

# Personal Development: Intermediate Workbook 4ed.

## Contents

### Unit 1

1. Introducing Me ..... 1
2. Developing My Skills ..... 23
3. Managing Myself Effectively ..... 45
4. Interpersonal Effectiveness ..... 67
5. Becoming a Leader ..... 83

### Unit 2

6. Community Issues ..... 103
7. Planning and Organising ..... 135
8. Communication & Team Skills.. 153
9. Problem-Solving /Decision-Making 169
10. Environmental, Cultural  
and Social Issues..... 187

**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 printed workbook **may only 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 USB/CD for full licensing information in relation to a master license.
- ⇒ 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 file.

#### Personal Development: Intermediate Workbook (4ed)

By Michael Carolan

**DELIVER Educational Consulting (978-1-925172-57-7)**

Available for VCAL and Applied Learning

- Literacy - Foundation 2ed (2019)
- Literacy - Intermediate 4ed (2019)
- Literacy - Senior 2ed (2019)
- Numeracy - Foundation 2ed (2019)
- Numeracy - Intermediate 2ed (2019)
- Numeracy - Senior 2ed (2019)
- Personal Development - Foundation 2ed (2020)
- Personal Development - Intermediate 4ed (2020)
- Personal Development - Senior 3ed (2020)
- Work Related Skills - Foundation 2ed (2020)
- Work Related Skills - Intermediate 4ed (2020)
- Work Related Skills - Senior 3ed (2020)

[www.deliverededucation.com.au](http://www.deliverededucation.com.au)

Available for Careers, Pathways and Work Education & VCAL

- Career Pathways 2ed (2016)
- Work Placement Journal (2015)
- Work Experience Journal (2014)
- Personal Development Activity Planner - Foundation (2020)
- Personal Development Activity Planner - Intermediate (2020)
- Personal Development Project Planner - Senior (2020)

Available for industry-specific work education

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

Also available for Industry & Enterprise

- I&E Unit 1: Workplace Participation 4ed (2019)
- I&E Unit 1: Workplace Participation - e-version (2019)
- I&E Units 1&2: Towards an Enterprising You 5ed (2019)
- I&E Units 3&4: Towards an Enterprising Australia 4ed (2019)

[michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au)

Copyright © 2020 Michael Carolan Developed and compiled by Michael Carolan Cover by Michael Carolan

1ed. Jan 2011; 2ed. Jan 2012; 3ed. Oct 2015; 4ed. Jan 2020 by DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia.

Contact: [www.deliverededucation.com.au](http://www.deliverededucation.com.au) [michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au) (03) 9939 1229

Carolan, Michael

*Personal Development: Intermediate 4ed.* (For VCAL and Applied Learning) (ISBN 978-1-925172-57-7 for printed workbook)

Images: Originals by Michael Carolan Others: © 2020 Jupiterimages Corporation; or © 2020 Photos.com, © 2020 Depositphotos.com (where noted within text); and Copyright DELIVER Educational Consulting and its licensors.

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.

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

### New editions of VCAL Work Related Skills and Personal Development Skills titles for 2020 and beyond.

All new releases for 2020 now available, more details on the next page.

- ✓ PDS - Foundation 2ed, PDS Intermediate 4ed, and PDS Senior 3ed.
- ✓ WRS - Foundation 2ed, WRS Intermediate 4ed, and WRS Senior 3ed.
- ✓ PDS Activity Planner - Foundation, PDS Activity & Project Planner - Intermediate, and PDS Project Planner - Senior.

In 2019 new editions of VCAL Numeracy and Literacy titles were released.

- ✓ Numeracy - Foundation 2ed, Numeracy Intermediate 2ed (units 1&2), Numeracy Senior 2ed (units 1&2).
- ✓ Literacy - Foundation 2ed, Literacy Intermediate 4ed, Literacy Senior 2ed.

In 2019 new editions of VCE Industry and Enterprise for 2019 were released.

- ✓ I&E Unit 1: Workplace Participation 4ed, I&E Units 1&2: Towards an Enterprising You 5ed, and I&E Units 3&4: Towards an Enterprising Australia 4ed.

Look for more information about these new resources, and others, online or through the emails.

Note: If you receive this flyer without receiving an email then you are not on the email list.

Send a brief email to [michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au) to join the email list and to add relevant staff.

For VCAL, Career Pathways, Applied Learning and Work Education/Work Studies.

All resources below are available as printed books or as master e-versions.

- ☐ Career Pathways 2ed
- ☐ Work Placement Journal & Work Experience Journal
- ☐ Personal Development Activity Planner: Foundation; Personal Development Activity & Project Planner: Intermediate; and Personal Development Project Planner: Senior
- ☐ Community Services Foundation & Intermediate
- ☐ Retail Foundation & Retail Intermediate

For WACE Career and Enterprise; and very useful for any Workplace Learning program:

The full suite of WACE Career and Enterprise Resources (each with choice of e-version master):

- ☐ Career and Enterprise: Foundation 11
- ☐ Career and Enterprise: Foundation 12
- ☐ Career and Enterprise: CAE - General 11
- ☐ Career and Enterprise: CAE - General 12/ATAR11
- ☐ Career and Enterprise: ATAR 12

