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WACE: Career and Enterprise (exp. Dec 2015)	Printed text	e-version master	Total
Career and Enterprise General 11	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11	_____ @ \$55	_____ @ \$660	_____

Careers, Work Education & Personal Development	Printed text	e-version master	Total
Career Pathways 2015	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal 2015	_____ @ \$20	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$27.50	_____ @ \$220	_____
Personal Development Activity Planner: Introductory 2015	_____ @ \$25	_____ @ \$165	_____
Personal Development Project Planner: Advanced 2015	_____ @ \$27.50	_____ @ \$220	_____

Industry and Enterprise	Printed text	e-version master	Total
I&E Unit 1: Workplace Participation 3ed. 2015	_____ @ \$33	_____ @ \$440	_____
I&E Units 1&2: Towards an Enterprising You 4ed. 2015	_____ @ \$42.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 3ed. 2012	_____ @ \$59.95	na	_____

Industry-Specific Resources	Printed text	e-version master	Total
Retail - Foundation 2014	_____ @ \$33	_____ @ \$165	_____
Retail - Intermediate 2014	_____ @ \$33	_____ @ \$165	_____
Community Services - Foundation 2015	_____ @ \$33	_____ @ \$165	_____
Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

VCAL/ Applied Learning Resource Sets	Printed text/workbook	Printed activities book	CD Master text/workbook	CD Master activities book	Combined CD master sets	or license with master e-version
Literacy - Intermediate 3ed. (pre-order for 2016) 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy - Senior (pre-order for 2016)) New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Numeracy - Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy - Senior (pre-order for 2016) New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
PDS - Senior 2ed 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Foundation 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Senior 2ed. 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
Totals	_____	_____	_____	_____	_____	_____

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Term 3, 2005 Update: New resources for VCAL, Applied Learning, Career Pathways, Work Education and Work Experience/Work Placement.

New
resources now
available term 2.

New Literacy and Numeracy resources for 2016

In line with the proposed VCAA review and implementation in 2016 of Literacy Skills and Numeracy Skills new Literacy and Numeracy resource sets are now being developed.

- ⇒ New: **Literacy - Senior** featuring a carefully planned literacy (and oracy) program designed to support students as they develop into young adults. For the first time for VCAL includes the option of a **master PDF e-version**.
- ⇒ Updated: Literacy - Intermediate 3ed, revised and refreshed and with more content, and also available as a **master PDF e-version**.)
- ⇒ New: **Numeracy - Senior** with content geared towards situations facing Year 12 students, and with all assessment tasks offering the choice to apply to personal and/or work-related situations. (Note: **Numeracy Intermediate**, released in 2015 will only be updated if necessitated by changes to the study.)
- ⇒ New colour editions will be release of the workbook/texts for **WRS - Intermediate 3ed**, **PDS Intermediate - 3ed** and **PDS - Senior 2ed**. This means that all VCAL titles will now be in full colour. If you are booklisting these you will need to update to the new editions with new ISBNs. (Available from October 2015.)
- ⇒ You can pre-order new resources now and/or booklist. Samples will be available soon.

Keep up to date with uploads of samples by joining the email list. If you receive this flyer without receiving an email then you are not on the list. Contact me to join and to add relevant staff members so they can be kept up to date.

Released in 2015

A range of new resources are now ready for order. All of these new resources are available as full colour printed books or as e-version PDF masters that students can complete using ICT devices.

- ⇒ **Personal Development Activity Planner: Introductory** (suitable for PDS Foundation and introductory PDS Intermediate activities and projects) & **Personal Development Project Planner: Advanced** (suitable for advanced PDS Intermediate and PDS Senior projects).

These new colour-coded planning guides have been created specifically for schools and students to support Personal Development activities and projects. The planners are formatted as write-in booklets with colour-coded pages to support planning, organising, doing and reviewing a personal development activity or project.

- ⇒ **Work Placement Journal** (suitable for year 11 and Year 12 students work-related and vocational placements). Full colour A4 size and includes 40 pages of daily journals as well as all 20+ work-related application activities.

