WRITING PORTFOLIO

kathryn.mcinnes@bigpond.com

0401 253151

Kathryn McInnes

# Table of contents

[Welcome letter 2](#_Toc474246796)

[Introduction 3](#_Toc474246797)

[Sample of text written for BSBWOR501 Manage personal 4](#_Toc474246798)

[Sample of text written for SITXMGT401 Monitor work 5](#_Toc474246799)

[Sample of text written for SITHPAT001 Produce cakes 7](#_Toc474246800)

[Sample of text written for SITHPAT001 Produce cakes 9](#_Toc474246801)

[Sample of interactive activities written for SITHPAT001 Produce cakes 10](#_Toc474246802)

[Sample of text written for SITXMGT401 Monitor work operations 12](#_Toc474246803)

[Sample of text written for BSBHRM604 Manage employee relations 14](#_Toc474246804)

[Sample of text written for SITHPAT007 Prepare and model marzipan 16](#_Toc474246805)

# Welcome letter

Dear future client,

Thank you for taking the time to review a snippet of my written work.

Unfortunately, due to current conditions of employment and confidentiality agreements with existing clients, only a small sample of work can be showcased here. Additional writing samples can be viewed on my website or in person.

I’ve had over 17 years’ experience writing and designing educational learning resources. I *love* what I do. There's not many occupations where you get to learn something new every day. In the last few months alone, I've learned how to set up a local area network (LAN), make chocolate confectionery, interpret market trends and developments and model marzipan.

I believe it's my love of learning that makes me such a valued technical writer. I am passionate about my role and genuinely care about the end user - the journey I take them on and the knowledge they gain through reading my work.

I get great joy out of hearing someone say, 'Oh! That makes sense. Now I get it.'

To read more about me and my professional experience, please refer to my website [www.kathrynmcinnes.webstarts.com](http://www.kathrynmcinnes.webstarts.com).

I look forward to working with you in the near future.

Kind regards,

Kathryn McInnes

Note: All content contained within this document is copyright of Didasko Learning Resources and is supplied for viewing purposes only. It cannot be printed or reproduced for any reason.

# Introduction

The majority of resources I have written over the past 17 years, are for units of competency in the following industry areas.

* Hospitality
* Commercial cookery
* Patisserie
* Retail operations
* Cleaning
* Business operations and management
* Human resource management
* Marketing
* Business compliance

The length of each completed unit ranges from 60 to 160 pages depending on whether it is a Certificate I, II, III, IV or Diploma level unit.

The examples of text I’ve provided are from a variety of units I’ve written and instructionally designed for Didasko Learning Resources.

To comply with Didasko’s confidentiality agreement and copyright legislation, I am unable to share any of the full documents here. I am also unable to supply completed assessment tools and mapping documents.

For a complete overview of the units I have written and developed for Didasko, including examples of training support material and assessment documentation, please refer to their website [www.didasko.com](http://www.didasko.com).

## **Sample of text written for BSBWOR501 Manage personal** **work priorities and professional development**

### What is delegation?

When you delegate work, you give someone else the authority to do tasks that are usually your responsibility.

Delegating can be difficult for people who have trouble letting go of control. ‘If I want it done right, I have to do it myself!’ (Sound familiar?)

This attitude quickly leads to manager burnout and team underperformance.

Good delegation isn’t just a way to free up the manager’s time. As a manager, you have a lot of competing demands. Delegating helps you achieve personal, team and organisational goals. It also assists in professional development and succession planning.

Click on the people to learn how delegation benefits both managers and staff.

* Delegating saves so much time! Now I can plan, build relationships, seek out new opportunities, prevent problems, monitor performance, etc.
* I don’t get caught up in the details. This helps me lead with more perspective and vision.
* I don’t want to be in this position forever, so I’m grooming people to replace me when it’s time for me to move on to bigger and better things.
* I want my team to be well-developed and trained, so they can take over each other’s tasks and mine if there’s an emergency (or if I need a holiday!).
* I get bored doing the same tasks. I like being stretched by more challenging assignments.
* I learn a lot when I’m delegated new tasks. I feel like I’m taking on new information and increasing my skills … really progressing.
* I love it when my manager trusts me with something she usually does herself. It increases my confidence.
* I enjoy being given more responsibility. I feel more involved in work and more committed to the results.

## **Sample of text written for SITXMGT401 Monitor work** **operations**

## What is quality?

Quality is determined by product users, clients or customers. Every business needs to understand what quality means to their customers and identify ways to provide quality in the product/service cycle.

Quality has many dimensions and could be described as:

* a measure of excellence
* the best, the finest, the greatest, the most expensive, superior
* free from defects, deficiencies and significant variations
* consistent, uniform, trustworthy
* safe
* effective
* doing the right things right.

