

Order form: Current from Term 3, 2015 (Note: All prices are GST inc.)

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	_____	_____	_____	_____	_____	_____

Add Postage: CD-only orders = \$5 Melb metro printed books = \$11
Regional Vic and interstate 1 book = \$12 2-4 books = \$15 Contact me for larger orders.
***In a hurry? I recommend an extra \$5 postage for Express Post. (More for larger orders)**

Postage amount \$ _____	Grand Total \$ _____
--------------------------------	-----------------------------

Order Details

Name: _____

Position: _____

e-mail: _____

School: _____

Address: _____

Order No: _____ **Approx. Amount \$** _____ **ABN:** _____

DELIVER Educational Consulting
PO Box 40, Moonee Vale 3055 Ph & Fax (03) 9939 1229 ABN 80 922 381 610
Check for samples at: www.deliverededucation.com.au michael@deliverededucation.com.au

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

DELIVER Educational Consulting

PO Box 40, Moonee Vale 3055 Ph & Fax (03) 9939 1229 ABN 80 922 381 610

Check for samples at: www.deliverededucation.com.au michael@deliverededucation.com.au

Attention: VCAL and Applied Learning, Careers, Pathways, and Work Education Co-ordinators and teachers.

New for 2016: Literacy - Senior and Numeracy - Senior

**New editions for 2016: Literacy - Intermediate 3ed, PDS - Intermediate 3ed,
PDS - Senior 2ed and WRS - Intermediate 3ed (all now in colour)**

Available as a master set on CD and/or as a printed workbook.







**New for 2016
Literacy &
Numeracy Senior.**

Each of these resource sets for Literacy, Work Related Skills, Personal Development and Numeracy includes a 160-170 page **Workbook/text** written to support your teaching of VCAL, Applied Learning and work education units with material aimed at satisfying skills-based assessment tasks. Each set also includes a supplementary **Activities portfolio booklet** with approximately 50 extra worksheet style Applied Learning and Work Education activities that add depth to your teaching program. Each of these resources are available as:

- ☐ **Reproducible master sets on CD featuring PDF files of:**
 - ⇒ Set A: Workbook/Text (WB) (reproducible master license)
 - ⇒ Set B: Activities Portfolio (AP) (reproducible master license)
 - ⇒ Work Related Skills also includes a work experience journal in both print and e-version formats.
- ☐ **Professionally printed and bound books (and booklets for the Activities Portfolio).**
- ☐ The new **Literacy Senior** and the revised **Literacy - Intermediate 3ed** master sets are available as optional **e-versions**.

Key features of each Applied Learning workbook/text:

- ⇒ Organised into sections to match learning outcomes.
- ⇒ Cater for varied learning approaches with up-to-date, lively and engaging student-focused material.
- ⇒ Pages formatted as a write-in workbook.
- ⇒ Current and relevant weblinks that extend student enquiry.
- ⇒ Each has 90-110 specially developed, engaging learning activities suitable for students of all abilities.
- ⇒ Student-focused SuperSkills topics to develop transferable skills that can be applied in different situations.
- ⇒ Assessment tasks written to satisfy multiple learning outcomes. Numeracy also has many other tasks suitable as assessment tasks.
- ⇒ Literacy supports delivery of Oral Communication.
- ⇒ Includes self-assessment, evaluation and other pro-formas.
- ⇒ PDS and WRS resources include pro-formas to support planning and organising enterprise activities.

Literacy Intermediate (Revised 3ed 2016)	Literacy Senior (New for 2016)	Numeracy Intermediate (2015)	Numeracy Senior (New for 2016)	Personal Development Intermediate (Colour 3ed 2016)	Personal Development Senior (Colour 2ed 2016)	Work Related Skills Foundation (2014)	Work Related Skills Intermediate (Colour 3ed 2016)	Work Related Skills: Senior (2ed 2015)
								
⇒ Workbook text 160pp 978-1-925172-22-5	⇒ Workbook text 170pp 978-1-925172-23-2	⇒ Workbook text 160pp 978-1-925172-02-7	⇒ Workbook text 170pp 978-1-925172-20-1	⇒ Workbook text 160pp 978-1-925172-18-8	⇒ Workbook text 160pp 978-1-925172-19-5	⇒ Workbook text 162 pp 978-0-9873519-8-2	⇒ Workbook text 166pp 978-1-925172-17-1	⇒ Workbook text 170pp 978-1-925172-09-6
Workbook: Contents 1. Self Expression: Introduction 2. Self Expression: Getting it Down 3. Practical Literacy: Filling the Gaps 4. Practical Literacy: Instructions - Being Heard 5. Knowledge: Cutting Through 6. Knowledge: Reporting Information 7. Public Debate: Investigating Issues 8. Public Debate: Making Your Case	Workbook: Contents 1. Self Expression: Express Yourself 2. Self Expression: Identify & Values 3. Practical Literacy: Getting it Right 4. Practical Literacy: Instruct Away 5. Knowledge: Finding Out 6. Knowledge: Using Knowhow 7. Issues & Debate: Researching Issues 8. Issues & Debate: Presenting Your Case	Workbook: Contents 1. The Shape Of Your World 2. Working The Numbers 3. What Comes Next? 4. Time Is Money 5. Where Is It? 6. Measuring Up	Workbook: Contents TBC	Workbook: Contents -Unit 1 1. Introducing Me 2. Developing My Skills 3. Managing Myself Effectively 4. Becoming a Leader 5. Interpersonal Effectiveness -Unit 2 6. In the Community 7. Planning and Organising 8. Problem-Solving & Decision-Making 9. Communication and Team Skills	Workbook: Contents -Unit 1 1. Planning and Organising 2. Social Diversity 3. Communicating Effectively 4. Leadership in Action 5. Effective Decision- Making -Unit 2 6. Community Issues 7. Community Project 8. Advanced Team Skills 9. Advanced Communication	Workbook: Contents -Unit 1 1. Workplace Investigation 2. Job-Seeking Skills 3. Workplace Safety Introduction 4. Workplace Safety Issues 5. Employability Skills -Unit 2 6. Planning & Organising 7. Communicating Effectively 8. Problem-Solving 9. Teams & Technology	Workbook: Contents -Unit 1 1. Work Conditions & Entitlements 2. Job-Seeking Skills 3. Workplace Safety Issues & Hazard Identification 4. Employability Skills -Unit 2 5. Developing Work- Related Skills 6. Planning & Organising 7. Communicating Effectively 8. Effective Problem- Solving 9. Effective Teams	Workbook: Contents - Unit 1 1. Workplaces & Pathways 2. Job-Seeking Skills 3. Workplace Safety Requirements & Induction 4. Workplace Safety Hazard Control 5. Team & Workplace Technology Skills -Unit 2 6. Effective Planning & Organising 7. Quality, Enterprise & Innovation 8. Effective Problem- Solving
⇒ Activities booklet 64pp 978-1-925172-07-2	⇒ Activities booklet 60pp 978-1-925172-24-9	⇒ Activities booklet 60pp 978-1-925172-03-4	⇒ Activities booklet 60pp 978-1-925172-21-8	⇒ Activities booklet 60pp 978-0-9871396-9-6	⇒ Activities booklet 60pp 978-0-9873519-1-3	⇒ Activities booklet 60pp 978-0-9873519-9-9	⇒ Activities booklet 62pp 978-1-925172-00-3	⇒ Activities booklet 62pp 978-1-925172-01-0

Note: All these VCAL and Applied Learning texts and workbooks can be booklisted without having to purchase the master licenses. Extensive preview samples of all materials available on our website.

DELIVER Educational Consulting

PO Box 40, Moonee Vale 3055 Ph & Fax (03) 9939 1229 ABN 80 922 381 610
Check for samples at: www.deliverededucation.com.au michael@deliverededucation.com.au

Workbook and Master Set Resources

For VCAL, Applied Learning, Careers Pathways and Work Education,
Work Experience and Work Placement programs.