- ⇒ **Community Services: Foundation & Community Services: Intermediate** (industry-specific sets)

These new industry-specific resource sets and workbooks support your VCAL, Applied Learning and work education and career/pathways programs with content-based topics and applied activities.

Each full colour workbook includes targeted industry-specific material, explanations, examples, images and activities. This flexibility allows teachers to teach general program content while disparate students within the same class can apply this to their own industry experience and context.

Feel free to contact me to discuss which resource sets might be best suited for your teaching program.

Current resource list: 2015 into 2016

Career pathways, work education and personal development (PDF e-versions also available)

- >> Career Pathways
- >> Work Experience Journal
- >> Work Placement Journal (new in term 2, 2015)
- >> Personal Development Activity Planner: Introductory (new in term 2, 2015)
- >> Personal Development Project Planner: Advanced (new in term 2, 2015)

Industry-specific resources (PDF e-versions also available)

- >> Community Services Foundation (new in term 2, 2015)
- >> Community Services Intermediate (new in term 2, 2015)
- >> Retail Foundation
- >> Retail Intermediate

Industry and Enterprise

- >> I&E Unit 1: Workplace Participation 3ed (& e-version)
- >> I&E 1&2: Towards an Enterprising You 4ed (revised for 2016)
- >> I&E 3&4: Towards an Enterprising Australia 3ed

VCAL and Applied Learning (Master sets also available)

- >> Literacy - Intermediate 3ed Workbook/text and Activities Portfolio booklet (revised for 2016) !!!also new e-version!!!
- >> Literacy - Senior Workbook/text and Activities Portfolio booklet (new for 2016) !!!also new e-version!!!
- >> Numeracy - Intermediate Workbook/text and Activities Portfolio booklet (new in term 1, 2015)
- >> Numeracy - Senior Workbook/text and Activities Portfolio booklet (new for 2016)
- >> Personal Development - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Personal Development - Senior 2ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Foundation Workbook/text and Activities Portfolio booklet
- >> Work Related Skills - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Senior 2ed Workbook/text and Activities Portfolio booklet

WACE Career and Enterprise (PDF e-versions also available)

- >> Career and Enterprise General 11
- >> Career and Enterprise General 12/ATAR 11

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Personal Development Activity Planner - Introductory

Personal Development Project Planner - Advanced

New
full colour PDS
planners for 2015.

These new colour-coded planning guides have been created specifically for schools and students to support Personal Development activities and projects.

- ⇒ The planners are formatted as write-in booklets with colour-coded pages to support planning, organising, doing and reviewing a personal development activity or project.
- ⇒ The planners combine all the planning steps needed to successfully complete an individual or teams-based Personal Development project, with specifically designed planning pro-formas.
- ⇒ The formatting encourages students to brainstorm, discuss and document key points before finalising their actions using the pro-formas.
- ⇒ The planners offer the opportunity to use some or all of the planning steps, depending on the complexity of the activity/project.

- ⇒ **Personal Development Activity Planner - Introductory** has been designed for **foundation level** Personal Development activities; and can also be used for **introductory intermediate level** Personal Development activities/projects such as those that might occur in unit 1.
- ⇒ **Personal Development Project Planner - Advanced** has been designed for **more sophisticated intermediate level** Personal Development projects such as those that might occur in unit 2; and for **senior level** Personal Development projects.
- ⇒ Content includes advice, tips and guidelines. The Advanced planner also includes specially designed 'What would you do' scenarios so that students can problem-solve the types of issues that commonly occur in these types of projects.
- ⇒ Includes event planning pro-formas in addition to the activity/project planning steps.
- ⇒ Each planner acts as a student evidence journal with areas to gain teacher/supervisor feedback related to key planning stages.

e-versions

Both the **Personal Development Activity Planner - Introductory** and the **Personal Development Project Planner - Advanced** resources are also available as fully reproducible e-versions through a site license. These e-versions include interactive write-in PDF files, as well as the PDF 'print' version of the planners.

Pricing

Personal Development Activity Planner - Introductory:

- ⇒ e-version master license = \$165
- ⇒ Printed book = \$25

Personal Development Project Planner - Advanced:

- ⇒ e-version master license = \$220
- ⇒ Printed book = \$27.50

Special offer: Buy both master licenses for \$385 and receive a free printed copy of each book.

