

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	_____	_____	_____	_____	_____	_____

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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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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
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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.

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Personal Development: Problem-Solving & Decision-Making **8**

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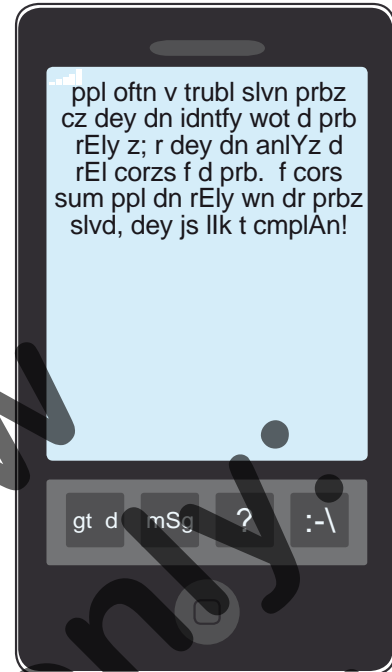
8.01 Effective Problem-Solving

Problem-solving

Sometimes life can seem to be one long series of problems after another. From the everyday and mundane such as “I have to be get up at 7am,” to “I want to eat Sugar Lumps for breakfast,” through to complex problems such as, “I need to get a job” or “I want to retire a wealthy person at 50!”

So how good are you at coping with life’s problems? Are you a proactive problem-solver or a reactive problem-solver? Do you create problems that don’t exist? Do you turn simple issues into complex problems? Or do you have well developed problem-solving skills?

Problem-solving can sometimes be a difficult process but you can learn and use problem-solving techniques and skills. These can also help you when planning, organising and doing your community project or activity. You might have already been introduced to some of these in WRS.



IASM process

A 4-stage problem-solving process whereby the user identifies and analyses a problem and then selects and monitors solutions.

Brainstorming

A free-thinking tool that encourages participants to think of and write down, as many words/terms associated with a concept, as possible.

Drilling-down

A method to break down, what might seem to be a large problem, into progressively smaller, and therefore easier to manage, components.

Checksheets

A tool for recording and counting the number of occurrences associated with a particular activity.

SWOT analysis

A summary snapshot of the internal strengths and weaknesses and external opportunities and threats related to a problem.

Flowcharts

A visual tool for mapping out a process including all of the process-steps and decision-steps.

Problem-solving tools...

Brainstorming A

Brainstorm a list of words related to the term 'cool' or some other concept provided by your teacher. Try for 20. (Tip: You should already have been introduced to the techniques of Brainstorming in Literacy or in WRS.)

**Problem-solving tools research B**

Research one of the problem-solving tools on the previous page or another problem-solving tool you are familiar with. Record some of your initial research below.

Make a brief presentation that explains how to use this tool. Make sure that you include a visual graphic of the tool as well as a list of relevant web or text links.



8.03 Effective Problem-Solving

C IASM

The IASM is a problem-solving process that can help you work through any difficult situation. The key; in the first instance; is to clearly identify the problem. But be careful. Sometimes the real problem isn't what it seems to be. It might take 2 or 3 goes before you identify the problem. Your teacher will work through this (or another example) problem with your class.

Identify the problem

- ⇒ Clearly identify what the 'real' problem actually is.
- ⇒ Write this problem in as short and sharp a sentence as possible.

Problem:

- ☒ "I have no money!" (Or is the problem really...)
 - ☒ "I don't have enough money to buy everything that I need!" (Or is it, "...everything that I want?" and is the problem really "everything?")
- So therefore the problem might be better stated as...
- ☒ "I don't have enough money to buy many of the things I want."

Analyse the causes/facts

- ⇒ Work out what and who is causing the problem.
- ⇒ Focus on issues that can be controlled.
- ⇒ Consider secondary or 'because's' (i.e. The order is late...because workers are taking too many breaks.)
- ⇒ Try to list 3-6 main reasons.

☹ I spend all the \$ I get right away.



Suggest some solutions

- ⇒ Come up with 3-4 possible solutions to help solve this problem.
- ⇒ Rank these based on how likely they are to deal with the problem.
- ⇒ Pick solutions that tackle more than one 'side' of the problem.

Manage the chosen solution

- ⇒ Pick the solution(s) over which you have most control and which will go the furthest to solving the problem.
- ⇒ Plan smaller behavioural changes as part of this solution.
- ⇒ Make sure that you change behaviours to stop the problem from recurring
- ⇒ Check to ensure solution is working.



Use the IASM to help deal with a problem you are facing in relation to planning and organising community activity or project.