## How should you involve colleagues?

If you want employees to ‘buy-in’ or feel a sense of ownership over their work, then involve them in decision-making and continuous improvement processes as much as possible. Front-line employees deal directly with customers and may have some of the best ideas for how to improve service and efficiency levels.

Click on the light bulbs for some strategies on how to proactively seek opportunities for workplace improvement.

* Have an ‘open door’ policy. This means that staff can approach you with problems or queries when they need to, or at least be available for appointments on a regular basis. Have a positive attitude and be open to new ideas.
* Have regular meetings. Provide clear, objective information on performance and proactively seek ideas for workplace improvement.
* Give staff time to discuss and brainstorm ideas for workplace improvement. People need time to think and research. Meeting times may not always be the best environment for free thinking. Consider giving staff some scheduled time off from regular duties once a month to work on ideas for improvement.
* Allocate research projects. If you’ve identified problem areas, have an employee or small team work on researching ideas, technology and equipment that could be used.
* Staff suggestion ‘box’. Have an ‘ideas’ area on the company Intranet, or a suggestion box in the staff room so employees can note their suggestions for improvement.
* Invest in training and development. Send employees to seminars, workshops and events. Encourage networking and sharing of ideas.

## What is your duty of care?

The organisation, and you as their manager, has a duty of care to ensure that staff are aware of their responsibilities, are competent in their job role and can manage their workload. If an employee is highly stressed and is at ‘breaking point’, it could be a WH&S issue. You need to protect the employee from physical as well as psychological harm.

Click on the checkboxes to learn more about your duty of care as a frontline manager.

* Have clear job descriptions, and procedures and standards. Train employees against these. Keep training plan records.
* Check that employees are competent and skilled in all areas of their job. This might involve undertaking annual ‘training needs analysis’ to identify gaps in performance.
* Conduct regular performance reviews. Include formal reviews, such as performance appraisals and informal reviews including observation, coaching and feedback.
* Use measurable data to assess and schedule workloads and ensure they are fair and realistic.
* If you identify that an employee is not handling their workload, meet with them and look at strategies for managing the situation.
* Ensure employees take their scheduled breaks.
* Look for signs the employee may be overworked.

# Sample of text written for SITHPAT001 Produce cakes

Do you remember licking the beaters or the bowl?Have you ever helped Mum in the kitchen, played with dough or even made your own cup cakes?When was the last time you made something delicious and had fun doing it?

Whichever memory is true for you, one thing is for sure, baking isn’t just child’s play. In fact, producing cakes and sponges is both a science and an art.

Your success will always depend on the correct selection, measurement and incorporation of ingredients as well as the ability to bake them correctly and decorate them with creativity and flair.

Let’s look at what you will learn on completion of this unit.

Section 1: Select ingredients

Section 2: Select, prepare and use equipment

Section 3: Portion and prepare ingredients

Section 4: Cook cakes and sponges

Section 5: Decorate, present and store cakes

## Section 1: Select ingredients

Let’s look at what you will learn on completion of this section.

* Confirm food production requirements from food preparation list and standard recipes.
* Calculate ingredient amounts according to requirements.
* Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.

## What’s going on in that kitchen!

We all have bad days. Unfortunately, when the kitchen has a bad day, it can create havoc. Let’s eavesdrop and see how a bad day in the kitchen can affect customers.

Click on the icon to begin.

Is this a fruitcake? It doesn’t look anything like what I ordered. Are you sure this is mine?

This carrot cake is so dry. It feels like it was made a week ago.

Goodness me! What is that smell coming from the kitchen?

No wonder this restaurant is empty. This food is very average ... and they reckon they specialise in cupcakes! I don’t think so.

I paid $8.50 for this cake! There is no cream and no garnish. What a rip-off!

# Sample of text written for SITHPAT001 Produce cakes

## Eggs

Eggs aren’t just a source of protein, fat and minerals! They’re a key ingredient in most baked goods. Used in the right proportions, they can help you produce goods of different textures, appearance, composition and flavour.

Click on the tabs to find out more about eggs.

**[Tab 1]Aerating**

When you whisk whole eggs, yolks or whites vigorously, they trap and hold air. As you keep whisking, the thin, elastic protein strands stretch. This traps more and more air, greatly increasing the mixture’s volume temporarily. Then it reverts back to its liquid form again.

**[Tab 2]Binding**

Egg yolks contain lecithin, which is a natural emulsifier. This assists in binding ingredients to form a cohesive mass. When you apply heat, the coagulation properties of eggs hold the food ingredients together so they retain their desired shape.