View PDF samples on the website. Any questions please feel free to contact me.

Personal Development Activity Planner - Introductory: Contents

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2. PODR Brainstorm.....	6-7
3. PODR Planner	8-11
4. Task Skills	12-13
5. People Guidelines	14-15
6. TEMP-O	16-19
7. Timeline	20-21
8. Task Organiser	22-23
9. Roster	24-25
10. Communication	26-27
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14. Event Diagram	36
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16. Event Planner	38-39
17. Reflection	40-41
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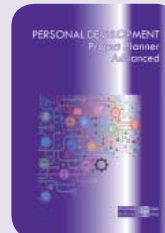
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Personal Development Project Planner - Advanced: Contents

Introduction.....	2-3
Project Planning Steps	4
1. Brief	5
2. Skills	6-7
3. PODR Brainstorm	8-9
4. PODR Planner	10-13
5. Task Skills	14-15
6. Team Guidelines	16-19
7. External Partnerships	20-21
8. TEMP-O	22-23
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15. Risk Assessment	36-37
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Personal Development Activity Planner: Introductory

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Personal Development Activity Planner: Introductory

(978-1-925172-12-6)

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Available for VCAL and Applied Learning

- Personal Development Activity Planner: Introductory (2015)
- Personal Development Project Planner: Advanced (2015)
- Literacy - Intermediate 2ed. (Oct 2014)
- Personal Development - Intermediate 2ed. (2012)
- Personal Development - Senior (2013)
- Work Related Skills - Foundation (2014)
- Work Related Skills - Intermediate 2ed. (2014)
- Work Related Skills - Senior 2ed. (2014)
- Numeracy - Intermediate (2015)

Also available for industry-specific work education

- Retail Trade Industry - Foundation (2014)
- Retail Trade Industry - Intermediate (2014)
- Community Services Industry - Foundation (2015)
- Community Services Industry - Intermediate (2015)

Available for Careers, Pathways and Work Education

- Career Pathways (2014)
- Work Experience Journal (2014)
- Work Placement Journal (2015)

Also available for Industry & Enterprise

- I&E 1: Workplace Participation 3ed. (2015)
- I&E 1: Workplace Participation - e-version 3ed. (2015)
- I&E 1&2: Towards an Enterprising You 4ed. (2015)
- I&E 3&4: Towards an Enterprising Australia 3ed. (2012)

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Personal Development Activity Planner: Introductory

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Introduction

Welcome to the Personal Development Activity Planner. This book has been developed to help support you in all stages of planning, organising, doing and reviewing a personal development activity (or project).

In order to manage your activity effectively you should follow the 4-stage PODR planning process. Plan (purple), organise (orange), do (green) and review (blue). Note: Although reviewing happens at the end of your activity, it also happens during the other three stages as well.

1. Plan

In the first stage you should:

- ⇒ work out just what it is you are trying to do i.e. what is your overall goal?
- ⇒ outline how you might be able to achieve this goal.

It is good to be able to write this overall goal in one or two short sentences. Think of it like a mission statement that will guide all of your tasks.

2. Organise

In the second stage you should:

- ⇒ break your overall goal into a series of smaller, achievable, objectives
- ⇒ develop an action plan to achieve each of these smaller objectives on a task-by-task basis

So, organise yourself, others and resources to successfully complete each task.

3. Do

In the third stage you should:

- ⇒ undertake the specific tasks needed to actually achieve your objectives
- ⇒ successfully complete your event or specific activity outcome.

This is where everything comes together and might even be the shortest (but not easiest) part of the entire process.

4. Review

In this stage you should:

- ⇒ check what you've done, make sure you are doing the right things and make any changes if necessary
- ⇒ seek feedback and also self-assess.

Each of the 4 stages of PODR are not discrete. So you should be checking and reviewing throughout the whole activity process.