1. Identify the problem

2. Analyse the causes/facts

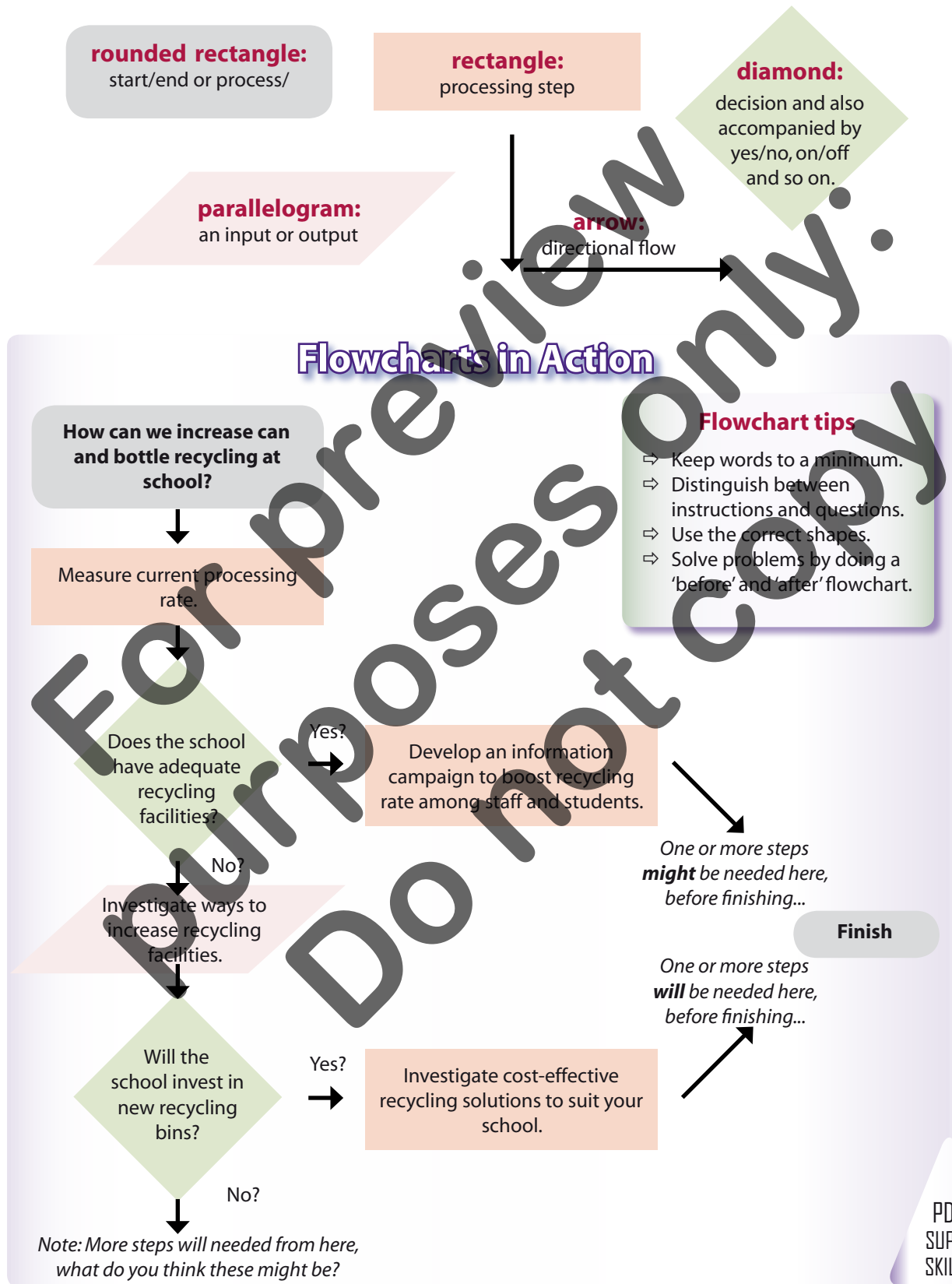
3. Suggest some solutions

4. Manage the chosen solution

8.05 Effective Problem-Solving

Flowcharts

A flowchart is a visual diagram that shows a process or system. A flowchart shows all the steps in a particular process, as well as decisions, flows and changes of direction in flows. A flowchart can also indicate all inputs and outputs that constitute a process. The visual components of a flowchart include the following symbols.



Social issue or problem E

Use IASM to help manage a social issue or community problem. Also develop a flowchart to map out the issue/problem and also utilise one other problem-solving tool. Use your workbooks if you need more space.

1. Identify the problem**2. Analyse the causes/facts****3. Suggest some solutions****4. Manage the chosen solution**

8.07 Effective Decision-Making

Decision-making

Decisions, decisions, decisions, it's not always easy...so how do you decide?

There are a number of decision-making models or processes that are available to help people better manage their decision-making. These include PODR, a SWOT analysis, the GROWMA planning process, TQM tools and other techniques.

Decision-making styles take many forms and some common examples are included in this topic. However at the simplest level decision-making styles can be classified into:

- ⇒ autonomous decision-making or
- ⇒ consensus decision-making.



1. Autonomous decision-making

- ⇒ In its simplest form, autonomous decision-making is when an individual makes a decision by themselves. For example, "I will sell hand-painted t-shirts to raise money for Oxfam."
- ⇒ In a personal sense this autonomous decision-making occurs when you make a decision by yourself based on your own knowledge without consulting others. For example, a parent might decide on the primary school for their child, or you might choose the type of car you want to buy.
- ⇒ In a work-related situation autonomous decision-making is often used by autocratic managers. They see no need for consulting others because rules, procedures and guidelines are already set down. e.g. A manager or leader decides who gets which shifts on a roster.

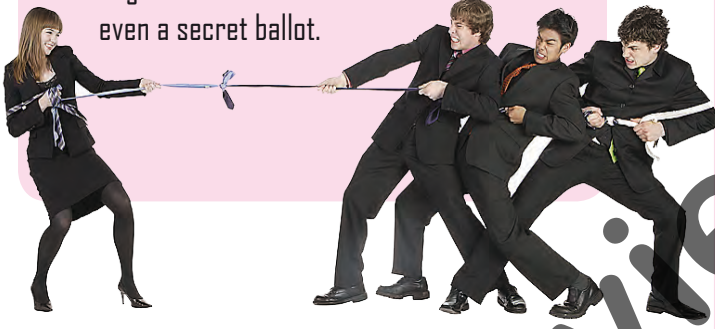
2. Consensus decision-making

- ⇒ Consensus works by having decision-makers discuss the various costs and benefits of a decision. Then, as a group, they decide the appropriate course of action.
- ⇒ A consensus approach does not mean that everyone agrees, but rather that the group as a whole decides.
- ⇒ To reach a consensus any objections should be brought up during the decision-making discussions, and parties' viewpoints should be listened to.
- ⇒ Consensus works successfully if all the parties agree to abide by the rules of consensus; that is, argue and discuss during decision-making but once the decision is reached, they must fully support that decision.
- ⇒ This style of decision-making is suited to a participative or collaborative style of management when a teams-based approach is used.