#### Current resource list: 2020 (\* = new)

##### VCAL and Applied Learning (Master sets also available)

- ⇒ \*Personal Development - Foundation Workbook/text 2ed & Activities booklet (2020)
- ⇒ \*Personal Development - Intermediate 4ed Workbook/text & Activities booklet (2020)
- ⇒ \*Personal Development- Senior 4ed Workbook/text & Activities booklet (2020)
- ⇒ \*Work Related Skills - Foundation Workbook/text 2ed & Activities booklet (2020)
- ⇒ \*Work Related Skills - Intermediate 4ed Workbook/text & Activities booklet (2020)
- ⇒ \*Work Related Skills - Senior 3ed Workbook/text & Activities booklet (2020)
- ⇒ Literacy - Foundation Workbook/text 2ed & Activities skills booklet. *Lit-Foundation also available as an e-version (2019)*
- ⇒ Literacy - Intermediate Workbook/text 4ed & Activities skills booklet. *Lit-Intermediate also available as an e-version (2019)*
- ⇒ Literacy - Senior Workbook/text 2ed & Activities skills booklet *Lit-Senior also available as an e-version (2019)*
- ⇒ Numeracy - Foundation Workbook/text 2ed & Skills Development Booklet (2019)
- ⇒ Numeracy - Intermediate Workbook/text 2ed (for units 1&2) & Activities booklet (2019)
- ⇒ Numeracy - Senior Workbook/text 2ed (for units 1&2)

& Activities booklet (2019)

##### Industry and Enterprise

- > I&E Unit 1: Workplace Participation 4ed (& e-version) (2019)
- > I&E 1&2: Towards an Enterprising You 5ed (2019)
- > I&E 3&4: Towards an Enterprising Australia 4ed (2019)

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

- > Career Pathways 2ed
- > Work Experience Journal
- > Work Placement Journal
- > \*Personal Development Activity Planner: Foundation (2020)
- > \*Personal Development Activity & Project Planner: Intermediate (2020)
- > \*Personal Development Project Planner: Senior (2020)

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

- > Community Services Foundation
- > Community Services Intermediate
- > Retail Foundation
- > Retail Intermediate

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

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

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

DELIVER Educational Consulting

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

Check for samples at: [www.deliverededucation.com.au](http://www.deliverededucation.com.au) [michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au)

**Order form: Prices for Semester 1, 2020 (Note: All prices are GST inc.)**

<b>WACE: Career and Enterprise</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
Career and Enterprise Foundation 11 (2017)	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise Foundation 12 (2016)	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise General 11 (2016)	_____ @ \$55	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11 (2016)	_____ @ \$59.50	_____ @ \$660	_____
Career and Enterprise ATAR 12 (Jan 2017)	_____ @ \$59.50	_____ @ \$770	_____

<b>Careers, Work Education &amp; Personal Development</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
Career Pathways 2ed. 2016	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal 2015	_____ @ \$22	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Activity Planner: Foundation 2020	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Activity/Project Planner: Intermediate 2020	_____ @ \$29.50	_____ @ \$220	_____
Personal Development Project Planner: Senior 2020	_____ @ \$29.50	_____ @ \$220	_____

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

<b>Industry and Enterprise (New editions 2019)</b>	<b>Printed text</b>	<b>e-version master</b>	<b>Total</b>
I&E Unit 1: Workplace Participation 4ed. 2019	_____ @ \$35	_____ @ \$550	_____
I&E Units 1&2: Towards an Enterprising You 5ed. 2019	_____ @ \$49.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 4ed. 2019	_____ @ \$66	na	_____

<b>VCAL/ Applied Learning Resource Sets</b>		<b>Printed text/workbook</b>	<b>Printed activities book</b>	<b>Master text/workbook</b>	<b>Master activities book</b>	<b>Combined master sets</b>	<b>or license with master e-version</b>
Literacy Foundation 2ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Literacy Intermediate 4ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Literacy Senior 2ed. 2019		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	or _____ @ \$440
Numeracy Foundation 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
Numeracy Intermediate 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
Numeracy Senior 2ed. 2019		_____ @ \$49.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
<b>*PDS Foundation 2ed.</b> (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
<b>*PDS Intermediate 4ed.</b> (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
<b>*PDS Senior 3ed.</b> (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
<b>*WRS Foundation 2ed.</b> (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
<b>*WRS Intermediate 4ed.</b> (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
<b>*WRS Senior 3ed.</b> (Updated 2020)		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
<b>Totals</b>		_____	_____	_____	_____	_____	_____

Add Postage: Masters-only orders = \$7.50 Victoria and interstate: 1 printed book = \$12.50, 2-3 printed books \$15.50, 4-5 printed books 18.50 (Aust Post satchels) Contact me for larger orders.  
 \*I recommend Express Post of \$19 for up to 4 VCAL, Industry-Specific or Careers, etc. books; or for 2 CAE books or 3 I&E books.  
 \*Express Post of \$25 for 4+ books, or for 3+ CAE, or for 4+ I&E books (Aust Post satchels). Contact me for larger orders. Ill always try to invoice postage at the lowest possible amount.

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 (03) 9939 1229 ABN 80 922 381 610  
 Check for samples at: [www.deliverededucation.com.au](http://www.deliverededucation.com.au) [michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au)

## Advice to students

- ❑ Use this resource 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 work folio 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 PDS Activity Planner .....	21
AT1 Personal Development Activity.....	38-41
AT2 What About Me?.....	64-65
AT3 The Great Debate .....	81
AT4 Training Activity .....	98-99

### Unit 2

AT1 Community Issue and Roles .....	130-131
AT2 Community Issue Activity .....	148-151
AT3 Issue Awareness Project.....	166-167
AT4 What's the Problem? .....	184-185

### Personal Development Superskills

1.08 Icebreakers .....	9
2.08 Plan-Organise-Do-Review .....	31
2.10 PODR Journal .....	33
2.14 Mentor Plan .....	37
3.04 Managing emotions: Internal.....	49
3.05 Managing emotions: External .....	50
3.11 Managing time.....	56
3.16 Stress management .....	61
3.18 ART goals .....	63
4.05 Active listening .....	72
4.07 Body language gestures .....	74
4.11 Conflict resolution .....	78
4.13 Rules of debate .....	80
6.17 Researching Information.....	120
6.19 Analysing an issue.. ..	122
6.21 Analysing an issue: Ask yourself... ..	124
7.03 Planning a PDS Activity .....	138
7.05 PODR Planning Pro-forma .....	140-3
7.11 Activity Action Roster .....	146
7.12 To-Do List .....	147
8.01 Effective communication .....	154
8.04 PowerPoint Presentations.....	157
8.06 Feedback .....	159
8.07 8 tips for effective teams.....	160
8.09 Tips for effective meetings .....	162
8.10 Meeting agenda.....	163
9.03 IASM problem-solving .....	172
9.05 Effective drilling-down .....	174
9.07 Flowchart tips .....	176