2015

New Resources available for 2015

There now are seven resource sets available for the Victorian VCAL and work education programs. Each set includes the main workbook/text, a supplementary activities portfolio with approximately 50 more activities, and teacher support material. All seven sets are available as printed workbooks and/or as reproducible master sets. VCAL Literacy and Numeracy subjects are scheduled for review in 2015, and given this I hope to write and release new Foundation and Senior Literacy and Numeracy resources for 2016.

Numeracy - Intermediate is now available for purchase in 2015. This extensive set of resources provides student-focused applied numeracy topic material, skills-building explanations and over 100 activities, assessment tasks and other resources to support your Numeracy teaching program.

Much of the material in this resource set can also be used for Numeracy Senior and could satisfy many elements and learning outcomes at that level. So if do you need a Numeracy Senior resource just for 2015, contact me and I can make a special modified digital file that removes all reference to Numeracy Intermediate.

Career Pathways is a new workbook/text that offers greater scope, detail and topic information than the more prescriptive WRS sets (which have been designed to meet the generic VCAL outcomes). As such it is a very useful supplementary resource for any VCAL program; or it can function as a stand-alone resource for your school's careers, pathways and work education programs (that are non-VCAL specific).

The **Work Experience Journal** workbook offers a convenient resource to support student work experience and work placement with applied activities targeted to students' experiences in the workplace. It is printed in a smaller, easily transportable format. Both these resources are also available as fully functioning e-versions utilising writeable PDF files.

As always the best strategy is to contact me so that we can discuss the most suitable combination of resources to suit your learning program. Full samples of most resources are on the website as PDF preview files.

Also I am trying to move away from paper mailouts by developing an email list. I have some addresses but feel free to email me with appropriate contact details for your school. Thanks again for your support and I hope that these resources can help you deliver a more effective teaching program for your students.

2015: Resource list

Careers and Enterprise, Work Education, Pathways and Workplace Learning

- ☐ **Career Pathways:** Printed workbook/text with e-version master license also available.
- ☐ **Work Experience Journal:** Printed workbook/text with e-version master license also available.

VCAL and Applied Learning and Work Education resource sets

- ☐ **Numeracy - Intermediate:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Work Related Skills - Foundation:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Work Related Skills - Intermediate 2ed:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Work Related Skills - Senior:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Personal Development - Intermediate 2ed:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Personal Development - Senior:** Printed workbook/text and activities portfolio; and/or reproducible master sets.
- ☐ **Literacy - Intermediate:** Printed workbook/text and activities portfolio; and/or reproducible master sets.

Industry and Enterprise, Careers Pathways and Enterprise, Work Education and Workplace Learning

- ☐ **I&E Unit 1: Workplace Participation 3ed.** (Year 10/11/ Foundation/Intermediate level).
- ☐ **I&E Units 1&2: Towards an Enterprising You 4ed.** (Year 11/Intermediate level).
- ☐ **I&E Units 3&4: Towards an Enterprising Australia 3ed.** (Year 12/Senior level).
- ☐ **I&E Unit 1: Workplace Participation e-version 3ed.**
- ☐ **Retail - Foundation:** Printed workbook/text with e-version master license also available.
- ☐ **Retail - Intermediate:** Printed workbook/text with e-version master license also available.

DELIVER Educational Consulting

PO Box 40, Moonee Vale 3055 Ph & Fax (03) 9939 1229 ABN 80 922 381 610

Check for samples at: www.deliverededucation.com.au michael@deliverededucation.com.au

Personal Development Intermediate: Workbook

Contents

1. Introducing Me	1
2. Developing My Skills	19
3. Managing Myself Effectively	39
4. Becoming a Leader	59
5. Interpersonal Effectiveness	77
6. In the Community	91
7. Planning & Organising	115
8. Problem-Solving & Decision-Making	131
9. Communication and Team Skills	145

Important: All material, advice and assessment tasks are provided as a guide only and do not constitute official advice. As always you must check with the VCAA and any other relevant authorities about the suitability of a task.

Copyright notice/License information:

- All material in this booklet may be reproduced by the school or institution named on each page in accordance with its purchase of a master license.
- All use of material must include the copyright and license notices at the bottom of each page. You are not permitted to electronically re-engineer or extract material from a page. Please see the Read Me First file on the CD for full licensing information.
- Unauthorised copying and reproduction of this material constitutes a breach of the Copyright Act.
- For best results the material has been formatted to be reproduced from the master CD.

Personal Development Intermediate: Workbook (2ed)

By Michael Carolan

DELIVER Educational Consulting (978-0-987139-8-9)

Also available for VCAL and Applied Learning

- Literacy - Intermediate (Nov 2010)
- Work Related Skills - Intermediate (Jan 2012)
- Numeracy - Intermediate (March 2012)
- Work Related Skills Foundation 1 and Foundation 2
- Work Related Skills Senior 1 and Senior 2

Also available for Industry & Enterprise (new editions for 2012)

- I&E 1: Workplace Participation 2nd ed.
- I&E 1: Workplace Participation - e-version 2nd ed.
- I&E 1&2: Towards an Enterprising You 3rd ed.
- I&E 3&4: Towards an Enterprising Australia 3rd ed.

Available for pathways and careers education

- GOALscorer suite of careers tools

www.deliverededucation.com.au

michael@deliverededucation.com.au

P&F (03) 9386 1018

Copyright © 2012 Michael Carolan Developed and compiled by Michael Carolan Cover by Michael Carolan
1st ed. Jan 2011, 2nd ed. Jan 2012 DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia.
Contact: www.deliverededucation.com.au michael@deliverededucation.com.au (03) 9386 1018
Carolan, Michael

Personal Development Intermediate 2nd ed. (For VCAL and Applied Learning) (ISBN 978-0-9871396-8-9 for workbook only)

Images: Originals by Michael Carolan Others: © 2012 Jupiterimages Corporation and Copyright DELIVER Educational Consulting and its licensors. All rights reserved. Some warning signs: generated by <http://www.says-it.com/safety/index.php> or accessed through Free Printable Signs at <http://signs.gkcd.com/index.php>

This book is copyright and may only be copied in accordance with the Copyright Act. For information contact the Copyright Agency Limited. Students may copy pages from their own workbooks for their own educational purposes.

This file is for preview purposes only and is not permitted to be reproduced in any form.

PERSONAL DEVELOPMENT INTERMEDIATE 2nd ed. - FOR VCAL AND APPLIED LEARNING
Written by Michael Carolan. Copyright © 2012 DELIVER Educational Consulting and its licensors. All rights reserved.



Advice to students

- ❑ Use this book to gain and develop skills to assist your personal development. Complete the tasks in the spaces and pages provided. Use the pro-formas and self-assessments as part of your Personal Development program
- ❑ You will also need to maintain your own workbook to complete other tasks given to you by your teacher. You may need to collect and keep copies of articles, resources, handouts and evidence of your personal development in your own workbooks.
- ❑ You might also use your *Student Activities Portfolio* to complete tasks as directed by your teacher. This portfolio will give you a body of work to keep as a reference. It will also enable you to review and improve upon personal development and transferable skills.
- ❑ You might be directed to complete some or even all of the assessment tasks listed opposite.
- ❑ Throughout this workbook there are a number of quick-reference *Personal Development Superskills*. Use the table to locate these.
- ❑ Remember that your personal development and growth will provide you with the tools for a more successful future! So what are you waiting for? Enjoy your study.

Assessment Tasks

Unit 1

AT1i Activity Planner.....	17
AT1 Personal Development Activity.....	34-5
AT2 Training Activity	74-5
AT3 The Great Debate	89

Unit 2

AT1 Roles of Community Members.....	112-3
AT2 Community Project/Activity.....	126-7
AT3 Social Awareness Campaign.....	157

Personal Development Superskills

1.04 Icebreakers.....	5
2.08 Plan-Organise-Do-Review.....	27
2.10 PODR Planning.....	29
2.14 Mentor plan.....	33
3.04 Managing emotions: Internal	43
3.05 Managing emotions: External.....	44
3.11 Managing time	50
3.16 Stress management	55
3.18 ART goals	57
5.03 Active listening.....	80
5.05 Body language gestures.....	82
5.09 Conflict resolution.....	86
5.11 Rules of debate	88
6.11 Researching Information	102
6.13 Analysing an issue.....	104
6.15 Ask yourself.....	106
7.03 Planning a PDS activity	118
7.10 To-Do List	125
8.05 Flowcharts in Action.....	136
9.02 PowerPoint Presentations	147
9.04 Feedback.....	149
9.05 8 tips for effective teams.....	150
9.08 Meeting agenda.....	153
9.10 Effective teams checklist	155

Activities I am required to organise and participate in for Personal Development Intermediate are...