3. Majority rule

- ⇒ This can range from a simple majority rules verdict through to needing a set proportion of votes. i.e. unanimous, 75%, 51%, etc.
- ⇒ This method is useful in elections and might take the form of a show-of-hands or even a secret ballot.



4. Conciliation/mediation

- ⇒ This is where aggrieved parties are brought together to settle their differences (grievances).
 - ⇒ Conciliation may involve one of the parties apologising or making amends for some wrongdoing.
 - ⇒ An impartial mediator might be used to help the parties negotiate.
- 
- A man and a woman in business attire are shaking hands, symbolizing agreement or negotiation. The woman is wearing a dark suit and high heels, and the man is wearing a dark suit, a pink shirt, and a purple tie. They are standing on a light blue surface against a light blue background.



5. Arbitration

- ⇒ Arbitration is when an independent third party makes the decision.
- ⇒ Arbitration is often used to settle disputes or in legal settings. For example, a judge is an arbiter.
- ⇒ This style generally creates a win-lose situation as the final and binding decision is made by someone with authority.



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"...Well I certainly didn't see that one coming!"



8.09 Effective Decision-Making

A Which decision-making style?

For each of the following situations suggest the most likely decision-making methods from the 6 styles, (yes 6), that you have learned in this topic. Use each method once. For each situation outline an advantage and disadvantage as a result of using this style for decision-making.

Situation	Method	Advantage	Disadvantage
Two neighbours, Vinh and Malia have had a long and nasty dispute about fruit trees hanging over their fence. The local council is going to bring in a third-party to help the parties reach an agreement.	Conciliation/mediation	An unbiased person will be able to help Vinh and Malia listen to, and consider each other's point of view.	This approach takes money because an expert in dispute settlement will need to be used by the council.
Grenda has received marriage proposals from both Glonsork and Jahoody. She decides to see a fortune-teller in order to work out what to do.			
Linda has just been appointed checkout supervisor and has drawn up her first staff-roster; scheduling staff to work when she wants them to work.			
Mr. Smiff wants to take his class out to lunch but the class can't decide on Mc Lardos, Pizzler or Pizza Glut. Larry, a student, suggests that they put it to a vote.			
Khatelyhn suggests to Mr. Smiff and the class that they might be better discussing it as a group to hear different points of view, but then decide as one.			
Mr. Smiff is getting frustrated by the inability of his class to make a decision, so he says that if they can't decide then he will decide for them and take them to a vegan restaurant.			

Which style for us? B

Identify which decision-making styles might best suit your team for its health/community services activity. Explain advantages and disadvantages. Perhaps first discuss these as a class and then definitely discuss these with your teammates.

Which decision-making style would I generally prefer to use?	Why so, what is an advantage of this style?	What might be a disadvantage of this style?
Which decision-making style would I generally prefer to work under?	Why so, what is an advantage?	What might be a disadvantage?
Which decision-making style(s) might work best for our group?	Why so, what is an advantage?	What might be a disadvantage?
Which decision-making style(s) will we use if there is a disagreement over how to proceed?	Why so, what is an advantage?	What might be a disadvantage?
What else should we consider when deciding which decision-making style to use for our group?		
What are the rules of decision-making that our group will follow? (?More space = use workbooks!)		

8.11 Effective Decision-Making

C A heart decision to make

8 people are waiting on a list for a donor heart. A suitable match has been found in W.A.. The heart is being flown over for transplant tomorrow and now it's up to the medical board to decide who is to receive the heart. You must choose only 1 recipient, but bear in mind, none of the waiting donors will survive for more than a month without the heart. So will the right decision be made?

Shazza McTazza

- ⇒ 22 years old, has been waiting 7 months.
- ⇒ She is a single mum, her children are 3 and 7.
- ⇒ Shazza is estranged from her relatives and the whereabouts of each father of each child is unknown.
- ⇒ Shazza left school at 15 and survives on a pension.
- ⇒ She is a recovering heroin addict.

Dr. Long Nguyen

- ⇒ 72 years old, been waiting 2 years.
- ⇒ Cardiac research scientist, married, no children.
- ⇒ He is very close to perfecting an artificial heart that won't be rejected by the body.
- ⇒ A workaholic who is obsessed with solving cardiac problems he suffers from chronic blood-pressure and stress-related cardiac problems.

Aliz Aziz

- ⇒ 38 years old, been waiting 7 weeks.
- ⇒ She is in detention for being an illegal immigrant.
- ⇒ Aliz is a doctor, and with her husband devoted her life to helping others by setting up free clinics in her home country.
- ⇒ When Aliz's husband disappeared she had to escape on a boat with her 3 young children.
- ⇒ Her condition has been aggravated by disease, stress and trauma.

Olivia Oglethorpe 3rd

- ⇒ 52 years old, been waiting 11 months.
- ⇒ Her husband is a Top 100 Company Director, and both her children are at university.
- ⇒ Her family owns extensive media interests.
- ⇒ She is active in the social scene and a well-known drinker, partygoer and indulger in rich food.
- ⇒ Olivia is on the board of a number of charities, including the National Heart Charity; her family donates a lot of their wealth to this charity.

Alfie London

- ⇒ 62 years old, been waiting 8 weeks.
- ⇒ His wife works part-time and his daughter, 37, is a lawyer.
- ⇒ Alfie recently retired due to poor health after never having been sick in his life.
- ⇒ Alfie has never drunk alcohol, never smoked, he goes to church regularly and before his illness was very fit.
- ⇒ His heart condition is genetic.