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

---



---



---



# Personal Development: Introducing Me

1

## Contents

1.01 Introduction .....	2	1.17 Attitudes and Behaviour.....	18
1.05 Where Am I At?.....	6	1.19 Planning an Activity .....	20
1.07 Meeting People.....	8	1.20 Assessment Task Planner 1i.....	21
1.11 Personality Traits .....	12	1.21 Self-Reflection .....	22

Activities 1: Introducing Me	p.	Due date/Done?	Comment
1.02A Self	3	<input type="text"/>	<input type="text"/>
1.04B Personal development contexts	5	<input type="text"/>	<input type="text"/>
1.04C PDS Unit 1 requirements	5	<input type="text"/>	<input type="text"/>
1.06A Who are you?	7	<input type="text"/>	<input type="text"/>
1.07A Meet the peeps	8	<input type="text"/>	<input type="text"/>
1.09B You and others	9	<input type="text"/>	<input type="text"/>
1.10C Interpersonal relationships	11	<input type="text"/>	<input type="text"/>
1.12A Emoticons	13	<input type="text"/>	<input type="text"/>
1.13B My personality	14	<input type="text"/>	<input type="text"/>
1.14C My personality investigation	16	<input type="text"/>	<input type="text"/>
1.15D Me in summary	16	<input type="text"/>	<input type="text"/>
1.16E I am a Picnic	17	<input type="text"/>	<input type="text"/>
1.18A My ABC	19	<input type="text"/>	<input type="text"/>
AT1i PDS Activity planner	21	<input type="text"/>	<input type="text"/>
1.21 Self-Reflection	22	<input type="text"/>	<input type="text"/>

Comments:

## 1.01 Introduction

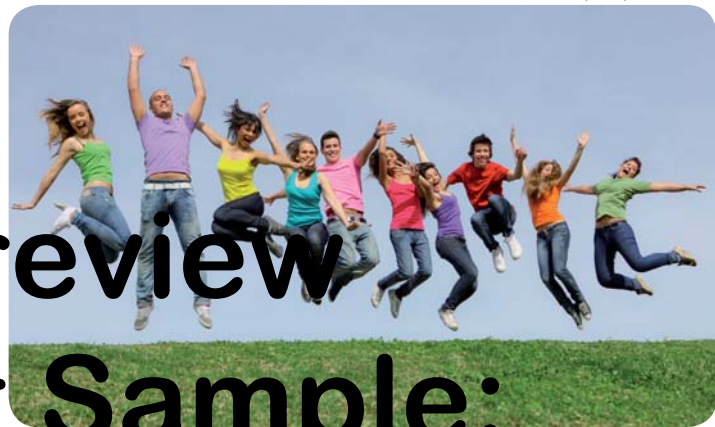
### Personal development

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.

The concept of '**self**' is the basis for Unit 1, whereas the concept of '**community**' is the basis for Unit 2. Your teacher will have designed your learning program for Unit 1 so that all activities will link to one or more of these contexts.

- ⇒ **Self** (personal) **development, resilience, self-esteem and efficacy.** Image: mandygodbehear/Depositphotos.com
- ⇒ **Health and wellbeing.**
- ⇒ **Family and social responsibilities.**
- ⇒ **Environmental responsibilities.**
- ⇒ **Participation in a democratic society.**

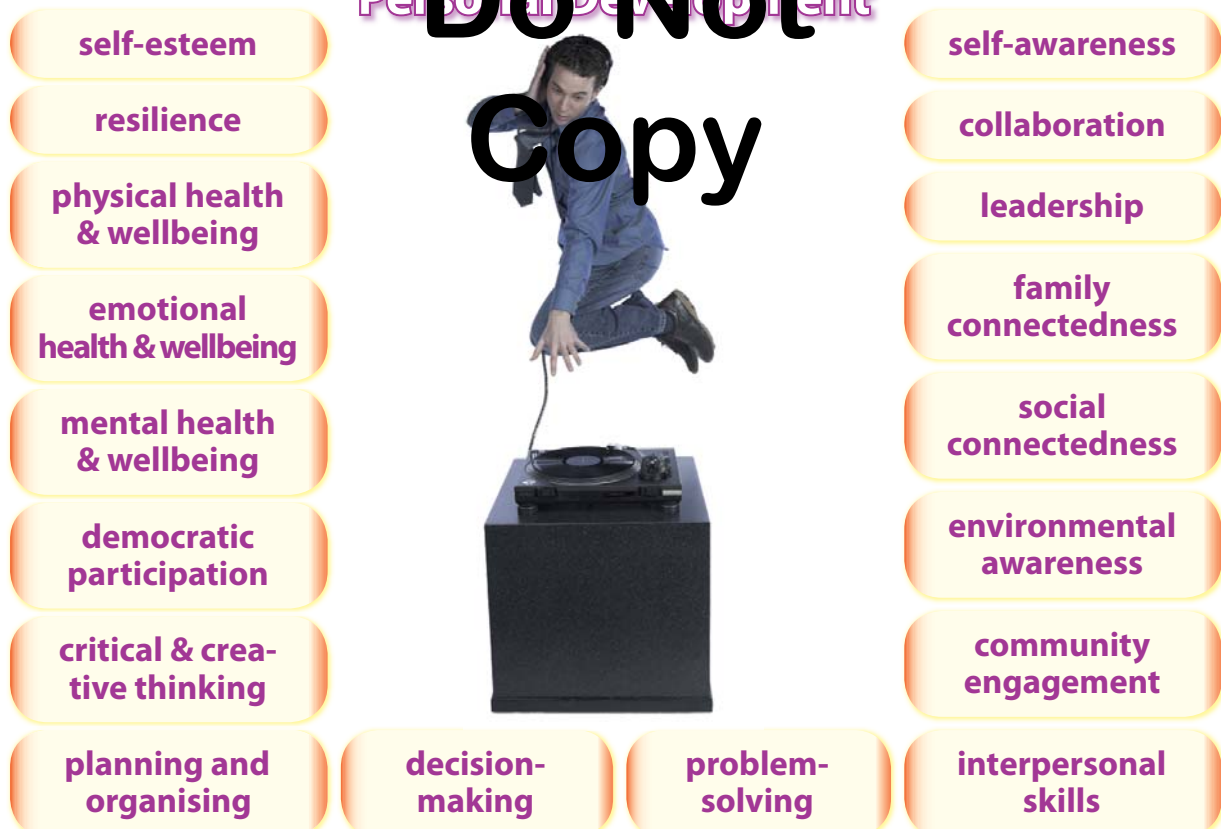
Some of the key personal developmental skill areas that you will be expected to develop are listed below. How about discussing these as a class right now?