This book guides activity planning, organising, doing and reviewing. As an active record of your participation in your activity it also serves as an evidence journal. So, use this activity planner to:

- ✓ brainstorm, discuss and outline information in the yellow boxes
- ✓ complete the relevant colour-coded podr pro-formas for your activity
- ✓ get feedback, guidance and support from your teacher
- ✓ make suitable changes; because this book is a working document that can be updated and refined throughout your activity.

Your teacher will direct you to complete some or all of the following tasks, depending on the scope and complexity of your activity.

DRAFT PREVIEW

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ONLY:

Task
Skills

People
Guidelines

TEMP-O

Timeline

DO
Task
Organiser

Roster

NOT
Risk
Management

COPY
Budget

Event
Diagram

Event
Timeline

Event
To-do Lists

Event
Planner

Reflection

Evaluation: General
Competencies

Evaluation: Specific
Competencies

Activity Planning Steps

Your teacher will direct you as to which of these steps need to be completed (some might not apply to your activity). Tick those required.

	Activity Step	Page	Information	Required?	Date	Done?
PLANNING	1. Brief	5				
	2. PODR Brainstorm	6-7				
	3. PODR Planner	8-11				
ORGANISING	4. Task Skills	12-13				
	5. People Guidelines	14-16				
	6. TEMP-O	16-19				
	7. Timeline	20-21				
	8. Task Organiser	22-23				
	9. Roster	24-25				
	10. Communication	26-27				
	11. Risk Management	28-31				
	12. Budget	32-33				
	13. Event Timeline	34-35				
DOING	14. Event Diagram	36				
	15. Event To-do Lists	37				
	16. Event Planner	38-39				
	17. Reflection	40-41				
REVIEWING	18. Evaluation: General Competencies	42				
	19. Evaluation: Specific Competencies	43				
	20. Other information	44-45				

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1. Activity Brief

The first stage of any activity is the overall activity brief.

- ⇒ The brief outlines the key goals and requirements of the activity.
- ⇒ Your teacher will discuss the activity brief with you and your class.
- ⇒ Use short sentences to record key activity details.

1. What does the activity involve?

⇒

⇒

⇒

DRAFT PREVIEW

2. Who is involved in this activity?

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⇒

⇒

⇒

3. What are the main benefits of doing this activity?

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⇒

⇒

⇒

4. What are the key timelines and deadlines?

⇒

⇒

⇒

Planning

PLANNING

Now it is time for you to start actively planning your activity.

- ⇒ Good planning involves developing a timeline to help you to achieve your goals and objectives.
- ⇒ Planning and goal-setting is more successful when you break your overall goals into smaller, achievable 'bites'.

You can use three key planning timeframes to help you achieve this.

1. Long-term to match the overall **planning** timeline of the activity.
2. Mid-term to match deadlines for **organising** your activity.
3. Short-term to match specific tasks for **doing** your activity.

At all stages of your activity you should also be **reviewing** your progress so that you are achieving your goals and objectives.

So you should: Plan-Organise-Do-Review. That's a PODR success!

DRAFT PREVIEW

List the key goals and objectives to be achieved as part of the activity.

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Tip: Try to list your goals and objectives in simple short sentences.

2. Activity PODR Brainstorm

- i. List the main tasks that might be required for your personal development activity. For each task note whether it is more likely to be part of the planning, organising, doing or reviewing stage.

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- ii. Draft a proposed timeline for your activity.
-

3. Activity PODR Planner

You have done some brainstorming of ideas so now it's time to develop a written plan for your personal development activity. Use this **Activity PODR Planner** to record the key elements related to your activity. When finished present this planner to your teacher for feedback.

i. Planning stage
(For your overall PDS activity.)

Write a one sentence description of your activity.

DRAFT PREVIEW
List 3 key goals/objectives associated with the activity.

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Who else is involved in the activity? What skills can they offer?

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3. Activity PODR Planner

ii. Organising stage
(For your overall PDS activity.)

PLANNING

What is the overall timeline? (By when do key tasks need to be done?)

Which external stakeholders might be involved?

What resources, material, equipment and technology might be required?

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What are the main roles of each person for this activity?

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List potential safety hazards, legal requirements and permissions?

3. Activity PODR Planner

iii. Doing stage
(For your specific activity outcome or event.)