Personal Development: Introducing Me

Contents

1.01 Where Am I At?	2	1.13 Attitudes and Behaviour	14
1.03 Meeting People	4	1.15 Planning an Activity	16
1.07 Personality Traits.....	8	1.16 Assessment Task Planner..	17
1.09 My Personality	10	1.17 Self-Assessment.....	18

Activity	p.	Due date/ Done?	Comment
1.02A Who are you?	3	<input type="checkbox"/>	
1.03A Meet the peeps	4	<input type="checkbox"/>	
1.05B You and others	6	<input type="checkbox"/>	
1.06B Interpersonal relationships	7	<input type="checkbox"/>	
1.09A My personality	10	<input type="checkbox"/>	
1.10B My personality investigation	11	<input type="checkbox"/>	
1.11C Me in summary	12	<input type="checkbox"/>	
1.12D I am a Picnic	13	<input type="checkbox"/>	
1.14A My ABC	15	<input type="checkbox"/>	
AT1i Initial activity planner	17	<input type="checkbox"/>	
1.17 Self-Assessment	18	<input type="checkbox"/>	

1.01 Where Am I At?

Personal development

Personal Development Skills is a specially developed unit to assist you in all facets of your life.

Don't think of Personal Development Skills as a subject that just exists on its own. Of course the subject does have a set of learning outcomes that you need to complete in order to pass units 1 and 2. However many of the skills you develop in this subject can be applied generically across all units in your VCAL or applied learning program.

Your teacher will have designed your learning program for this unit so that all activities will link to one of the contexts of either; personal development, health and wellbeing, education or family.

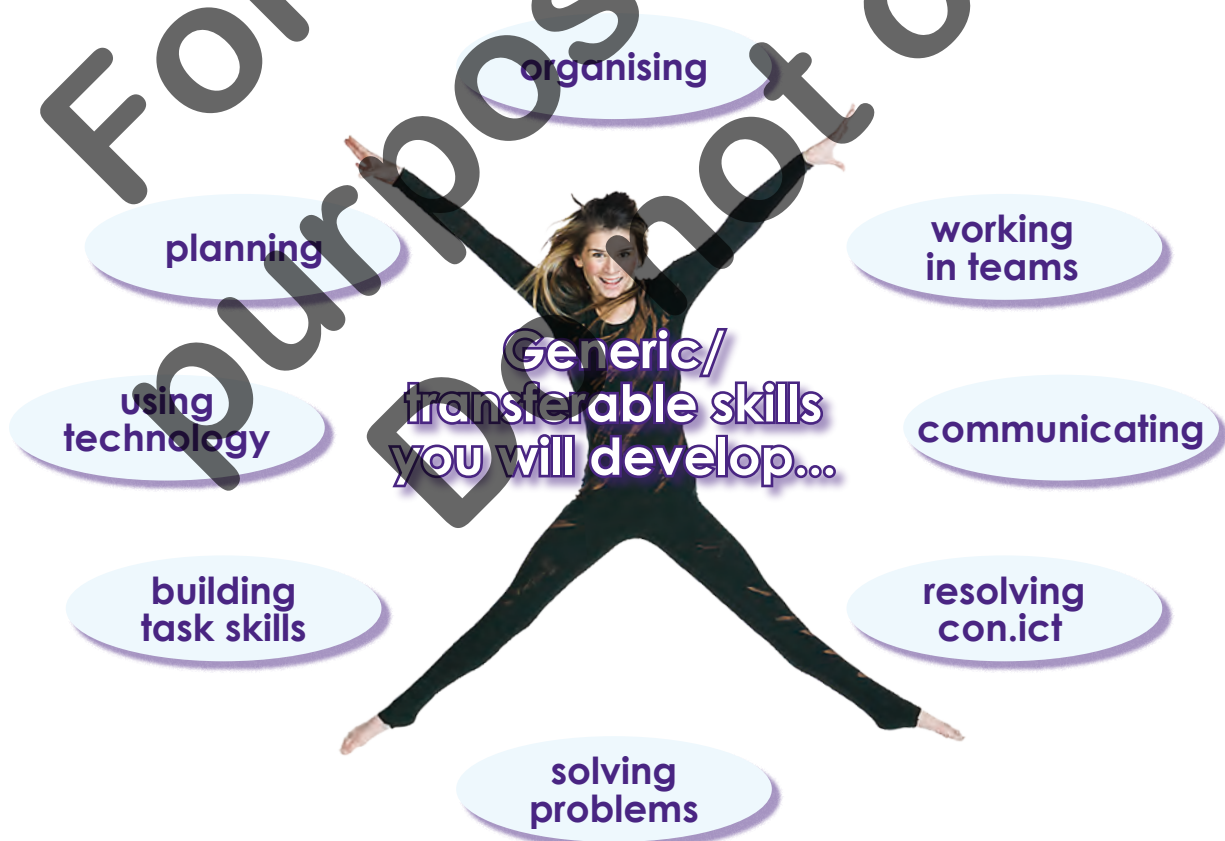
Generic skills

As part of your personal development you will develop a set of generic or transferable skills that can be useful when you deal with different situations.

These skills can be applied to make you more successful across all of your subjects as well as in your personal, social and working life.



PDS can act as a launch pad to success across all areas of your life.



At this stage of my life:	very good	good	reasonable	basic	poor
i. My communication skills are...					
ii. My planning skills are...					
iii. My organisational skills are...					
iv. My conflict resolution skills are ...					
v. My technological skills are...					
vi. My team skills are...					
vii. My problem-solving skills are...					

6 things/tasks/activities/subjects, etc. that I'm quite good at are...

i.

iv.

ii.

v.

iii.

vi.

6 things/tasks/activities/subjects, etc. that I need to become better at are...

i.

iv.

ii.

v.

iii.

vi.

9 words that describe me include...

6 words that don't describe me include...

1.03 Meeting People

Meeting people

One of the most important skill-sets you will develop throughout this year involves your ability to communicate and work with people more effectively.

So make a start by finding out who is in your class.



A Meet the peeps

You must find out and list the following information within the time allotted by your teacher.

[illegible]

Do...

- ☺ Approach someone and introduce yourself.
- ☺ Offer to shake hands with both men & women.
- ☺ Compliment someone on what they are wearing.
- ☺ Ask them, "What brings you here?"
- ☺ Have three 'icebreakers' ready that you can talk about.

Don't...

- ☹ Crunch knuckles or give a 'sh' shake.
- ☹ Stare like a wild beast.
- ☹ Ask questions that are too personal.
- ☹ Criticise what someone is wearing or how they look.

Furthermore...

- ☹ Don't stay with the same person for the whole time.
- ☺ Introduce someone you have just met to someone you haven't yet met and then you are all meeting lots of new people.
- ☺ Use open stance body language.
- ☺ Include people who are alone or who are being isolated.

Icebreakers

Take the initiative - start conversations.

- 💡 "So how do you know (whoever?), or "What brings you here?"
- 💡 "That's a nice jacket (or whatever), where did you get that?"
- 💡 "This looks good (the food), what can you recommend?"
- 💡 So, how about you list 2 more...

PDS
SUPER
SKILLS



1.05 Meeting People

Interpersonal relationships

Enjoying successful relationships is a part of effective personal development. You need to build relationships that enrich your personal, social and working lives.

We live in a complex world with people communicating and co-existing in a variety of ways. So how well do you get along with others? Do you have the skills to make a positive contribution?



There's nothing wrong with being alone, but being lonely can lead to problems.

A You and others

Indicate whether these statements sound like you or not.

When finished, discuss the statements and results with the class.