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

Personal Development

Do Not Copy



1. Have a think about your 'self' right at this moment. How would you describe your 'self' in relation to these different areas of personal development?
2. Identify a way in which you'd like to improve your 'self' development over the course of this year for each of these.
3. Outline an action or a strategy that you could do, to develop yourself further in each of these areas of personal development.


Personal Development: How would I describe my...	What could I improve about myself?	What action(s) could I take to improve?
Self-awareness		
Self-esteem		
Family connectedness		
Social connectedness		
Physical health & wellbeing		
Mental/Emotional health & wellbeing		
Environmental awareness		
Planning and organising skills		
Critical & creative thinking skills		
Problem-solving skills		
Resilience		

**Preview  
Draft Sample:  
Do Not  
Copy**

## 1.03 Introduction

### Personal development contexts

Throughout PDS Intermediate you will undertake activities and tasks related to one or more of these focus areas. So let's take an introductory look at these.

-  Along the way, reflect on and discuss, how these personal development focus areas relate to your own personal development.

#### Building resilience and self-esteem, and achieving efficacy

Positive self-development relies on personal, social and emotional maturity. It also relies on an ability to accept responsibility, as well as improved emotional intelligence and empathy.

Efficacy refers to developing better and more effective ways to achieve personal, social and work goals. This helps you to develop as a more productive and supportive member of society.

It is important to focus on developing positive self-esteem by reflecting on your strengths, and celebrating your triumphs. But you need to balance this against the increasing wave of self-focused narcissism (often driven by social media interaction).

In life, people will experience stress, hardships, setbacks and failures. This is a natural part of living, learning and growing. So it is important that you build resilience. Not everything will go perfectly to plan! You have to learn to deal with adversity, make improvements and move on.

#### Health and wellbeing

Healthy personal development requires a balanced approach to physical, emotional and mental health and wellbeing.

You can take positive actions related to your lifestyle, diet and nutrition, physical fitness, drug and alcohol use, participation in society, dealing with anxiety, medical health, emotional support, mental health issues and accessing support services.

#### Family and social responsibilities

People have a right to enjoy positive family relationships and to experience social connectedness.

But circumstances can prevent this, such as looking after or caring for family members, achieving work/life balance, doing household chores, managing personal and household finances, shifting friendship and peer networks, social media intrusion, and varied types of conflict with people.

#### Environmental responsibilities

Environmental issues are an area of great concern for young people. Issues include the impact of climate change, sustainable use of resources, energy generation from renewable sources, over-consumption and waste, recycling, and many other issues.

These issues impact globally, nationally and in some specific local areas.

So how do you feel about this?

#### Participation in democratic society

This involves an understanding of your rights and responsibilities as a citizen, and as a community member.

This also extends to you behaving in a way that does not impact on the rights of other people.

Issues might include your human rights and freedoms, voting, law and order, safety, expressing your opinion, equal opportunity and anti-discrimination.

Personal development contexts **B**

Briefly describe what each of the 'personal development' contexts on p.4 mean to you.

<b>Building resilience and self-esteem, and achieving efficacy.</b>	To me this means....
<b>Health and wellbeing.</b>	To me this means....
<b>Family and social responsibilities.</b>	To me this means....
<b>Environmental responsibilities.</b>	To me this means....
<b>Participation in democratic society.</b>	To me this means....

**Preview  
Draft Sample:**

**Do Not** **Unit 1 requirements** **C**

After consulting with your teacher, list the tasks that need to be completed for you to satisfy the Learning Outcomes for this unit. Update this throughout the semester.

Personal Development activities and projects I will need to complete.	LO(s)	By when?



## 1.05 Where Am I At?

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

As people, we develop skills by completing various tasks and activities associated with our day-to-day personal lives. Can you cook? How did you learn to do that? Can you drive - how are you developing that complex skills-set? Can you play an instrument, draw, dance, play sport, look after animals, fix computers or even speak well in public? If so, how did you learn and develop those transferable skills?

**Social skills** are vital to develop as a well-rounded person. We build social skills by connecting with others. This occurs through having positive family, social and personal relationships. We also build social skills through team activities such as sport and recreation, community activities, by working, and from other forms of social connectedness.

Apparently, the world of tomorrow will be run by digital devices! But digital apps are making us somewhat less able, and also somewhat lazy. Digital over-reliance can lead to de-skilling of people, especially in problem-solving and decision-making skills. Digital communication is also limiting some people's ability to communicate face-to-face, as humans.

So will you develop as the best person, who can lead the people that manage the technologies, that control the masses? If yes, the future is yours! But first, you have to start with your 'self'.

### Generic/transferable skills



Complete these activities to start to build a profile of yourself.