**[Tab 3]Coagulating**

Coagulated egg protein can hold large quantities of liquid. This is why eggs are used to set custards, sauces and baked products. If you overheat them, they toughen, shrink, expel water and take on a curdled appearance.

Eggs respond better to moderate cooking temperatures. At higher temperatures coagulation is almost instant.

**[Tab 4] Enriching**

Eggs provide needed moisture to cakes. They also enrich the flavour.

**[Tab 5] Glazing**

You can use whole beaten eggs, yolks or whites to glaze food before placing it in the oven or under the salamander. The glaze seals food, changes its texture, improves its appearance and imparts more flavour and colour to it.

# Sample of interactive activities written for SITHPAT001 Produce cakes

## Can you calculate the ingredient amounts?

You need to take care when adjusting recipes. Remember to double-check that all calculations and units of measurement are correct. It only takes one miscalculation to result in disaster!

Let’s look at the following scenario.

Click start to begin.

The following ingredients yield 1 kg but you need 4 kg.

Click and drag the correct unit of measurements to suit the increase required for a yield of 4 kg.

|  |  |  |  |
| --- | --- | --- | --- |
| 500 g bakers flour | 10 g of salt | 50 g of caster sugar | 4 g of ground cardamom or mace |
| 2 kg**[Correct]** | 40 g**[Correct]** | 200 g**[Correct]** | 16 g**[Correct]** |

|  |  |  |  |
| --- | --- | --- | --- |
| 250 g of butter | 35 g of coconut | 200 ml of chilled milk | 2 chilled, beaten eggs |
| 1 kg**[Correct]** | 140 g**[Correct]** | 800 ml**[Correct]** | 8**[Correct]** |

|  |  |  |  |
| --- | --- | --- | --- |
| 2 kg | 40 g | 200 g | 16 g |
| 1 kg | 140 g | 800 ml | 8 |

**[Correct feedback text] Well done! You’re correct.**

**[Incorrect feedback text] That’s not quite right. Have another look at the quantities and try again.**

### Can you store the re-usable by-products correctly?

You’ve been making cakes in preparation for a large function. You have some ingredients left over. See if you can store them correctly so you don’t waste them and can use them in the future.

Click and drag the ingredients to the correct storage procedure.

|  |  |  |
| --- | --- | --- |
| Keep in storage area at around 18 °C. | Date code and place in a clean, dry, airtight, food grade container in the refrigerator at 3 to 4 °C. | Place in a sealed bin in a cool, dry, well-ventilated storage area. |
| Bananas | Prepared custard | Flour opened |

# Sample of text written for SITXMGT401 Monitor work operations

Why do some managers seem to have everything under control? They make everything look effortless!

Their employees know what they need to do and get on with it without being asked. They seem satisfied with their work and continually strive to do their best.

What special skills do these managers have and how do you get them?

Well, it all starts with clear performance expectations and regular, constructive feedback.

This unit will help you to work within an organisation’s people management system to develop the skills needed to effectively monitor and improve the performance of your employees.

After all, your employees are your biggest asset.

Let’s look at what you will learn on completion of this unit.

Section 1: Monitor staff performance and provide feedback

Section 2: Recognise and resolve performance problems

Section 3: Implement performance management systems

### Why do you need to monitor staff performance?

Managers work with their team to set goals and actions plans to achieve those goals. Employees need to know what level of performance is expected of them and have the skills, abilities, resources and systems in place to deliver on those performance expectations. Individual feedback is essential to this process.

Click on the dot points to learn about the benefits of monitoring performance.

* Employees know and understand what is expected of them in their job role.
* They have the skills and knowledge required to deliver on those expectations.
* They receive regular, constructive feedback and have an opportunity to discuss their work performance.
* They are rewarded for their performance through a reward and remuneration strategies.
* They are counselled for underperformance and/or behaviour which is out of alignment with the organisation’s values and goals.

### The costs of underperformance

The costs of underperformance are difficult to calculate. Some research indicates that a chronically underperforming employee can cost the company as much as 80% of the employee’s annual salary. Sometimes more, if the result is dismissal and there are replacement recruitment costs and potential legal costs of unfair dismissal claims.

Click on the icon for examples of underperformance costs.

* Poor morale of team members who can be affected by the situation
* Loss of production or service provision
* Wasted resources
* Lost opportunities, such as to attract new business or keep repeat business
* Time managers and HR spend managing the problem
* Legal advice
* Replacement recruitment costs
* Training new staff
* Payout costs, if employee is made to leave

# Sample of text written for BSBHRM604 Manage employee relations

**Government organisations**

There are two main government organisations set up to protect the rights of workers. They are the Australian Human Rights Commission and the Fair Work Commission (which we’ll look at on the next screen).