That's me! *That's not me!*

i	I have over 100 Facebook friends.		
ii	When I walk in the room the party gets started.		
iii	In my life I have just a few good friends, but I really have strong friendships with these people.		
iv	I get bored very quickly if I'm not talking, texting or chatting with someone.		
v	There's quite a few people on my text list that I don't even know.		
vi	I don't use social networking sites that much.		
vii	If I am approached by someone I generally wait for them to start the conversation before I speak.		
viii	If a driver was stuck in an intersection trying to push their car, I would help them.		
ix	I would never go to an event if I didn't know anyone there.		
x	I'd hate to have to give a speech for a friend at their birthday party.		
xi	I'd like a job where I get to deal with people a lot.		
xii	I text my friends more than 20 times a day.		
xiii	I generally let other people handle introductions.		
xiv	I have lots of people who follow me on Twitter.		
xv	I don't like going out somewhere new unless my friends are also going.		
xvi	I find it easier to chat online with someone I don't know than to strike up a conversation with a stranger in public.		

Interpersonal relationships B

Translate these tips for effective interpersonal relationships and then discuss them as a class.

Interpersonal Tip	Translation?
i trEt ppl w rSpCt.	
ii bn Sertv dz nt mEn bn aGro	
iii jst cz sum1 z nt yr frNd t dosnt mAk dm yr nME.	
iv Try 2 b < crTcl o jdGmntl f othRz.	
v b snsTv f X-cultRI isUz.	
vi b opn-mindD 2 nu ppl & nu XprENsz.	
vii 's d dFRncs n ppl dt mAk dm mo ntRStN.	
viii GoZp fIOz 2 wAs.	
ix lowd ppl R dfNtLy lowdR, bt nt neSSrLy mo ntRStN.	
x wn n thR dFthbd nbdy eva wshz dey hd mAd mo \$.	



Social networking

The internet is great for developing relationships but some psychologists and social researchers are suggesting that although young people are busy collecting online friends they are losing the ability to develop meaningful face-to-face friendships. Do you agree?

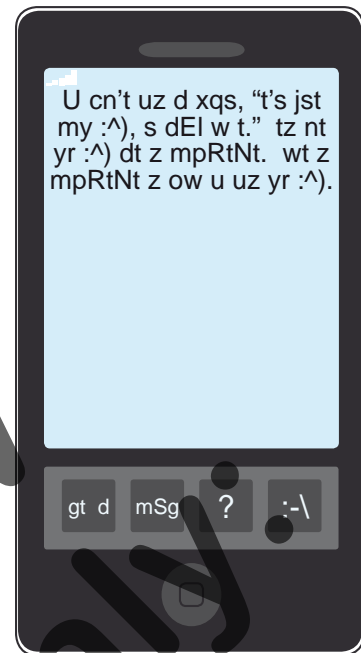
Research this issue on the 'net and then bring back some research material to discuss in class.



1.07 Personality Traits

Personality traits 101

When describing personality psychologists usually characterise five key personality traits. These five are not a hard and fast rule but they can act as a starting point for understanding both yourself and others a little better. So how closely do you, or the people you know, fit with each of these different definitions?



1. Neuroticism

A neurotic person tends to more easily experience unpleasant or harmful emotions such as anxiety, anger and other emotional highs and lows. These people might be often described as unstable or prone to 'flying off the handle' or they may seem to get worried, stressed and depressed more easily.

It is important to note that we all need a degree of neuroticism otherwise we wouldn't worry about anything! If we all just kicked-back, chillin' and not stressing about anything then nothing would ever get done!



2. Extraversion

An extravert tends to seek the company of others and draws energy from group activities. They tend to be talkative, gung-ho and dominant. An extravert may be labelled positively as outgoing or the 'life of the party' or labelled negatively as domineering and attention-seeking.

The opposite to extraversion is introversion whereby a person draws strength from their inner self. An introvert might be praised as being self-motivated and self-determining or criticised as being cold and distant.

Most of us fit somewhere along a scale between extraversion and introversion, as absolute extraverts and absolute introverts are hard to find.



3. Agreeableness

An agreeable person tends to be cooperative and collaborative and works to achieve group harmony. These people might be described as supportive, easygoing or even just plain easy. Agreeable people may be strong forgers of positive relationships, but on the other hand they might be too compliant and easily manipulated.



4. Conscientiousness

A conscientious person tends to be task-oriented and aims to get things done. They might be referred to positively as self-disciplined or reliable, or negatively as driven or obsessive.

People sometimes demonstrate a different level of conscientiousness depending on their level of motivation and enjoyment of a task. For example many 'less dedicated' students are very conscientious and do very well when on work placement.

Motivation and willingness to accept responsibility can be key drivers of conscientiousness.



5. Openness to experience

Some people are open to new ideas, they seek and value difference and they may be willing to try new experiences and ways of doing things. These people may be labelled positively as creative types or non-conformists or negatively as rebels or non-conformists!

Some people deviate from the 'status quo' and challenge the accepted norm. They might be inventors, artists or creators of some sort. Unfortunately others are too open and try anything new, ignoring risk, disregarding advice and proven wisdom and established ways.



1.09 My Personality

Personality continuum

With personality traits, it is important to remember that each of us sits somewhere along a continuum for each of these traits. One of the major influences on our personality is how these traits work together to influence our behaviour. You should also remember that we may grow, develop and change in one or more of these traits.

"I have already told you that I have a great personality, don't you listen, or are you just plain stupid?"



A My personality

1. Which of the terms below apply to you. Use the scale below.

never rarely sometimes mostly always

- i. I am the life of the party. _____
- ii. I am more than willing to give something different a go and try new things. _____
- iii. I get on well with people and make new friends easily. _____
- iv. I like to keep working at something until it is finished. _____
- v. I am pretty emotional and get excited, upset or angry too quickly. _____
- vi. I don't like having a set routine where I know what is going to happen next. _____
- vii. I am much happier being in the background letting others get attention. _____
- viii. I am pretty even-tempered and am able to make myself stress-free. _____
- ix. I find it hard to help others to work together and to get along. _____
- x. I find it hard to stick with a task if it becomes too difficult to do. _____

2. Classify each of the 10 statements above according to one of the 5 personality traits. There are 2 statements that directly match each trait.

(Tip: One of each of these 2 matches is a strong example of behaviour expected from someone with this personality trait, and one of these matches is strong example of behaviour opposite to the personality trait.)

Neuroticism	Extroversion	Agreeableness	Conscientiousness	Openness to experience
Strong: #_____	Strong: #_____	Strong: #_____	Strong: #_____	Strong: #_____
Opposite: #_____	Opposite: #_____	Opposite: #_____	Opposite: #_____	Opposite: #_____

My personality investigation B

It is important not to think of personality traits in terms of good or bad, nor black or white but rather as a scale. A continuum is a graphical representation of a sliding scale that is used to rank an item. A continuum is useful for visually describing the degree, or level, of something.

1. Use the continua below to rank these personality traits for yourself.

i. I am careful...

never rarely sometimes mostly always

ii. I am outgoing...

strongly disagree disagree unsure agree strongly agree

iii. I am a good listener...

very low low moderate high very high

iv. I am reliable...

1 2 3 4 5

v. I am considerate...

1 2 3 4 5 6 7 8 9 10

2. So you see how different ranking scales can be used on a continuum. Which scale do you prefer and why? Your choice can also say a lot about your personality.

3. List 4 terms that first come into your head for each of the 5 personality traits below. Give yourself a score out of 10 (highest) for how strongly you believe you fit each trait.

Neuroticism	Extroversion	Agreeableness	Conscientiousness	Openness to experience
⇒	⇒	⇒	⇒	⇒
⇒	⇒	⇒	⇒	⇒
⇒	⇒	⇒	⇒	⇒
⇒	⇒	⇒	⇒	⇒
My score: _____	My score: _____	My score: _____	My score: _____	My score: _____

1.11 My Personality

Influences on personality

One's personality is governed by many factors. Some of these factors are thought to be innate characteristics or personality traits, that are influenced by genetic predisposition; or perhaps by a person's social and cultural upbringing, i.e. nature vs nurture!!