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.

iii.

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

i.

iv.

ii.

iii.

vi.

9 words that describe me include...

i.

ii.

iii.

iv.

v.

vi.

vii.

viii.

ix.

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

i.

ii.

iii.

iv.

v.

vi.

Preview  
Draft Sample:  
Do Not  
Copy

## 1.07 Meeting People

### Meeting people

One of the most important skill-sets you will develop throughout this year involves your ability to communicate, connect, engage 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.

Find out all the people in the class who:			
Have a combined first name and surname of more than 11 letters.	Have the same number of people in their immediate family as you.	Have at least 2 hobbies, likes or interests similar to you.	Share the same mobile phone carrier as you.
<h1>Preview</h1> <h2>Draft Sample:</h2> <h2>Do Not</h2> <h2>Copy</h2>			

### Do...

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

### 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...

### Don't...

- 😞 Crunch knuckles or give a 'fish' 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.

**Preview  
Draft Sample:  
Do Not  
Copy**

PDS  
SUPER  
SKILLS



## 1.09 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.

### B 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 200 social media 'friends'.		
ii	When I walk in the room the party gets quieter.		
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 30 times a day.		
xiii	I generally let other people handle introductions.		
xiv	I have lots of people who follow me on Insta.		
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.		

Preview  
Draft Sample:  
Do Not  
Copy



## Interpersonal relationships C

Do you remember sending text messages back in the old days using a Nokia? 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 pr d mAk dm no ntRStN.	
viii GoZp flOz 2 wAs.	
ix lowd ppl R dfNtLy lowdR, bt nt neSSrLy mo ntRStN.	
x wn n thR dEthbd nbdy eva wshz dey hd mAd mo \$.	

Preview  
Draft Sample:  
Do Not  
Copy

## Social networking

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

In response, some schools have now banned students using their phones at recess and lunchtime. Has yours?

Research these issues online, and then bring back some research material to discuss in class.

Image: belchonock/  
Depositphotos.com



## 1.11 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! So it's not a bad thing to be occasionally neurotic; but too much neuroticism can lead to stress and anxiety.



## Preview

#### 2. Extraversion

An extravert tends to seek the company of others and draws energy from group activities. They tend to be talkative, outgoing 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. Also, the ongoing evolution of social media is leading more people to exhibit extraverted tendencies by over-sharing their life and seeking 'group' approval.



Image: Zveiger/  
Depositphotos.com

#### 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 interpersonal relationships.

But on the other hand, agreeable people might be too compliant. This results in them being easily manipulated, or taken advantage off; especially in 'go along with the flow' types of situations.



Image: .shock/  
Depositphotos.com

## 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, proven wisdom and established ways.

In recent times we have witnessed shifts in society to welcome and embrace more diversity. But we have also seen people close up and form 'tribes', especially in online situations.



Image below: ikopylove/  
Depositphotos.com

Emoticons A

- What emojis would you use to represent both high degrees, and low degrees, of each of these 5 personality traits


- What personality traits (broader than the 'big 5') might these emojis represent?

😊	😏	❤️	😘	😬	😜						
😬	😘	😡	😡	😭	😭						

- Use 5 emojis to represent your personality. Swap with others and try to decipher these.

--	--	--	--	--	--

## 1.13 Personality Traits

### Personality continuum

With personality traits, it important to remember that each of us sits somewhere along a continuum for certain traits. One of the major influences on our personality is how these traits work together to influence our behaviour. You should also remember that you are likely to grow, develop and change in one or more of these traits. So how would you describe your personality?



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



### B My personality

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

*never rarely sometimes mostly always*

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

- 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 C

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.

Do Not  
Copy

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: _____



## 1.15 Personality Traits

### 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 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

Preview

Draft Sample:

Do Not

Copy

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

### D 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 E

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 discuss some of their responses.



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	

**Preview  
Draft Sample:  
Do Not  
Copy**

"I am uneven,  
but tasty!"



## 1.17 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.

As a result, our values are one of the strongest influences on our decision-making; and given this, they underpin our attitudes.

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.



"I value family over work."

### 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.

Preview  
Draft Sample!  
Do Not  
Copy

"I'll repeat it for you slowly, there's... nothing... wrong... with... my... attitude!"



### 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.



"Working in teams brings out the best in us."

Image: .shock/  
Depositphotos.com

## Group motivation factors

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

### Positive factors

- 😊 conscientiousness
- 😊 patience
- 😊 tolerance
- 😊 commitment
- 😊 reliability
- 😊 enthusiasm
- 😊 persistence
- 😊 resilience
- 😊 active listening
- 😊 consultation
- 😊 inclusiveness
- 😊 empathy
- 😊 adaptability

### Negative factors

- 😞 selfishness
- 😞 laziness
- 😞 carelessness
- 😞 indecisiveness
- 😞 inflexibility
- 😞 arrogance
- 😞 aggression
- 😞 rudeness
- 😞 insensitivity
- 😞 bullying
- 😞 dominance



Image: frenta/  
Depositphotos.com

## Draft Sample:

My ABC

A

1. List 3 positive attitudes and/or behaviours that drive the way you communicate in a group situation. (Consider some in the box above)
2. Outline 2 possible areas of weakness that could be improved 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 my mind.

Positive  
AB 1

Positive  
AB 2

Positive  
AB 3

Area of  
Weakness

Area of  
Weakness

## 1.19 Planning an Activity

### Planning

One of the major requirements of this unit involves you planning and organising a complex Personal Development Activity or project.

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.