Grace Vella

- ⇒ 43 years old, been waiting 10 months.
- ⇒ Married, husband is an interstate truck driver. 3 children aged 17, 15, 13; all studying.
- ⇒ Grace is a full-time housewife.
- ⇒ She is a very heavy smoker.
- ⇒ Grace has an addiction to poker machines where she spends a lot of her time.
- ⇒ Her condition is smoking-related.

Flash Fandango

- ⇒ 28 year old single male, waiting 6 months.
- ⇒ Top football star, male-model, and has appeared in movies and has recorded albums.
- ⇒ Flash has set up a youth charity to help disadvantaged young people succeed and has had offers from Hollywood and from political parties.
- ⇒ His illness was aggravated by a sporting injury.
- ⇒ Flash is gay.

Biffa Blockhead

- ⇒ 15 year-old male, been waiting 5 months. Biffa is currently in youth detention.
- ⇒ Biffa was involved in racist, gang-related assaults and comes from a very unstable family.
- ⇒ He has been assessed as having ADHD and high I.Q..
- ⇒ His condition was brought on by a poor lifestyle and injuries.
- ⇒ He is due for release, has been a very good inmate and has a pre-apprenticeship lined up.

⇒ **Role Play**

8 classmates will take on the roles of the recipients while the rest of the class is the medical board making the decision. The recipients go out to rehearse, while the board decides how to set the room up, time limits, questions, decision-making strategies and other logistics.

Shazza: notes	Dr Long: notes
Aliz: notes	Olivia: notes
Alfie: notes	Grace: notes
Flash: notes	Biffa: notes
What was your role in this activity? What decisions did you have to make to carry out this role?	
Before the class did the activity, which of the 8 recipients would you have chosen and why?	
Describe the medical board's decision and reasons. Explain whether you agree or not.	

8.13 Generic Evaluation

Evaluation and Assessment

You should complete and copy this pro-forma for general evaluation of relevant activities.

Team/person: _____

Activity: _____

Specific task(s): _____

Assessed by: _____ Date: _____

Ability to effectively:

Excellent Very Good Good Basic Not shown

i.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly describe the 2 most successful contributions/areas of involvement.

1. _____
2. _____

Briefly suggest 2 areas that could be improved upon for the next task.

1. _____
2. _____

Briefly describe 2 transferable skills that were demonstrated doing this activity.

1. _____
2. _____

Signed: _____ Date: _____

Personal Development: Communication and Team Skills

9

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9.01 Presenting Information

Information

When you are required to present information you need to consider the most effective way to present that information to your audience within the guidelines you have been given.

At times you will be required to either; prepare a written report, present an oral report, make an audio-visual presentation, give instructions, participate in a discussion or debate or some other method.

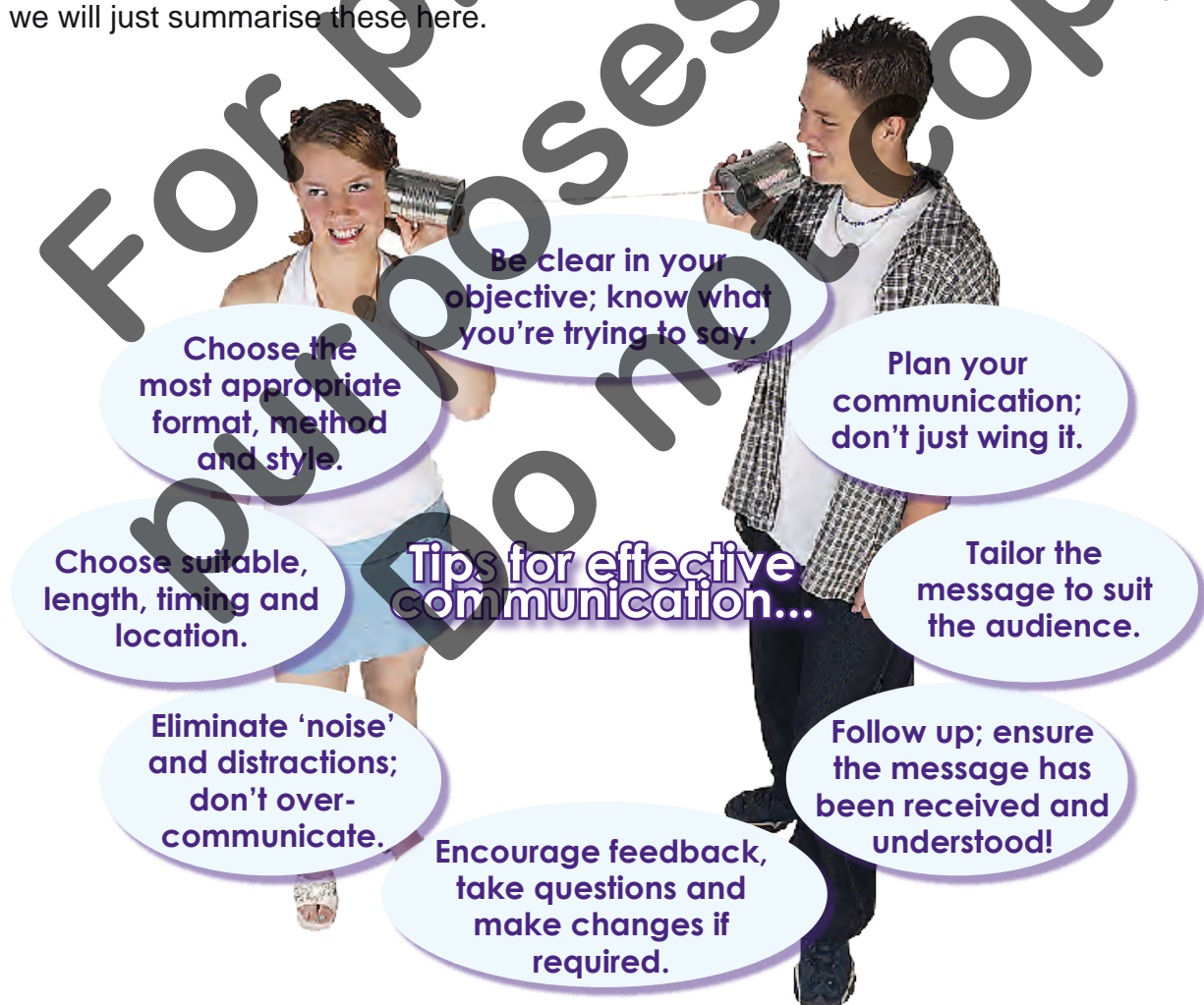
Your team members will have different strengths and weaknesses. Some may volunteer for public speaking while others might avoid all written communication. You must ensure that all team members do actively participate, to some extent, when communicating information to an audience.