Our personality might also be influenced by our reaction to external stimuli. We react and respond to what is going on around us; now, in the past and in anticipation of the future. Some aspects of our personality might also grow and evolve over our lifetime as we mature and change.

Whatever the reasons, our personality goes hand-in-hand with our emotions, and will influence our interactions with other human beings.

As people, we tend to get along with other people who have similar personalities. And surprisingly many of you get along even better with people who have widely different personalities!

Influences on personality

- ⇒ genetics
- ⇒ family upbringing
- ⇒ relationships
- ⇒ physical and mental health
- ⇒ external environment
- ⇒ home environment
- ⇒ work environment
- ⇒ friends and social groups
- ⇒ level of education and skills
- ⇒ social status
- ⇒ interests and hobbies
- ⇒ temperament.

Is temperament a reflection of, or a key driver, of one's personality?

C Me in summary

Summarise your personality in 5 short sentences. This is just like constructing a profile for Facebook or some other online profile.

i.

ii.

iii.

iv.

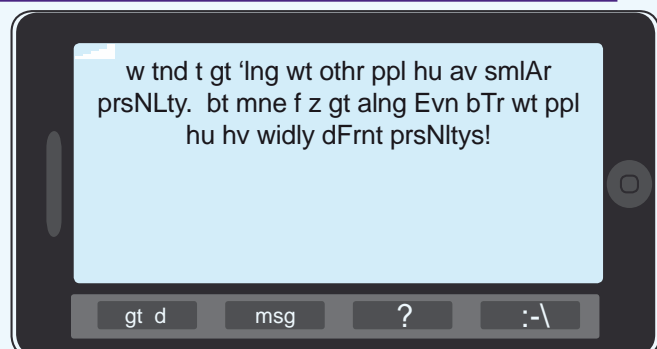
v.

I am a Picnic D

One interesting way to examine your personality is to describe what you'd be in different categories. This is not about what your favourite is, but instead what best represents your personality. Make sure you are able to explain each of these because your teacher will ask class members to explain some of their answers.

If I was a(n)...	I'd most likely be...
e.g. animal	a mule (because I'm stubborn!)
1 animal	
2 chocolate bar	
3 sport	
4 junk food	
5 motor vehicle	
6 clothing brand	
7 movie	
8 day of the week	
9 technological device	
10 colour	
11 world leader	
12 time of day	
13 insect	
14 vegetable	
15 piece of furniture	

I am uneven,
but tasty!



1.13 Attitudes and Behaviour

Values

A value is something that we feel is important and which influences our decision-making.

Our values will influence our goals in life. Values also influence the way that we act in personal and group situations in order to achieve these goals.

For example, someone who values family life more than work or income might pass up the opportunity for a promotion to instead spend more time with their children. As a result, our values are one of the strongest influences on our decision-making and underpin our attitudes.



Attitudes

An attitude refers to a person's belief or the view they hold about another person, a situation or a proposition.

A person's attitude will influence their behaviour. A positive attitude will encourage participation, conscientiousness and motivation. A negative attitude is likely to result in resistance, a lack of commitment and poor motivation. A 'bad' attitude is often linked to low self-esteem.

Employers emphasise the importance of looking for a good attitude when considering who to employ.



Behaviour

A behaviour is the way in which a person acts in a situation. Behaviour is the outward result of conditions such as values, attitudes, motivation and other factors. These behaviours may be positive or negative.

In daily life we have to consider our own behaviour. We also have to deal with the behaviours of others which can influence our group involvement. The way that people behave can help or hinder motivation in group situations.

It is essential that you remember, that in the end, it is really only you who can control your own behaviour.



Group motivation factors

The way that you and others feel and behave (i.e. your attitude) in group situations can influence group cohesion. Various factors contribute to this positively and negatively.

Positive factors

- ⇒ conscientiousness
- ⇒ patience and tolerance
- ⇒ commitment and reliability
- ⇒ enthusiasm
- ⇒ persistence and resilience
- ⇒ active listening
- ⇒ consultation and inclusiveness
- ⇒ adaptability.

Negative factors

- ⇒ laziness
- ⇒ selfishness
- ⇒ carelessness
- ⇒ aggression
- ⇒ dominance
- ⇒ rudeness and insensitivity
- ⇒ indecisiveness
- ⇒ inflexibility.

My ABC A

1. List 3 positive attitudes and/or behaviours that drive the way that you communicate in a group situation. (Consider some in the box above)
2. Outline 2 possible areas of weakness that you need to improve for group situations.

In group situations I feel that...	
e.g. Positive AB 1	...I show a good attitude because I am willing to listen to other peoples' points of view before I make up mind.
Positive AB 1	
Positive AB 2	
Positive AB 3	
Area of Weakness	
Area of Weakness	

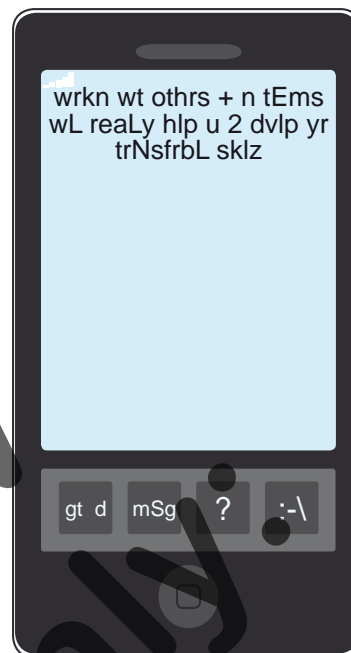
1.15 Planning an Activity

Planning

One of the major requirements of this unit involves you planning and organising a complex personal development activity.

Some of you might have completed a similar, but less complex activity back in Foundation. The type of activity you will have to do at Intermediate-level will depend on your school's VCAL program. In some cases you might have to complete a number of smaller, or step-by-step tasks, that together will contribute to make up the overall activity. Your teacher will inform you of your school program's requirements and whether you will be working with others and/or in a team.

Later on in the next semester as part of Unit 2, you will be required to complete a more sophisticated project or activity or program that will rely on the successful development of team skills.



4-steps for completing a project/activity...

1. Develop a plan for a personal development project/activity.

2. Identify, organise and use appropriate resources, including people, to do the project/activity.

3. Work effectively to successfully do and complete the project/activity.

4. Use processes for reflection, evaluation, self-improvement and review of the benefits of the project/activity.

Assessment task: Activity planner AT1i

Your teacher will introduce and discuss your requirements in relation to the project/activity that you will have to plan. Use this table to record all the important information. You might return and add to this table as you find out other information.

What sort of project/activity am I required to complete?	
What stages are involved in planning and completing the activity?	What are the approximate dates by which I must complete these stages?
i.	
ii.	
iii.	
iv.	
Who might I be working with? What other information do I need to know?	

Some possible activities I might plan could be...

- ☐ _____
- ☐ _____
- ☐ _____

1.17 Self-Assessment

Self Assessment Pro-Forma

Which personal development skills did I develop during this unit?

- _____
- _____
- _____

Which tasks did I perform best at during this unit?

- _____
- _____
- _____

Which tasks did I most enjoy doing and why?

- _____
- _____
- _____

Which tasks (if any) did I least enjoy doing and why?

- _____
- _____

Which areas should I focus on improving?

- _____
- _____
- _____

Signed: _____ Date: _____

Personal Development: Developing My Skills

2

Contents

2.01	Personal Skills	20	2.11	Mentoring	30
2.03	Transferable Skills	22	2.15	Assessment Task.....	34
2.07	Task Skills	26	2.19	Self-Assessment.....	38

Activity	p.	Due date/Done?	Comment
2.02A ASC yourself	21	<input type="checkbox"/>	
2.04A Transferable skills	23	<input type="checkbox"/>	
2.05B Transferable skills in others	24	<input type="checkbox"/>	
2.06C Quality in action	25	<input type="checkbox"/>	
2.07A Employability skills	26	<input type="checkbox"/>	
2.10 PODR planning pro-forma	29	<input type="checkbox"/>	
2.12A Mentoring	31	<input type="checkbox"/>	
2.13B Mentors and coaches	32	<input type="checkbox"/>	
2.14 Mentor Plan pro-forma	33	<input type="checkbox"/>	
AT1 Personal Development Activity	34-36	<input type="checkbox"/>	
2.18 Team/Individual assessment pro-forma	37	<input type="checkbox"/>	
2.19 Self-Assessment pro-forma	38	<input type="checkbox"/>	

2.01 Personal Skills

What can you do?