What is the timeline for doing the specific activity outcome or event?

What supervision is needed when doing the activity outcome or event?

DRAFT PREVIEW

What tasks need to be done for the specific activity outcome or event, who will do these, and by when must these be done?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

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3. Activity PODR Planner

iv. Reviewing stage
(For both your overall PDS activity and the specific outcome or event.)

When will a progress report be prepared and discussed with your teacher?

What criteria will be used to monitor and check your progress?

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Do you need to have back-up plans in place? If so, what?

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Feedback on PODR planner

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Task Skills

All activities require a range of task skills. Some of these will be general and needed for all sorts of activities. Some will be more specific and related to a particular activity, outcome or event.

When considering task skills that might be needed for your personal development activity think about and discuss these questions. Then complete the **Activity Task Skills** pro-forma on p.13.

- What skills do the people involved bring to the activity?
- Which skills does your team lack; what can you do about this?
- Who can help as a supervisor/mentor for the activity?

Potential activity task skills (tick/add others specific to your activity)			
<input type="checkbox"/> organise team members	<input type="checkbox"/> plan timelines	<input type="checkbox"/> negotiate permissions	<input type="checkbox"/> prepare written information
<input type="checkbox"/> organise resources	<input type="checkbox"/> make appointments	<input type="checkbox"/> organise travel times	<input type="checkbox"/> organise transportation
<input type="checkbox"/> brief team members	<input type="checkbox"/> communicate responsibilities	<input type="checkbox"/> monitor safety	<input type="checkbox"/> plan budgets
<input type="checkbox"/> hire rooms and facilities	<input type="checkbox"/> organise music	<input type="checkbox"/> write a speech/presentation	<input type="checkbox"/> organise guests
<input type="checkbox"/> handle and collect money	<input type="checkbox"/> estimate quantities	<input type="checkbox"/> organise guest speakers	<input type="checkbox"/> use multimedia
<input type="checkbox"/> make posters	<input type="checkbox"/> develop marketing materials	<input type="checkbox"/> develop web materials	<input type="checkbox"/> prepare visual aids
<input type="checkbox"/> contact people	<input type="checkbox"/> organise rosters	<input type="checkbox"/> fill in forms	<input type="checkbox"/> print handouts
<input type="checkbox"/> make announcements	<input type="checkbox"/> record a presentation	<input type="checkbox"/> operate ICT equipment	<input type="checkbox"/> troubleshoot technical issues

4. Activity Task Skills

a. Who is involved?

What skills do they bring to the activity?

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b. What skills do we lack?

How can we develop these skills?

e.g. We don't have anyone in our team who knows how to do plan a roster.

We are going to learn how to plan rosters as part of Numeracy.

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c. Supervisor/Mentor

Who might be able to assist your activity in a supervisor/mentor role?

Organising People

Perhaps the most important part of activity management is organising people. But your team needs to develop some rules and guidelines that everyone agrees to. This will make things run more smoothly. Some key issues to consider are listed below.

- i. Who is going to do which task(s); and why them?
- ii. How will decisions be made?
- iii. Who will take on the roles of leader/manager, and why?
- iv. What will you do to cover for absences, no-shows, etc.?

Brainstorm these key people management issues for your activity, then complete a list of **Activity People Guidelines** for your team.

- i. How will you work out who does which task? ii. How will decisions be made?

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- iii. How will leadership roles and responsibilities be allocated?

- iv. What back-ups might be needed to cover absences, etc?

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Tips

- ⇒ Create synergy by working as a balanced team.
- ⇒ Don't allocate roles based on friendships.
- ⇒ Always communicate clearly and professionally.

What would you do?

"It's pretty simple who should be the leader, me, because I'm the oldest."
However, the other team members didn't agree with what Sporan said. In fact they find him bossy and arrogant and not willing to listen.

5. Activity People Guidelines

People Management Guidelines

After brainstorming key people management issues, prepare a series of agreed statements (or team rules) that will apply for your activity.

(You must address all 4 issues from the boxes on p.14.)

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Organising

You have completed a **PODR Activity planner** and had it checked and approved by your teacher.