Whichever method you are using to communicate your information there are some basic rules to follow that will help make your communication more effective. These should already have been covered in more depth in Literacy and WRS so we will just summarise these here.

Effective communication

When you are planning to communicate any key message you should consider the following four questions.

1. What are you going to 'say'?
2. How are you going to 'say' it?
3. How will you ensure that the way you 'say' it will suit the audience and be effective?
4. How will you check that what you've 'said' has been received, understood and acted upon?

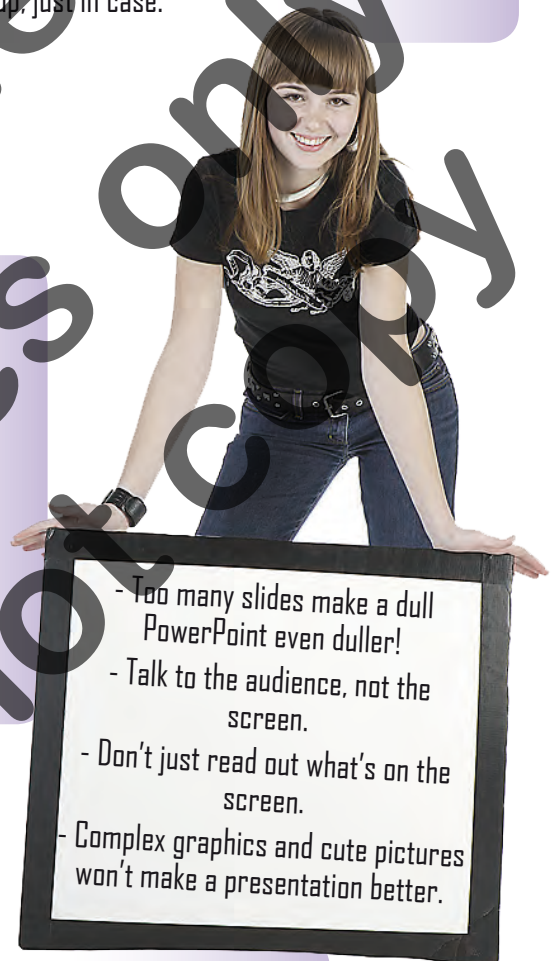


PowerPoint presentations - Do!

- ☺ Use a big font.
- ☺ Include only 3-4 main points on each slide.
- ☺ Try for no more than 10 words for each point.
- ☺ Limit the total slides, 10-15 is plenty.
- ☺ Use appropriate visuals with suitable resolution.
- ☺ Use a high contrast, colour template.
- ☺ Time each slide and the overall presentation to suit the audience.
- ☺ Make the audience focus on you, not on the slides.
- ☺ Have a printed back-up, just in case.

PowerPoint presentations - Don't!

- ☹ Use fancy transitions or distracting animations.
- ☹ Use fancy fonts.
- ☹ Use text that is too small or crowded.
- ☹ Just read out what is on the slide.
- ☹ Jump from slide to slide too quickly or too slowly.
- ☹ Let your PowerPoint slides cause the presentation to go for too long.



PowerPoint presentations - Be prepared!

- 👍 Make sure your version of PP will work on the computer you are using.
- 👍 Always have a timed run-through before your real presentation.
- 👍 Arrive early, there are often problems with the computer & projector.
- 👍 Use a good quality memory stick and have a back-up on CD.
- 👍 Some networks won't allow new memory sticks to be installed.

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9.03 Presenting Information

Feedback

When communicating any sort of message it is vital that the communicator knows that the message has been not only received, but also that it has been understood by the recipient. Therefore, a process of feedback is vital as part of effective two-way communication.

Feedback is an important method that can be used to assess whether we are doing things right and achieving our goals and objectives. This also applies to your social awareness activity. How will you know that the activity is being delivered effectively? How will you know that audience has taken in your message? Just take a guess, or is there a better way?

Criticism

Criticism is a normal part of personal development; as humans we need to learn, make some mistakes, learn from our mistakes and grow.

A process of feedback includes both positive and negative criticism - as long as that positive and negative criticism is given constructively. It is not simply enough to say, or be told, that something is good (or bad), or that you are doing this wrong. The person giving the feedback must explain why something is good, bad or otherwise; or they must explain just what is it about a task that is being done incorrectly.

And of course the feedback process should include strategies for improvement and a chance to implement these strategies for re-assessment. That is why effective planning and decision-making is vital. It gives you time to have trial run, get some feedback, identify mistakes and then implement improvement.

It is important that you are able to seek and act upon feedback that is given. This will help you build resilience, enable you to develop your transferable skills and

Performance appraisal

People's performance needs to be reviewed so as to determine whether they are effectively carrying out the tasks, activities and responsibilities related to their roles and/or positions.

In the business world performance appraisal allows an organisation to investigate employee performance in terms of its key performance indicators. So therefore, performance appraisal is a system or process of checking whether employee performance is meeting the goals and objectives of the organisation.