So just what is it that you're good at? Can you sing, dance, fix computers, look after kids, grow gardens or even talk to animals? Are you good with your hands, your feet, your mind or your emotions?

An aptitude is a natural ability or intelligence; in other words the things you find easy to learn, whereas a skill is a task or action that you can do. Skills involve the functional use of your aptitudes and are therefore a natural progression from your aptitudes.

You become competent when you have developed your skills to such a level that you can successfully perform a task over and over again.

ASC = aptitude

skill

competency

So ASC yourself, "what can I do?"



Aptitude:
A natural ability or intelligence that makes it easier for you to learn and do some things compared to others.

"I seemed to be naturally good with children."

Skill:
Skills involve turning an aptitude into an ability. Your skills are the tasks or activities that you learn and do.

"So I learned skills associated with infant communication, group dynamics and food and hygiene."

Competency:
Applying your skills so that you can properly perform specific tasks over and over again.

"Now I can competently supervise playgroup and prepare kids' meals."

1. List 3 broad aptitude areas that you are naturally good at doing or understand more easily. These might be subjects, interests or even activities and hobbies.
2. List 3 specific skills that you have developed or are still developing. These skills might usually be related to your aptitudes. However you can develop skills in all areas.
3. List 3 specific tasks that you can do. These are your competencies and are the actual demonstration of your aptitudes and skills.

My Aptitudes: I seem to be naturally better at...	My Skills: I have developed the know-how to...	My Competencies: Specific tasks I can do well include...
e.g. Practical tasks and working with my hands.	e.g. Choose and correctly use the right tool for a job.	e.g. Using hand and power tools to properly hang a door.
i.		
ii.		
iii.		

4. Discuss these case studies. Write a brief case based on someone else in your class.

Drahkul was naturally good at communicating. He learnt how to research, analyse and present information to suit different audiences. He then became good at making oral presentations to groups. He ended up in a career as a host and spokesperson.



Lenlent had a natural aptitude for maths. She liked learning new skills in trigonometry and estimation. She was then able to competently perform tasks such as measuring areas, planning and budgeting. Eventually she applied these to running her own landscaping business.

2.03 Transferable Skills

Personal competencies

Personal competencies are developed from those tasks that we have a natural ability for. Personal competencies relate to our aptitudes, abilities and skills; those activities that we might naturally enjoy doing every day.

You can turn your own aptitudes into usable abilities by undertaking training to develop your skills and competencies.

Personal competencies also reflect one's personality and values. How you handle stress, your level of motivation, your desire for responsibility and other attitudes and behaviours will build different personality strengths.

"Elvirapa has a real aptitude for dealing with animals."



Personal competencies include...

- ⇒ planning tasks
- ⇒ organising yourself
- ⇒ fixing things
- ⇒ accepting responsibility
- ⇒ using technology
- ⇒ using initiative
- ⇒ being flexible
- ⇒ being creative
- ⇒ solving problems and more.

Social competencies

Social competencies refer to one's skills when dealing with people and social situations. Key social competencies might include good communication skills, empathy and understanding, well-developed emotional intelligence and ability to deal with others.

Our personalities, our experiences and our involvement and participation in social events will help develop our social competencies. Our understanding of different people and cultures is also extremely important.

Socialisation skills are extremely important to help you develop meaningful relationship with friends, family and partners. These socialisation skills are also extremely important in the workplace as positive interpersonal relationships are a key factor in developing a sense of job satisfaction and productivity.

Social competencies include...

- ⇒ communicating effectively
- ⇒ active listening
- ⇒ working in teams
- ⇒ helping and assisting
- ⇒ organising others
- ⇒ encouraging others
- ⇒ using feedback
- ⇒ understanding others
- ⇒ empathising and more.



"Lawrence is very good with people."

Transferable skills

Personal and social competencies are often referred to as transferable skills. These are the skills and competencies that you might already have and can use in any situation, be it personal, social or work.

In work and professional situations most young people underestimate their day-to-day skills and competencies. They take these things for granted. They expect that it is normal to have excellent computer skills or a very good understanding of communication devices. However, many young people do overestimate their ability to communicate with different people. But we will leave that skill for another time.

You need to make sure that you acknowledge your own strengths and weaknesses and work out how these can be transferred to help you and others in different situations.



Transferable skills A

You need to know what you're good at so that you can write a résumé, develop a career, work in teams and so on. But sometimes it is hard to identify your own strengths. One way to overcome this is to identify strengths in others. Interview a friend, a colleague or even someone you don't really know that well and find out what they are able to do well. Swap this information and everyone will have their own list.

1. Develop a list of 5 things these people do well in their everyday personal or social lives. For example if they run a household they should be good at planning and organising people and tasks. If they handle money they might be responsible when handling cash.
2. Briefly explain how each competency can be transferred to a work-related situation.

Interviewee is: _____	Interviewed by: _____
Their personal and/or social competencies...	Their transferable skills...
i	
ii	
iii	
iv	
v	

2.05 Transferable Skills

B Transferable skills in others

Consider the following case studies and then complete the table below for each one showing at least 3 personal, social and other transferable skills that each person is likely to have.

Chenifur 17, says that she has no skills because she has never had a job.

After talking with her you find out that she has been looking after her sick mum for years, that she does all the shopping, pays the bills, looks after her younger brother and sister and that she also helps out her father in his plumbing business by doing the accounts.

Of course she is also doing Year 12 and passing as well as being on the SRC. As a hobby, Chenifur likes to make jewellery and she has sold some of these on eBay, Etsy and at craft markets.



Frahnk is 16 and in year 11. He says that he "can't do nothin'" and that he is not that good at school.



Rather than correct his English you find out from him that he is captain of his football, soccer and cricket teams and has been picked in school representative sides in different sports.

Frahnk also helps out coaching with the under 10s and under 12s in cricket and football and does volunteer work with his cousin's disabled kids' soccer team. You also notice when talking with Frahnk that he seems to have a very good understanding of nutrition and fitness.

Frahnk also does a lot of translating for his grandparents when they deal with Centrelink and with doctors.

Personal competencies	Social competencies	Transferable skills
Chenifur...	Chenifur...	Chenifur...
Frahnk...	Frahnk...	Frahnk...

Quality

Doing something is one thing, doing something well is another thing all together. This is where a focus on quality fits in.

The term total quality management refers to a continuous improvement in all aspects of a businesses internal and external operations. This same concept can apply to one's personal life.

As part of your PDS activity you have to make sure that you are achieving quality outcomes. This means that you will have to assess and evaluate your outcomes to make sure that you have properly met your original objectives. A key part of this is self-assessment, as well as the unbiased assessment of others.



Quality in action C

Read the case studies and briefly explain whether they have achieved a quality outcome or not? What else would you suggest?



After planning for three months, Sandrine and Bahamah spent a whole week of school time raising \$79 as part of Jeans for Genes day

John and Yi'it organised a gourmet pizza lunch for teachers at \$2 per slice. They got heaps of orders but didn't make enough pizzas. So they cut the slices in half (and doubled their profit!)



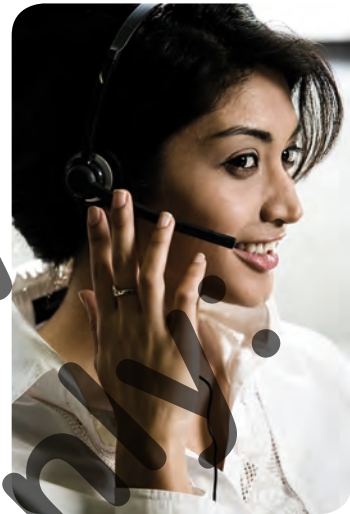
2.07 Task Skills

Employability skills

You probably already have some generic skills that you have developed. Can you work well with others, use technology and plan and organise activities?