As part of this organising stage you should discuss and list the main resources required for your activity. So now it is time to start organising your activity based on these 4 key categories by using this **Activity TEMP-O**.

- i. Tasks that need to be done.
- ii. Equipment that will be used.
- iii. Materials that will needed.
- iv. Peoples' roles and responsibilities.

DRAFT PREVIEW

SAMPLE

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6. Activity TEMP-O

Feedback on tasks

ii. Equipment

What equipment?

When needed?

\$ Costs?

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Feedback on equipment

ORGANISING

5. Activity TEMP-O

iii. Materials (and inputs)		
What materials?	When needed?	\$ Costs?

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Feedback on materials and inputs

iv. People (who does what?)

Who is responsible?	Which task(s) are they responsible for?	Who supports?	Who checks?

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Feedback on people

Organising Timelines

You must plan and organise your activity so as to meet key milestones and deadlines. The more accurate you are at this, then the better you will be at organising those four categories of resources. Remember, you want to break your overall goal down into smaller and more achievable objectives.

Brainstorm and discuss these three questions related to organising. Then complete an accurate **Activity Timeline**.

i. What are the step-by-step activity dates and deadlines?

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ii. What is the availability of activity participants?

iii. Who is responsible for timelines; how will rosters be communicated?

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Tip: Break your overall activity timeline into equal weeks (or days).

Draw an activity timeline identifying the key dates of activity milestones and deadlines as negotiated with your teacher.

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ORGANISING

Organising Tasks

Now that you have identified key tasks, resources and timelines required for your activity you should summarise this information in an **Activity Task Organiser**.

Brainstorm and discuss a task list; and then put these tasks into the correct order for activity completion.

Use the **Activity Task Organiser** to list key dates by week (or by day for short-term activities). Also briefly outline what needs to be done to complete each task successfully. (Note: Some weeks might have more than one milestone that needs to be met.)

List all the tasks that you think are required for your activity.

Number these in the order in which they should be completed.

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Tips

- ⇒ Divide your activity into equal time periods.
- ⇒ Put tasks in the right order by carefully considering prerequisite tasks that must be done first.
- ⇒ Perhaps develop a mindmap or flowchart to help you.

What would you do?

Zoh's teacher says that she needs to get permission from the principal before she can organise the fashion parade she is planning. However, Zoh has already got her team members to start making their outfits because she had promised them it would go ahead.

8. Activity Task Organiser

Activity Task Organiser

When by?	Specific tasks to be organised	How will this be done?
e.g. Week 1 18/4	e.g. Get school permission to run a school soccer competition.	Prepare our PODR planner and meet with the school principal.
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ORGANISING

Organising People - Rosters

When it comes to organising participants' time you will need to create a roster. But there are some guidelines you should follow.

- ☺ Rosters need to be planned in advance and communicated to all.
- ☺ Rosters should ensure that team members with appropriate skills, training and authority are rostered on.
- ☺ Rosters should balance the availability of team members with the requirements for getting the tasks done.
- ☺ Rosters must be fair. They must not be used to favour or punish particular team members.

List those key tasks required for your activity. Number these in the correct order. (Note: You might already have done this using your **Activity Task Organiser** on p. 23.)

Now, use the **Activity Roster** to carefully allocate and organise duties and roles for each of your team members. (You could also use this Activity Roster format to organise specific doing tasks for an event as well.)

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Key tasks involved in organising the activity are:

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Tip: Get the input of all team members when developing a roster.

9. Activity Roster

Activity Roster

Activity (or specific event) _____

Supervisor: _____ Supervisor's phone: _____

Task	By ...day ...date ...time	Person(s) responsible?	Equipment/money/ inputs	Other information	When...day ...date ...time ...duration	Done/ initials
e.g. Go to the shops and buy sausages for BBQ.	Monday Aug 12 9.00 am	Jim & Yusuf	\$50 budget. Use the cash we have collected.	Needs to be Halal	Monday Aug 12 8.00 am 45 mins	JB YS
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Communicating Effectively

As part of your activity you will be required to communicate with different people. Communication always involves three elements:

- ⇒ the sender
- ⇒ the message
- ⇒ the receiver.