Performance appraisal is also important in our personal lives as well, it's just that we don't necessarily have someone standing over us with a clipboard ticking-off everything we do!



Feedback: Asking the audience

- ⇒ You can ask directly for feedback at the end of the presentation. But be careful, as sometimes the audience member most likely to give you feedback, might be the loudest and most arrogant audience member who wants to score points at your expense. And bear in mind that at other times people might be too polite to give you an honest answer.
- ⇒ Devise and distribute a questionnaire asking about the quality of the presentation. It is best to make this easy to fill-out such as tick boxes, or rankings from 1-5 or some other continuum. However, questionnaires take time at the end of the presentation and people might feel like they are being put on the spot or tested.
- ⇒ Have someone else not associated with the presentation ask the audience. This can remove biases associated with the two points above. Get them to feed the information back to you.

Feedback: Testing the audience

- ⇒ Testing the audience directly is tricky but can be a very effective way to determine if they have taken in the message of your presentation.
- ⇒ You could devise a question and answer survey, a true or false questionnaire, a multi-choice set of questions, a fill-in-the-gaps activity or some other assessment method that summarises the key points. For example, 'Is the proportion of homeless people in Sunbury 0.5% or 5%?' Collect the results and then ascertain whether your key messages have been communicated.
- ⇒ But once again be careful as the audience will once again feel that they are being tested, which they are! So make sure that you make it known that as part of your PDS Learning Outcomes you need to give feedback on your presentation.

Feedback: Peer or expert reviewed

- ⇒ This type of review is usually more objective and gives you a more honest assessment of your performance. You obviously experience this sort of feedback at school by your teachers and at work by your managers and supervisors.
- ⇒ You can ask one of your peers to review your performance using a pre-determined set of criteria or a pro-forma. Or you could work with your peer or adult mentor from unit 1 to devise assessment criteria, or from a work-related point of view, key performance indicators.

Feedback: Self-Assessment

- ⇒ All throughout your VCAL programs you have participated in a process of reflection, self-assessment review (ie: PDDR). You should utilise those tools, strategies and pro-formas to assess your performance on this, or any presentation.
- ⇒ Review both your own and others' performance honestly; then take steps to make improvements so as to improve outcomes.

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9.05 Effective Team Work

Teamwork

Effective teams need to be united to achieve a common goal or objective. Given this, team members might share the same values.

Effective teams should also have pre-determined rules and procedures for communication, problem-solving and decision-making. Each team member needs to have the opportunity to be heard and must be treated with respect.

An effective team also needs team members with varied skills and abilities, wide-ranging personalities and different strengths and weaknesses. A mix of abilities will make a team stronger. This will result in a synergised team.

Synergy

Have you heard the saying, “The sum of the whole is greater than the sum of the parts?” That’s synergy. Synergy is when you get a better outcome from people working together in teams, than you would have by people working individually and alone.

If a team is synergised it will have a mix of skills, personalities and intelligences. You don’t need everyone in the team to be loud, or quiet, or bossy, or easygoing. A synergised team should balance people’s varied multiple intelligences.

Successful teams are built around a mix of skills and abilities and not friendships. Often, a team of friends has little synergy and won’t get much work done at all! In fact, many friendships have ended due to poor synergy in work or business situations.

8 tips for effective teams

- ☺ communicate clearly
- ☺ set clear objectives
- ☺ build synergy
- ☺ assign roles/responsibilities
- ☺ follow team rules
- ☺ take minutes
- ☺ make group decisions
- ☺ listen and be fair

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A Our team

Consider your team. Describe the factors that make it a synergised team. Consider people’s skills, strengths and weaknesses, who will be working with whom, and so on. Identify any areas that might need addressing.



Multiple intelligences B

Professor Howard Gardner of Harvard University developing these eight 'Multiple Intelligences' that form the basis of emotional intelligence. He concluded that people have varied skills and abilities much different from 'the usual IQ'.

People have different levels of intelligence in these categories. So complete this audit of your own MI honestly. You musn't just see yourself as being strong in just one category but instead consider your strengths across a range of co-related intelligences.

My three strongest areas of multiple intelligence are...		
Why so?		
Three multiple intelligence areas that I am weaker in are...		
Why so?		

Complete an online test for multiple intelligences. These are just a guide and do not accurately describe you, but they can make for an interesting discussion with your class. The test at www.ldrc.ca/projects/miinventory/miinventory.php is OK.