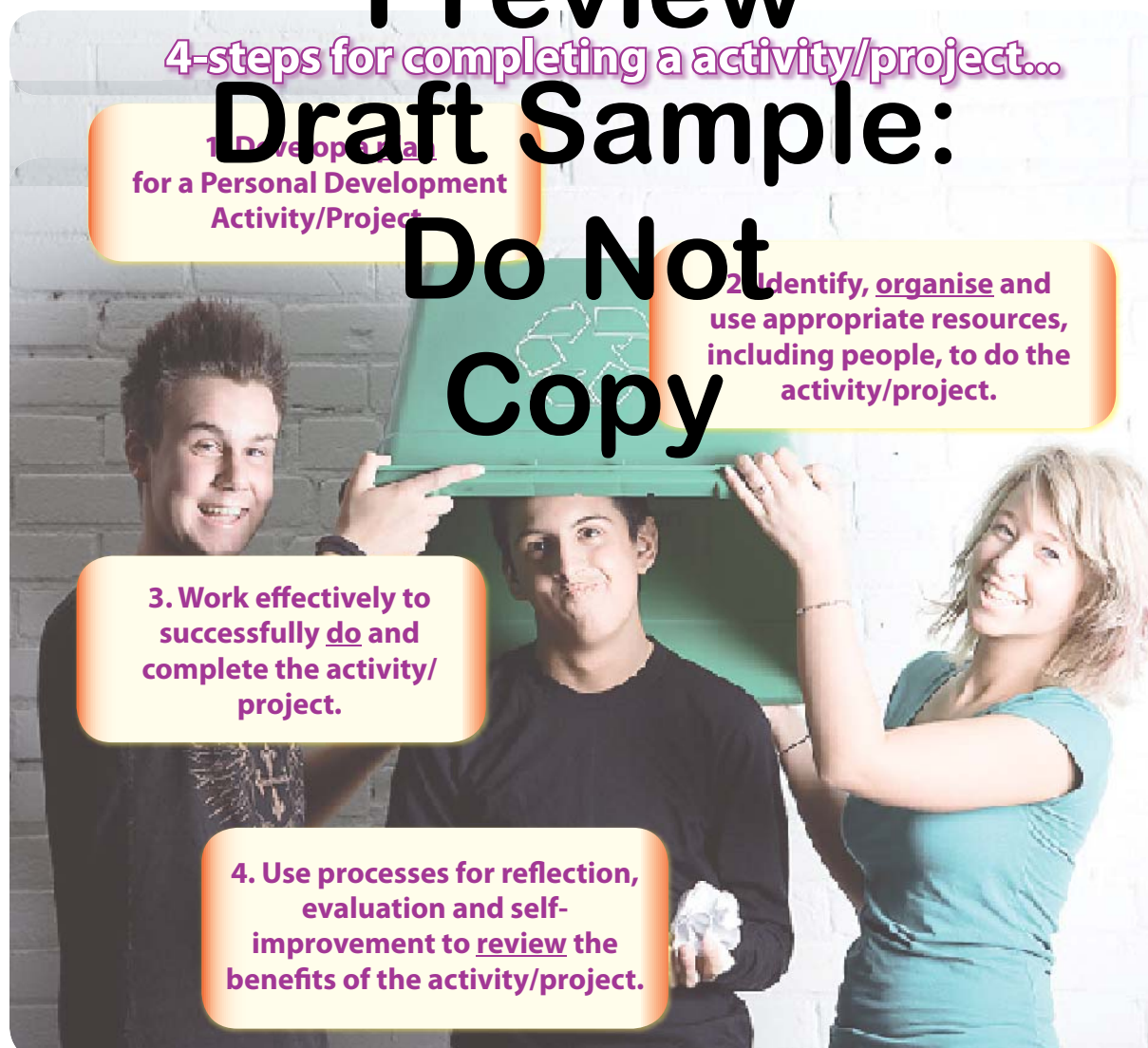
Your teacher will inform you of your school program's requirements and whether you will be working with others and/or in a team.

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

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

**Draft Sample:**

**Do Not Copy**



1. Develop a plan for a Personal Development Activity/Project.
2. Identify, organise and use appropriate resources, including people, to do the activity/project.
3. Work effectively to successfully do and complete the activity/project.
4. Use processes for reflection, evaluation and self-improvement to review the benefits of the activity/project.



Assessment task: PDS Activity planner AT1i

Your teacher will introduce and discuss your requirements in relation to the first PDS Activity/Project 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 activity/project 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.

**Preview  
Draft Sample:  
Do Not  
Copy**

*Who might I be working with? What other information do I need to know?*

**Some possible activities I might plan could be...**

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## 1.21 Self-Reflection

### Self-Reflection Pro-Forma

Which personal development skills did I develop during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

How have these personal development skills helped to improve my work readiness?

→ \_\_\_\_\_

→ \_\_\_\_\_

How have these personal development skills helped me in other ways?

→ \_\_\_\_\_

→ \_\_\_\_\_

How would I rate my performance (use a circle) in developing my personal development skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

# Personal Development: Developing My Skills

# 2

## Contents

2.01 Personal Skills.....	24	2.11 Mentoring.....	34
2.03 Transferable Skills .....	26	2.15 Assessment Task 1 .....	38
2.07 Task Skills .....	30	2.21 Self-Reflection .....	44

Activities 2: Developing My Skills	p.	Due date/Done?	Comment
2.02A <b>ASC yourself</b>	25	<input type="text"/>	<input type="text"/>
2.04A <b>Transferable skills</b>	27	<input type="text"/>	<input type="text"/>
2.05B <b>Transferable skills in others</b>	28	<input type="text"/>	<input type="text"/>
2.06C <b>Quality in action</b>	29	<input type="text"/>	<input type="text"/>
2.07A <b>Employability skills</b>	30	<input type="text"/>	<input type="text"/>
2.10 <b>PODR planning pro-forma</b>	33	<input type="text"/>	<input type="text"/>
2.12A <b>Mentoring</b>	35	<input type="text"/>	<input type="text"/>
2.13B <b>Mentors and coaches</b>	36	<input type="text"/>	<input type="text"/>
2.14 <b>Mentor Plan pro-forma</b>	37	<input type="text"/>	<input type="text"/>
AT1 <b>Personal Development Activity</b>	38-41	<input type="text"/>	<input type="text"/>
2.17-2.18 <b>Personal Development Planner</b>	40-41	<input type="text"/>	<input type="text"/>
2.19 <b>PDS Activity: Evaluation</b>	42	<input type="text"/>	<input type="text"/>
2.20 <b>Team/Individual Evaluation Pro-forma</b>	43	<input type="text"/>	<input type="text"/>
2.21 <b>Self-Reflection</b>	44	<input type="text"/>	<input type="text"/>

Comments:

## 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 vegetables 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.