Obviously you will have to communicate with your team members. But you might also have to communicate with other people as well; including your teacher/supervisor, clients and customers, suppliers and other stakeholders such as WHS/OH&S reps.

And it's possible that you will be required to research information and make a presentation. The presentation might even be the 'doing' outcome or event associated with your activity.

So brainstorm and discuss answers to these four questions to help organise a communications strategy.

i. What message(s)/information are you trying to communicate?

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Tip: Work out the best method to communicate to your intended audience.

10. Activity Communication

ii. What is the best way to communicate this message/information?

(Think: Format & media)

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iii. How can you make sure that the message/information is effective?

(Think: To suit the audience)

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iv. How will know that the message/information has been understood?

(Think: Feedback)

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ORGANISING

Risk Management

Every activity carries with it some element of risk. It is important that you can identify and manage any potential risks. For example, there are a range of safety and legal issues that you might have to consider. To manage these risks you need to:

- ⇒ identify potential safety, legal and ethical issues
- ⇒ develop ways to deal with these issues, and
- ⇒ determine who is going to be responsible to ensure that each issue is dealt with properly.

Discuss each of these six risk management issues and list key points related to your activity. You will need to consult with your teacher as to how best to deal with these issues.

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i. Safety Risks

What are some potential safety risks?

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11. Activity Risk Management

ii. Safe procedures

Procedures (or work practices) are ways of completing tasks for your activity. So what procedures will you follow to ensure that potentially risky tasks (such as using a gas BBQ) are completed safely?

What safe work procedures will be used to deal with safety risks?

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Feedback on safety
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11. Risk Management

iii. Permissions

You may need permission from internal and external stakeholders in order to undertake and complete activity/event tasks. These include:



iv. Legal requirements

Certain tasks might involve legal requirements such as hygiene, food handling, privacy and others. Legal requirements related to the activity include:



11. Activity Risk Management

v. Copyright and intellectual property

You might use text, materials, images and intellectual property owned by others. What potential copyright issues might relate to the activity?



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vi. Ethics and social responsibility

Ethics relate to carrying out activities in a socially responsible manner.

This can include privacy issues, environmental sustainability and even the very ethical nature of the activity itself. Some ethical issues related to the activity are:

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Feedback on copyright and ethics and social responsibility

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Budgeting

As part of your personal development activity you might have to manage money. If so, you should prepare a budget to help you manage the activity (or specific outcome or event).

A budget summarises anticipated revenue (money coming in) and expenses (money going out). The result is either a surplus or a deficit. When the activity/event is over you should then compare actual amounts with your budgeted amounts. This can show you where you got things 'wrong'. This will help you to plan better in the future.

Income

Income could be revenue from sales, donations, sponsorship, crowd-funding. Any money contributed by the activity participants should be included here (although it is 'capital funds' rather than 'income'). The activity/event's likely main sources of income and funds are:

⇒

⇒

⇒

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Expenses

Expenses might include costs such as inputs, materials, stock, equipment costs, printing, travel, administration, marketing and others. The activity/event's likely main expenses are:

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

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Tip: Always underestimate revenue and overestimate expenses!

ORGANISING

Cash Budget/Financial Planner

Name(s):

Activity: Date(s):

Income items	Forecast \$	Actual \$	Expense items	Forecast \$	Actual \$
Total Revenue			Total Expenditure		
Forecasted Surplus			or Forecasted Deficit		
Actual Surplus			or Actual Deficit		
Difference between forecast and actual			Difference between forecast and actual		

Student signature: Date:

Supervisor's signature: Date:

Doing

Now it is time to work on the doing stage of your activity. Your previous planning and organising will have helped prepare you to deliver a one-off event for your activity. This event might be a fundraising lunch, a BBQ, a performance or some other outcome. However, not all personal development activities will have actual 'events'. Your activity might involve community participation, or a presentation, or a report, or some other outcome. These should be treated like an 'event' for the doing stage.

Here are some key steps for this 'doing' stage that might apply to your activity. Your teacher will guide you as to which ones you need to do.