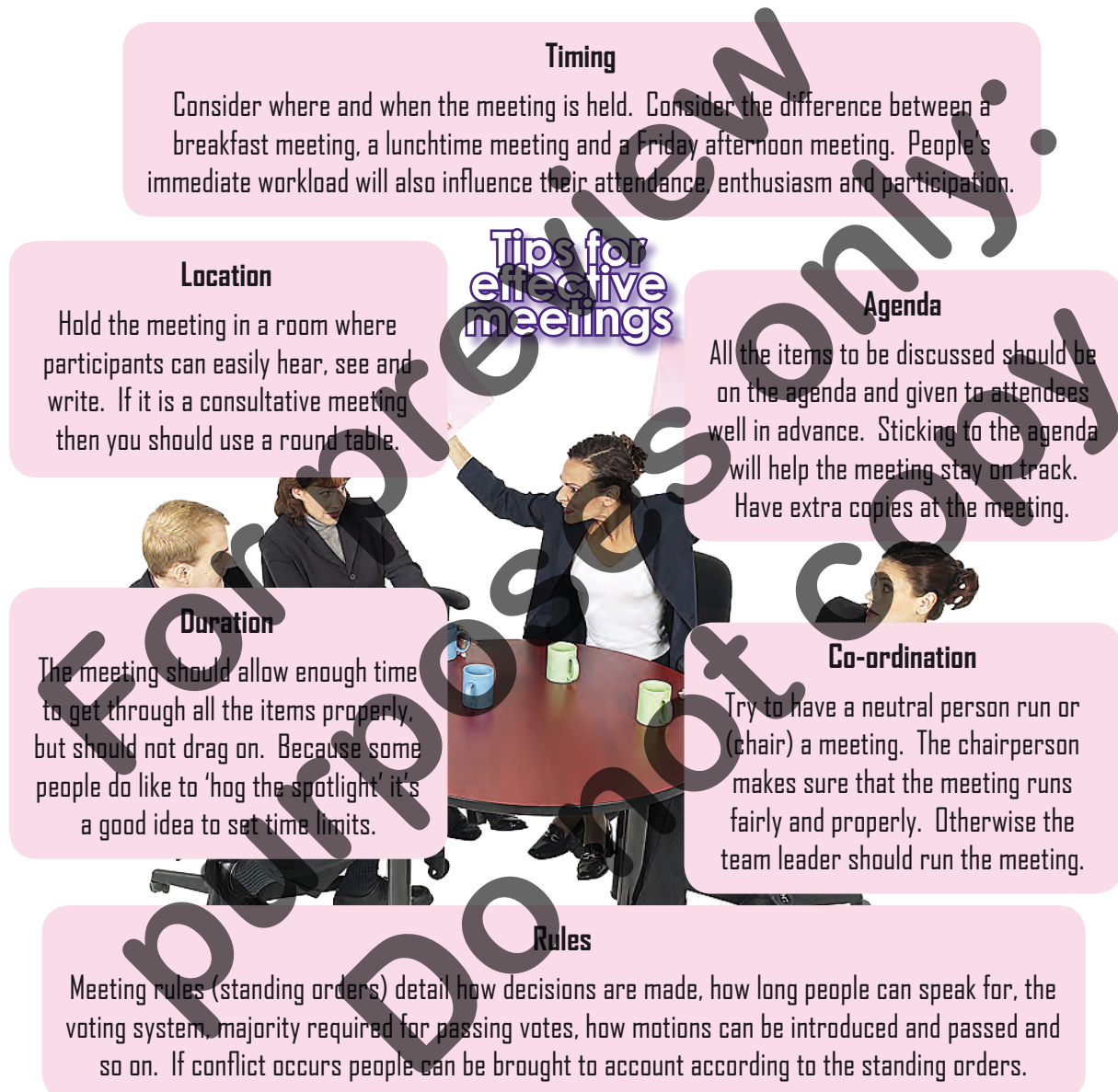


9.07 Effective Meetings

Team meetings

Effective teamwork is about managing people. One of the difficulties with teamwork is that team members need to be included in the communication process. This involves both time management and people management.

It is vital that your group is able to organise and run effective meetings. This will help the group move forward to achieve its objectives. However, meetings don't plan and run themselves and you need to consider many issues. Therefore, your group should develop and agree to a set of operational and meeting rules.



A Team rules

Develop a set of rules that your team will abide by when having meetings. Consider the tips and issues on pp.150-155 as well as other information.

Create a poster or graphic that outlines these rules. Make sure that everyone in the group has agreed to these (perhaps use consensus) and that they all have a copy of these rules.

Meeting Agenda

Group/team/activity title: _____

Location: _____ Day & Date: _____ Time: _____

Chaired by: _____ Minutes by: _____

1.1 Attendance/apologies (Record those present/note absentees who have given reasons for being away.)

1.2 Minutes from previous meeting (Minutes of the last meeting must be approved & voted on as correct.)

1.3 Correspondence (Report on any mail, e-mail, documentation, etc. that has been received.)

2. Business arising (Update on the progress of issues that had to be sorted out from the previous meeting.)

3. New Business (Discussion of new items/issues. Items must be submitted to the Chair before the agenda is circulated.)

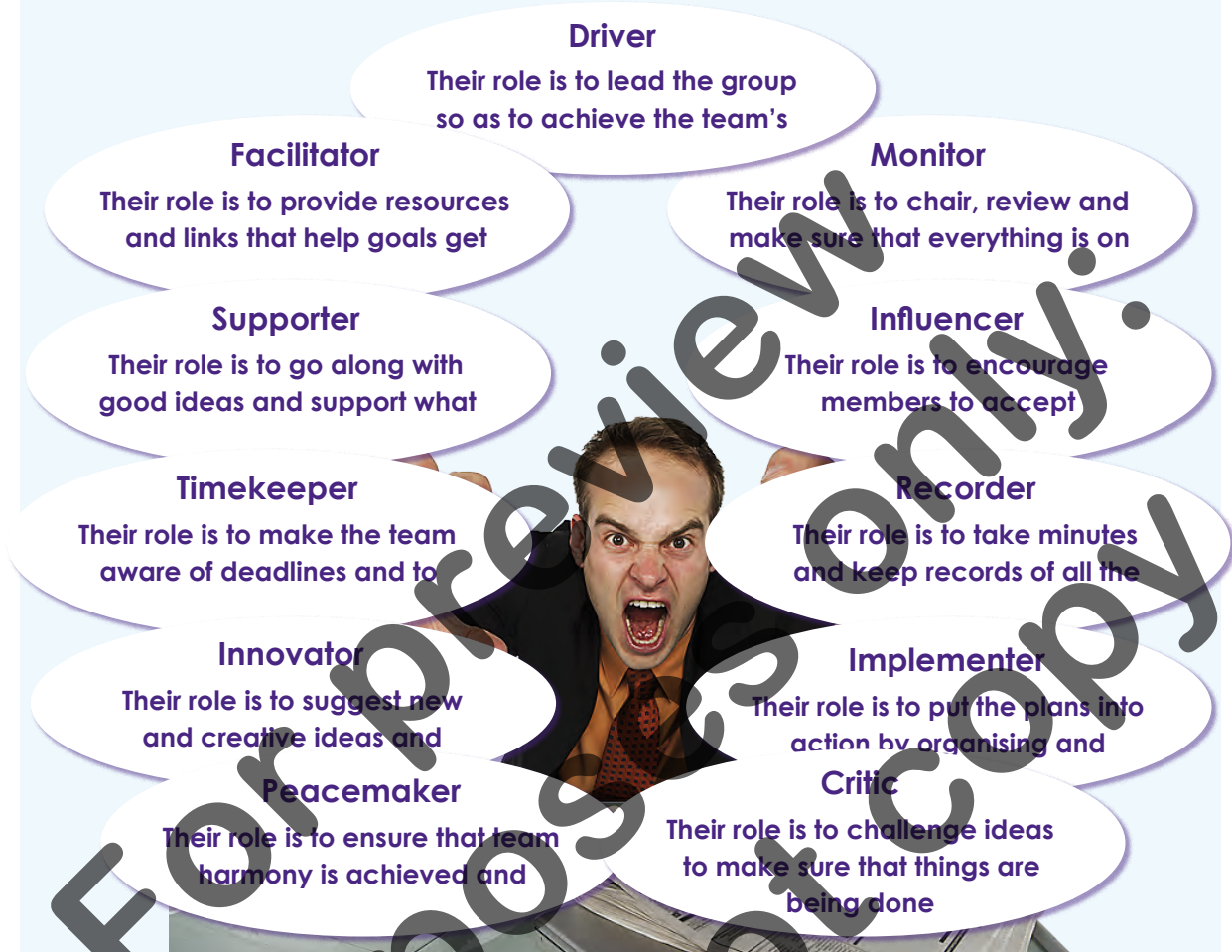
4. Reports (Reports from those with designated responsibilities (e.g. finance, equipment, etc..) but only for issues not already covered in 2. and 3.)