**Click on the icon to find out more about the Australian Human Rights Commission.**

The Australian Human Rights Commission is an independent statutory organisation that reports to the federal government through the Attorney-General. The Commission’s role is to protect and promote human rights in Australia. It does this through education, research into human rights and discrimination issues, policy formation and legislative development.

If anyone has a query regarding discrimination, harassment or bullying, they can seek assistance through the Commission.

### Fair Work Commission and Ombudsman

The Fair Work Commission is the national workplace relations tribunal. Workplace relations (also known as employment or industrial relations) can be defined as the relationship between employers and their representatives (such as employer associations) and employees and their representatives (unions) and government, in the process of creating equitable, innovative and productive workplaces.

Click on the icon to find out more.

The Fair Work Commission is an independent body with the power to carry out a range of functions relating to the following.

* The safety net of minimum wages and employment conditions.
* Enterprise bargaining: the process of negotiating wages and conditions between employers and employees.
* Industrial action, for example, strikes and stop-work meetings.
* Dispute resolution in cases of grievances and disagreements between employers and employees over wages and conditions.
* Termination of employment, where the employee feels they were sacked for unfair reasons, including discrimination.
* Resolution of bullying claims.

The Fair Work Commission also has the Fair Work Ombudsman, whose role is to help employees and employers understand their workplace rights and to investigate grievances and enforce compliance with Australian laws.

Visit the Fair Work Ombudsman website, [www.fairwork.gov.au](http://www.fairwork.gov.au), and click on the main tabs to familiarise yourself with the range of helpful information the site provides.

# Sample of text written for SITHPAT007 Prepare and model marzipan

### How do you mould marzipan by hand?

Make sure your paste is smooth and pliable before you begin any modelling. A great result is only possible if you start with good quality marzipan.

Watch the videos to see some marzipan creations in action.

**Strawberry**

* Take a ball of red marzipan and roll into a strawberry shape between your palms.
* Roll the strawberry onto a fine grater then in caster sugar to create a textured finish.
* Roll out a small amount of green paste and use a daisy cutter to simulate the strawberry leaf.
* Use your modelling tools to press a stem dent into the top.

**Pear**

* Roll the ball between your palms to elongate into a pear shape.
* Flatten the bottom to square it off a little.
* Brush colour onto marzipan to mimic a pear.
* Use your modelling tools to press a stem dent into the top.
* You can also prepare and press small green leaves onto the stem for a realistic finish.
* Prepare a little stem from brown marzipan or insert a clove.

### Modelling flowers by hand

You can use marzipan flowers to decorate many types of cakes, from tiny iced petits fours or colourful cupcakes to an elaborate multi-tiered wedding cake. Hand-modelling gives marzipan pieces an added individuality and creative edge.

You can create many varieties of realistic flowers with cutters and moulds. Roll out the marzipan on a clean surface dusted with pure icing sugar. Use cutter shapes to create daisies, flannel flowers or whatever shape you desire. Cut shapes can be left as flat, two-dimensional decorations or hand-moulded into curved, three-dimensional petals and flowers.

Alternatively, press coloured marzipan into moulds to form flowers or leaves. There is a wide variety of flower moulds available, the most common being roses.

Paint the modelled flowers with a paintbrush or spray with an airbrush to bring your creations to life.

Watch the video to learn how to prepare marzipan roses.

Place a small ball of coloured marzipan between two plastic sheets.

Use your hands, a spatula or a rolling pin to press down and flatten one half.

Remove the pressed marzipan from between the sheets of plastic and roll into a conical shape. This forms the centre of your rose.

Continue to press rolled pieces of marzipan and wrap them around the cone to form petals. Thinning out the edges of each petal first will achieve a fine rose-like effect. You can add two or three petals to make tiny rosebuds or continue adding larger petals to create a full blown rose.

Use some green marzipan to make leaves and tendrils.

**Hot tip**

Marzipan can crack when modelled on its own. It’s common practice to combine marzipan with ready to roll icing which makes it more pliable and gives a smoother finish. A ratio of one-part marzipan to one-part icing is ideal.

### Recipe 331

Marzipan bananas Yield: 12 pieces

Ingredients Quantity

Commercial modelling marzipan 84 g (5 to 7 g per banana)

Yellow food colouring

Brown or green food colouring

Step Method

1 Colour 84 grams of marzipan with yellow food colouring paste or liquid.

2 Roll into a rope and cut into 12 even 7-gram pieces. Form into balls.

3 Take each ball and elongate between your palms. Taper each end and bend into a banana shape.

4 Use either brown or green food colour and a fine paint brush to paint typical banana markings.

**Note:** Create 12 marzipan bananas to decorate each portion of a banana cake.