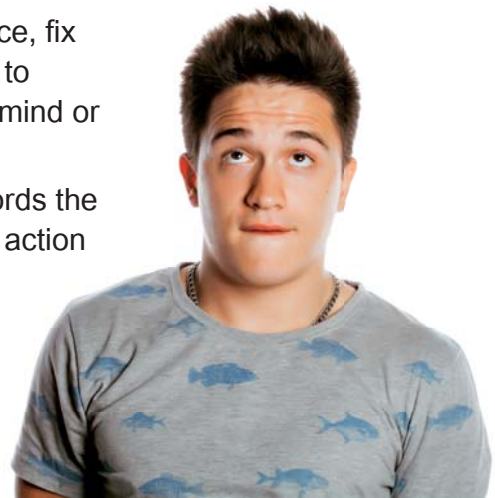
**ASC = Aptitude**

→  
...which leads to a **Skill**

→  
...that you develop and demonstrate as a **Competency**.



So ASC yourself, "what can I do?"



"Many people might not know this about me but I'm really good at sewing!"

Image: iordani/  
Depositphotos.com

# Preview

# Draft Sample: Do Not Copy

**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."

**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."

**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 in infant communication, group dynamics and food and hygiene."

1. List 3 broad aptitude areas that you are naturally good at doing, or that you understand more easily. These might be subjects, interests or even 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.		

Preview  
Draft Sample:  
Do Not  
Copy

4. Discuss these case studies. Write a brief case study 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 an event host and spokesmodel.

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.

"Elvirana 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 the 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 vital in helping you to 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.

"Lawrence is really good with people."



### Social competencies

Include...

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

Preview  
Draft Sample:  
Do Not  
Copy

### Transferable skills

Personal and social competencies are often referred to as transferable skills. These are the skills and competencies that you might already have that you can apply to 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 the 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

1. Consider these case studies. Complete the table by describing 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 a local market.



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 need to talk to the bank and with doctors.



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

2. Complete these same tasks based on an informal interview with a class member.

### 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 enterprise's 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 Benjamin spent a whole week of school time raising \$79 as part of Jeans for Genes day.

**Preview**  
**Draft Sample:**  
**Do Not**  
**Copy**

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?

Way back 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. These 8 skills are still used as the basis for many vocational training programs.

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

Preview  
Draft Sample:  
Do Not  
Copy



### 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.

- ⇒ 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 **reviewing** process.

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

#### 1. Plan

- ⇒ Work out just what it is you are trying to do; i.e. your goal/objective; 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 goal into a series of smaller, achievable, organized objectives.
- ⇒ Develop an action plan to achieve each of these smaller objectives 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.