5. Next meeting(s) (Decide on next meeting location, day and time.)

9.09 Team Dynamics

A Team roles

When people are working in team situations they tend to take on various roles. These roles help create synergy and help drive a team forward. See if you can recognise yourself or team members as these roles.



In our team who performs which roles? (Note: people might have more than one role.)	
driver	
facilitator	monitor
supporter	influencer
timekeeper	recorder
innovator	implementer
peacemaker	critic

Effective teams checklist **B**

So how effective is your team? Are you ready to take on the challenges presented before you? Complete this checklist. Add some statements that might suit your team's situation. Take steps to improve on those aspects of effective teamwork that your team is lacking.

☐ We pair people together to help support and train team members.

☐ We ensure that team members' strengths and weaknesses are complementary.

☐ We assign roles and responsibilities to team members including the role of the leader.

☐ We communicate and clearly understand the goals/objectives of the team.

☐ We organise someone to take notes (minutes) of meetings and share this responsibility so that everyone develops this skill.

☐ We are willing and able to communicate effectively with people, including those from different backgrounds.

☐ We establish and follow team meeting rules and get people to report on their progress.

☐ We rotate team roles and share responsibilities, including being the leader.

☐ We write down goals and objectives and make sure everybody has a copy.

☐ We put aside personality differences and don't ever yell or get personal.

☐ We listen carefully to what people say and consider other members' points of view.

☐ We have developed a set of team rules that we follow.

☐ We choose one or two decision-making methods and then stick with these.

☐ We record important information, dates and responsibilities.

☐
☐
☐
☐

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9.11 Team/Individual Evaluation

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. Solve problems.....	<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 group cohesion.....	<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: _____

Social Awareness Campaign AT3

⇒ Task overview

You are required to develop and present a *Social Awareness Campaign* about a complex social or community issue that you have investigated throughout this unit. Depending on your school's scheduling of this task you may be required to either:

- i. Plan and deliver this *Social Awareness Campaign* prior to undertaking your PDS community project or activity; or
- ii. Plan and deliver this *Social Awareness Campaign* as part of and in conjunction with your PDS community project or activity; or
- iii. Plan and deliver this *Social Awareness Campaign* after completing and reviewing your PDS community project or activity.

Your teacher will inform of your school's PDS Intermediate Unit 2 requirements.

Record important information here about dates, requirements and so on.

⇒ Task requirements

Specifically, for this *Social Awareness Campaign* you are required to:

1. Plan an activity to promote awareness of a complex social or community issue that you have negotiated in consultation with your teacher.
2. Use a variety of communication strategies as part of this activity. The suitability of these must be negotiated with your teacher and should include at least 2 or more of the following:
 - ☐ An oral presentation given to a relevant audience that is supported by the use of multimedia presentation tools.
 - ☐ A series of visual graphics to support the campaign.
 - ☐ An online campaign platform either through the development of a website, blog, app or other relevant format; after being approved by your teacher and subject to ongoing supervision.
 - ☐ A video, aural or other dynamic media component, such as a recorded advertisement.
 - ☐ A role play, dramatic performance, song, poem or similar creative performance.
 - ☐ Other strategies as negotiated with your teacher.
3. Develop a process to collect feedback about the effectiveness of the *Social Awareness Campaign*. You should use at least 2 different feedback collections tools.
4. Complete a brief report that evaluates the effectiveness of the *Social Awareness Campaign* based on the feedback you have collected.

PDS: Inter
 L0
 1.1
 1.2
 1.3
 1.4
 1.5
 2.1
 2.2
 2.3 1.4
 2.4
 2.5

9.13 Self-Assessment

Self-Assessment Pro-forma

Which personal development skills did I most develop during this semester?

- _____
- _____
- _____

Which tasks did I perform best at during this semester?

- _____
- _____
- _____

Which tasks did I most enjoy doing and why?

- _____
- _____
- _____

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

- _____
- _____

What are my plans for next year?

- _____
- _____
- _____

Signed: _____ Date: _____