report

Investigate a workplace that has undergone significant change as a result of technology. Present your information in the form of a written report, highlighting how the technology has changed the jobs that people do in the workplace.

Answers will vary but may include an investigation of changes to the banking industry. With the introduction of internet banking, ATMs and B-Pay people can now do their banking online 24 hours a day, 7 days a week. This has led to a reduction in staff and physical banks. Other possible industry changes include: the self-scanners at supermarkets or online newspapers.

2. Survey/Questionnaire Activity

Use Survey Monkey to create an online questionnaire related to work–life balance and how a variety of people tackle this issue. The questionnaire should have at least six questions and have a couple of open-ended questions where respondents can talk about how they achieve (or don't achieve) a balance between work and their life outside work. Students should present the results in the form of graphs and other visual aids to summarise their findings.

Answers will vary.

3. Volunteer Activity

In pairs or in groups of up to four students, offer to volunteer for a week on a school project. This could be to help in the school canteen, in the library, run sporting events at lunchtime, collect rubbish, run some lunchtime events for the year level or the whole school, raise money for a charity by selling merchandise etc. Remember to discuss the idea with your teacher to gain the appropriate approval. Each group needs to document their activity and keep a diary of the work they do and the level of job satisfaction they gain from this type of work.

The group can then conduct some research into an organisation that needs volunteers to survive. The information they find can be presented as a PowerPoint, Prezi or brochure. There are a number of websites that can provide help; use a search engine to find a volunteering organisation in your area.

Answers will vary. Students need to brainstorm possible ideas and then gain approval through the various school administrative channels.

The second part of this task requires students to do some research using the internet on organisations that use the services of volunteers and present their findings in a brochure or visual presentation such as a PowerPoint. Students could even compile a comprehensive directory of places that require volunteers such as the RSPCA, etc.

4. Scenario: Your dream job

Fast forward: you are 25 years old and you have just landed your dream job. Prepare a profile about the job covering the following areas:

- a brief description of the job
- the work environment of this job (i.e. self-employed, working as part of a team, etc.)
- will you be based in one country or will this job involve travel?
- what level of education and training is required for this job?
- how did you find out about this job?
- discuss any predicted changes to this job in the future.

Answers will vary. Students need to explore job options using suitable websites, such as universities and other training organisations, job search websites, professional industry organisations, etc.