In 2002, the *Employability Skills For The Future Project* developed a list of eight employability skills that all people were expected to be able to demonstrate for different tasks in their personal, school or employment situations.

The idea is that you develop these employability skills in different situations and then apply these in varied ways when completing tasks. For example you might spend a lot of time talking with friends. You could further develop this skill at school through oral presentations and then you might use this employability skill in your career in a sales or customer service role.



A Employability skills

Complete the table below by describing a personal example and a school or work example of when you have demonstrated each of these eight employability skills.

Employability skill	Personal example	School or work example
communication	<i>I often have to interpret for my family when they are dealing with doctors, at report nights and with other important matters.</i>	<i>During work experience at Hehir Bawl I had to take bookings on the phone from customers and record this in the computerised diary.</i>
teamwork		
problem-solving		
planning and organising		
self-awareness		
learning		
technological		
initiative and enterprise skills		

Plan-Organise-Do-Review

There are many possible tasks that might need to be done when undertaking your Personal Development Skills activity. Some of these are listed on the next page. However, not all of these task skills are relevant for every possible task. And there might be other task skills that may be needed depending on the type of activity you are doing.

Different task skills are needed at different stages of an activity such as:

- ⇒ When first starting or initiating the activity as part of the planning process.
- ⇒ In the lead-up to the activity as part of the organising process.
- ⇒ During the activity as part of the doing process.
- ⇒ Following the activity as part of the review process.

So a good planning tool that helps you work out what you need to do use is the PDDR or Plan-Organise-Do-Review Process. The PDDR Process should also be used in conjunction with other tools, such as PDDR Journal when planning activities and making decisions.

1. Plan

- ⇒ Work out just what it is you are trying to do: i.e. your objective/goal, and also how you might be able to achieve this.
- ⇒ It is good to be able to write this in one or two short sentences.

2. Organise

- ⇒ Break your overall objectives into a series of smaller, achievable, bite-sized goals.
- ⇒ Develop an action plan to achieve each of these smaller goals on a task-by-task basis.
- ⇒ Organise yourself, other people and any resources you need to successfully complete each task.

3. Do

- ⇒ Undertake the day-to-day activities needed to actually perform each task.
- ⇒ This is where everything comes together and might even be the shortest (but not easiest) part of the entire process.

4. Review

- ⇒ Monitor what you've achieved, evaluate your outcomes for quality and make any changes and adjustments if necessary.
- ⇒ Each of these 4 stages of Plan-Organise-Do-Review are not discreet so you should be reviewing throughout the whole activity process.

PDS
SUPER
SKILLS

2.09 Task Skills

Task skills that you might need for your
Personal Development Skills activity.



PODR Planning Pro-forma (Plan-Organise-Do-Review Journal)

(Copy and complete one of these journal records for each day that you spend any time on your PDS activity.)

Name: _____ Activity: _____

Who else is involved?	Day:	Date:
	Time from:	Task no:
	Time to:	Duration:

Plan...

- ⇒ List broader goals/objectives you are planning to achieve.
- ⇒ Include broad timelines and other information.

Organise...

- ⇒ List specific tasks that must be done.
- ⇒ Develop an action plan with dates, times, resources responsibilities, etc..

Do...

- ⇒ Create To-do lists.
- ⇒ Tick these off as tasks are done.
- ⇒ Include any people, resource & equipment needs.

Review...

- ⇒ Reflect/comment on what went well.
- ⇒ If things didn't go too well outline changes that might need to be made.

Next task...

- ⇒ Which is the next task that needs to be completed?
- ⇒ What arrangements are needed to move forward?

Any other information?

Student signature: _____

Date: _____

Supervisor's signature: _____

Date: _____

PDS
SUPER
SKILLS

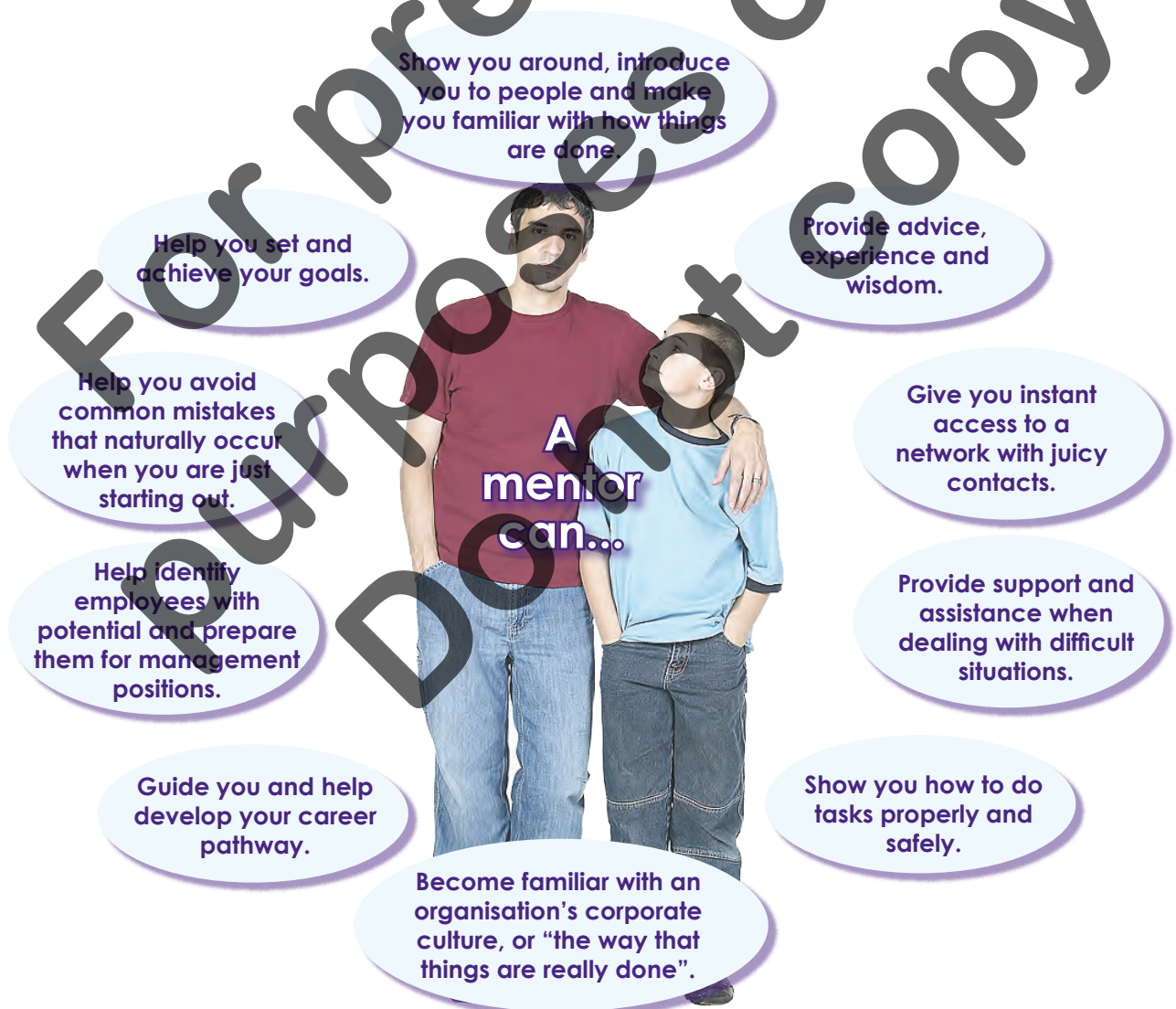
2.11 Mentoring

Mentoring 101

Mentoring is a process whereby a less experienced person or employee is paired up with a senior or more experienced person or employee in order to provide guidance and informal learning opportunities.

The person providing the guidance is called the mentor. The person being mentored is called the mentee.

Many older and more experienced people have accumulated years of wisdom and understanding. A mentor program can help younger and inexperienced people to better cope with the demands of the world.



Mentoring helps...