- a. Plan and draw an **Event Timeline**
- b. Develop a visual mindmap, or **Event Diagram**. Include key roles, work stations, equipment location, safety issues and other information.
- c. Create and use **Event To-Do Lists** (on paper or e-devices).
- d. Develop an **Event Planner** that lists all the tasks, the times and the people involved in preparing, in doing and in cleaning-up (or de-installing) the event. (Note: You might already have come up with some of these when completing your **Activity Task Organiser** on p.23 and/or your **Activity Roster** on p.25.

The specific tasks that need to be done for the event are:

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a. Draw an event timeline identifying the times for event tasks, and then get feedback from your teacher.

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DOING

14. Activity Event Diagram

b. Event mindmap, flowchart, or diagram

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15. Activity Event To-Do Lists

c. Event To-do Lists

_____ 's To-do List

Task: _____ Date: _____

Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

_____ 's To-do List

Task: _____ Date: _____

Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

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_____ 's To-do List

Task: _____ Date: _____

Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

_____ 's To-do List

Task: _____ Date: _____

Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

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DOING

16. Activity Event Planner

d. Event Planner

Activity/(specific event): _____

Task

Time

People

Equipment/materials

Other information

Done?

Divide this planner into 3 sections: Preparing for, during and after the event.

Preparing for the event e.g. Cut-up onions	30 mins 11.-11.30	Vlade	Knife, chopping board, goggles, bowl.	Must do in the Foods kitchen.	VT
During the event e.g. Take customer orders	60 mins 12-1pm	Khristy	Cash tin, \$20 of change.	Cannot handle both food & money.	CB
After the event e.g. Clean-up serving area	60 mins 1-2pm	Nancine & Czarleah	Bins, broom, spray clean & wipes.	All bins must be emptied in skip.	NR/ CB
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Doing

16. Activity Event Planner

d. Event Planner (cont.)

[illegible]

DOING

Reflection

Feedback, review and self-assessment are important ways that help identify strengths and weaknesses so as to develop personally and build transferable skills. So you need to reflect on what went well, and also not so well. That's why it's called a personal development activity. Listed below are some questions that you are expected to answer to review and reflect on your experiences as part of the personal development activity.

There are also evaluation pro-formas on pp.42-43.

Your teacher might also provide you with specific review and reflection questions related to your activity and event.

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Personal successes

Outline examples from your personal development activity of how you achieved successfully.

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Personal challenges

Outline examples from your personal development activity of things or tasks that you found difficult or challenging.

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17. Activity Reflection

Team successes

Use examples from your personal development activity to describe how teamwork helped achieve a better outcome.



Team challenges

Use examples from your personal development activity to describe how teamwork didn't help achieve a better outcome.



Improvement strategies

After discussing your performance with your teacher, and getting constructive feedback, list 3-5 improvement strategies that can help you develop in the future.



18. Evaluation: General Competencies

Evaluation: General Competencies

This evaluation should be completed by your supervisor in relation to your activity. Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

Student: _____

Activity: _____

Student's role: _____

Evaluated by: _____ Position: _____

Ability to effectively:	Excellent	Very Good	Good	Basic	Not shown
☺ Communicating effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Being adaptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Showing initiative (& enterprise)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Solving-problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Managing and leading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Planning & organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Learning new tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Being self-aware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Working in teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Working safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly describe up to three of this student's most successful contributions/areas of involvement.

1. _____

2. _____

3. _____

Briefly suggest areas that this student should aim to develop further.

1. _____

2. _____

Feel free to comment further. (Add an another page or a specific evaluation if necessary.)

Signed: _____ Date: _____

19. Evaluation: Specific Competencies

Evaluation: Specific Competencies

This evaluation needs to be completed by your supervisor in relation to your activity. Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

Student: _____

Activity: _____

Student's role: _____

Evaluated by: _____ Position: _____

Specific work-related skills/competencies successfully demonstrated by the student included...

e.g. Safely used kitchen equipment including microwave, industrial dishwasher and peeling machine.

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Briefly suggest areas that this student should aim to develop further.

1. _____

2. _____

Feel free to comment further. (Add an another page or another evaluation if necessary.)

Signed: _____ Date: _____

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