- ☺ Young students just starting out in a new environment.
- ☺ People who are new to an area, a school or a team.
- ☺ Young people who can be linked with older people who share similar ambitions and interests.
- ☺ Young people who could do with some positive role-models of a particular gender.
- ☺ Students who are undertaking work experience and work placement.
- ☺ Australian Apprentices and other employees who need ongoing on-the-job training, supervision and guidance as part of their structured training programs.
- ☺ Newly drafted and young sportspeople just starting out.
- ☺ Women in non-traditional occupations.
- ☺ People and workers from non-English speaking backgrounds who may have particular language or cultural needs.
- ☺ People starting their own small enterprises who need help and guidance.

Mentoring A

1. List 3 ways that you might benefit from having a mentor.

2. Explain how you might benefit from being a mentor. Who could you mentor; and in what?

2.13 Mentoring

Coaching 101

The old proverb rings true “Give a man a fish and you feed him tonight, teach him to fish and you feed him forever.” And women too!

A coach is usually a formal position that involves training, guiding and mentoring all in one. Some people get coached in sporting or creative fields. For example, a football coach or a singing coach. Sometimes these coaches are called teachers or tutors, such as with a music tutor.

Coaching is a subtle way of training and aims to guide a person on the right path. A lot of coaching in the workplace occurs informally or on-the-job.

Good coaching involves getting the best out of one’s charges and helping them achieve to their potential.

Check out these mentoring sites:

⇒ The Australia Mentor Centre
www.australianmentorcentre.com.au

⇒ The Australian Mentoring Institute
www.australianmentoringinstitute.org

⇒ Big Brother/Big Sister
www.bigsisterbigbrother.com.au

⇒ Young Achievement Australia
www.yaa.org.au

⇒ National Mentoring Association of Australia
www.dsfa.org.au/mentor



B Mentors and coaches

List 4 mentors or coaches who have made a difference in your life. For each one briefly explain what it is about them and their mentoring or coaching style that has helped you.

Mentor/Coach	How they made a difference in my life.

Mentor Plan

(Copy and complete one of these Mentor Plan records for each meeting you have with your mentor.
Ideally you should meet with your mentor 3 times each semester.)

Name: _____ Activity: _____

Mentor:		Organisation:	
Role/ position:		Contact details:	

Meeting number:	Date:	Times:	Location:

Issues I need some help with...	
--	--

Questions I should ask...	
--	--

Advice I have been given...	
--	--

Resources that can help me...	
--	--

Next meeting...	
----------------------------	--

Any other information?

Student signature:

Date:

Mentor's signature:

Date:

PDS
SUPER
SKILLS

2.15 Assessment Task

AT1 Personal Development Activity

You are going to undertake a **Personal Development Activity** based one or more of these focus areas: Self, social, health and wellbeing, education or family. Your teacher will inform you of the focus area(s) and whether you will work alone, in pairs or in teams.

Follow this planning process and note any important information in each and every box. Tick-off each task as it is negotiated with and approved by your teacher. Your teacher might also start you planning this **Personal Development Activity** now, and have you continue your planning on an ongoing basis as you complete sections 3,4&5.

1. Choose appropriate team members.

Approved?

Date?

2. Your teacher will lead a class discussion about the potential projects or activities that you can undertake.

Approved?

Date?

3. Choose three possible activities that you're interested in and discuss these (& with your team).

Approved?

Date?

4. Select the activity that you (or your team) is best suited for. Why so?

Approved?

Date?

5. Fill-out an initial PODR *Planning pro-forma* and submit this to your teacher for checking, advice and approval.

Approved?

Date?

6. Contact and arrange meetings with the appropriate external parties that you will be working with to discuss your task. This might include a mentor. (Remember: You might need permission forms for unsupervised excursions.)

Approved?

Date?

7. Discuss the outcomes of these meetings with your teacher (and mentor) so as to assess whether your activity is suitable. (If not, go back to step 4.) Discuss any OH&S issues.

Approved?

Date?

PDS: Inter

LO: Element
1.1 1-5
1.2 1-5
1.3 1-5
1.4 1-5
1.5 1-5
2.1
2.2
2.3
2.4
2.5

8. Obtain any relevant permissions from the school including workplace learning forms, excursion forms and other supervision and legal issues that need to be sorted out.

Approved?

Date?

10. If you get the go ahead to proceed complete an updated *PODR Planning pro-forma*. Submit this to your teacher (and mentor) for checking, advice and approval.

Approved?

Date?

11. Start to organise your **Personal Development Activity**. (Confirm the roles of everyone in the group). Discuss these roles with your teacher and your mentor. Use relevant *PODR Planning pro-formas* at different stages.

Approved?

Date?

12. Identify any potential OH&S issues or hazards and outline how these will be minimised.

Approved?

Date?

13. Ensure that all relevant permissions and legal requirements have been sorted out.

Approved?

Date?

14. If everything is ready to go, and you have discussed this with your mentor, and you have approval from your teacher then carry out the task.

Approved?

Date?

15. After the task is finished complete the evaluation questions in your workbooks and the evaluation pro-formas. Your teacher will inform you if you also have to give an oral report based on the activity.

Approved?

Date?

2.17 Assessment Task - Evaluation Report

Evaluation of Personal Development Activity

Complete the following questions in your workbook to report on your activity. Your teacher will inform you of the format for this report, due date, word lengths and so on.

Format: _____ Draft date: _____ Final date: _____

Word length and/or presentation time: _____

Other information: _____

1. Planning and Organising

- For each team member and/or yourself, describe a time when this person seemed really motivated and contributed positively as part of the activity.
- For each team member and/or yourself, describe a time when this person was not as motivated and did not contribute as positively as part of the activity.

2. Self-Management

- Describe 3 stressful situations that occurred during this activity.
- Why do you think these stressful situations occurred?
- What strategies were used to minimise these stressors?

3. Leadership and Responsibilities

- Describe various leadership methods that were used at different times and in different situations as part of the activity.
- Describe how you (or your group) allocated responsibilities for different tasks.
- Explain how you (or your group) determined the leadership roles.

4. Interpersonal Skills, Communication and Conflict Resolution

- Describe a situation when there was a communication problem, either within your group or with an external party.
- Describe a situation when there was a difference of opinion, either within your group or with an external party.
- By what methods were these problems solved?
- Evaluate the effectiveness of the solution to these problems.

5. Transferable Skills

- Outline 4 transferable skills that you developed as a result of doing this activity.
- For each one of these transferable skills explain how you might use this skill in either a voluntary or work situation.

6. Evaluation

- Describe how well you performed as part of this activity. Rate your performance out of 10. Give some reasons to support your evaluation.
- Describe how well your group performed overall at this task. Rate the performance out of 10. Use evidence to support your evaluation.
- Complete the Team Member/Individual Assessment pro-forma on p.37.

Team Member/Individual Assessment

As part of working as a team you should undertake both self-assessment and assessment of your team-members. Copy and use this pro-forma to honestly assess the performance of your group members (or yourself) as part of your activity.

Team member: _____

Overall activity: _____

Specific task(s): _____

Assessed by: _____ Date: _____

Ability to effectively:

	Excellent	Very Good	Good	Basic	Not shown
i. Plan & organise.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Manage time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Manage stress.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Demonstrate task skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Apply leadership strategies.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Communicate.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Express opinions sensibly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Resolve conflict.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Contribute to the team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly describe your/this student's 2 most successful contributions/areas of involvement.

1. _____

2. _____

Briefly suggest 2 areas that you/this student can improve upon in their next task.

1. _____

2. _____

Briefly describe 2 transferable skills that you/this student demonstrated doing this activity.

1. _____

2. _____

Signed: _____ Date: _____

2.19 Self-Assessment

Self Assessment Pro-Forma

Which personal development skills did I develop during this unit?

- _____
- _____
- _____

Which tasks did I perform best at during this unit?

- _____
- _____
- _____

Which tasks did I most enjoy doing and why?

- _____
- _____
- _____

Which tasks (if any) did I least enjoy doing and why?

- _____
- _____

Which areas should I focus on improving?

- _____
- _____
- _____

Signed: _____ Date: _____