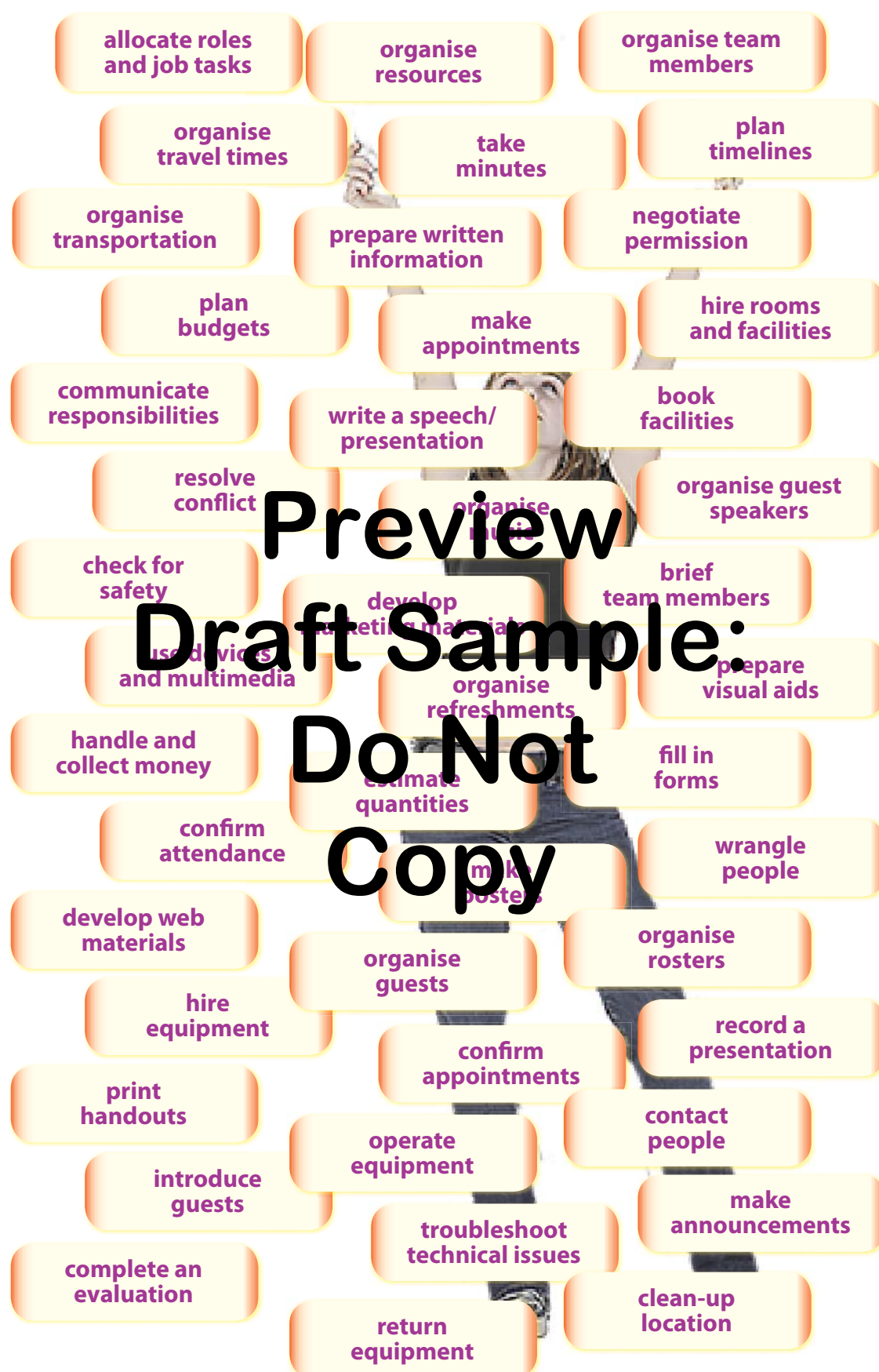
#### 4. Review

- ⇒ 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

### Personal Development Skills: Activity task skills




PODR Journal Pro-forma			
(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:	
<b>Plan...</b> ⇒ List broader goals/objectives you are planning to achieve. ⇒ Include broad timelines and other information.			
<b>Organise...</b> ⇒ List specific tasks that must be done. ⇒ Develop an action plan with dates, times, resources, responsibilities, etc..			
<b>Do...</b> ⇒ Create to-do list. ⇒ Tick these off as tasks are done. ⇒ Include people, resource and equipment needs.			
<b>Review...</b> ⇒ Reflect/comment on what went well. ⇒ If things didn't go too well outline changes that might need to be made.			
<b>Next task...</b> ⇒ 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: _____	

## 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. So who might be able to mentor you? 



#### Mentoring helps...

Image: lightsource/Depositphotos.com

- ☺ 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.

1. What is mentoring? Describe common examples of mentoring.

---

---

---

---

---

---

---

2. Describe 3 ways that you might benefit from having a mentor.

---

---

---

---

---

---

---

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

---

---

---

---

---

---

---

**Preview**  
**Draft Sample:**  
**Do Not**  
**Copy**



## 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 realise their potential.

#### Check out these mentoring sites:

- ⇒ Big Brother/Big Sister  
[www.bigbrothersbigsisters.org.au](http://www.bigbrothersbigsisters.org.au)
- ⇒ National Mentoring Association of Australia  
[www.mentoring-australia.org](http://www.mentoring-australia.org)
- ⇒ Australian Youth Mentoring Network  
[www.youthmentoring.org.au](http://www.youthmentoring.org.au)
- ⇒ Youth Mentoring Hub  
[www.youthmentoringhub.org.au](http://www.youthmentoringhub.org.au)



### 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

(Complete one of these Mentor Plan records for each meeting you have with your mentor. Ideally you should meet with your mentor at least 3 times each semester.)

Name: \_\_\_\_\_ Activity: \_\_\_\_\_

<b>Mentor:</b>		<b>Organisation:</b>	
<b>Role/position:</b>		<b>Contact details:</b>	

<b>Meeting number:</b>	<b>Date:</b>	<b>Times:</b>	<b>Location:</b>

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

**Preview  
Draft Sample:  
Do Not  
Copy**

## 2.15 Assessment Task

### AT1 Personal Development Activity

#### Overview

You are going to undertake a **Personal Development Activity** based on one or more of these focus areas.

- ☐ Building positive **self-esteem**, developing your **resilience**, and improving **efficacy**, i.e. your **effectiveness** at getting things done.
- ☐ Improved **physical** and/or **emotional health** and **wellbeing**.
- ☐ **Family** and **social** responsibilities.
- ☐ **Environmental** responsibilities.
- ☐ Participation in a **democratic society**.

Your teacher will inform you of the focus area(s), and whether you will work alone, in pairs, or in teams. Record this task information below.

This first activity might involve you planning and achieving a Personal Development goal for yourself related to the topics above. This complements **AT2: What About Me?**.

Alternatively, you might be starting to work on your complex Personal Development Activity for this unit. Your teacher will clarify this.



Preview  
Draft Sample:

#### Planning

Your teacher will explain the step-by-step requirements to organise your Personal Development Activity.

Use the planning process on pp.40-41 to plan your activity by recording important information in every relevant box. Tick off each task on the planner as it is negotiated with, and approved by, your teacher.

As you progress through your PDS Activity, record the specific organising steps at 'Stage 2' on the activity pro-forma opposite on p.39.

Your teacher might also introduce the **PODR Planning Process**, and associated planning and organising pro-formas, from Section 7.

Your teacher might also start you planning this **Personal Development Activity** now, and have you continue your planning, organising, doing and reviewing on an ongoing basis as you complete sections 3, 4 and 5.

#### Requirements


When your teacher has finished explaining the details of this assessment task, summarise your Personal Development Activity in 1-2 sentences.

You will also have to complete the *Evaluation of Personal Development Activity* (p.42) in the form of a report.

*The Personal Development Activity involves:*

Name(s):

Key dates:

AT1: Personal Development Activity - Tasks	Re-quired	Due by	Done	Teacher initials
<b>Stage 1: Planning the Personal Development Activity</b>				
i. Negotiate the task details with your teacher.	✓			
ii. Create a plan for completing the activity (pp.40-41).	✓			
iii. Create a timeline for completing the activity.	✓			
<b>Stage 2: Organising the Personal Development Activity</b>				
i.	✓			
ii.	✓			
iii.	✓			
iv.	✓			
v.	✓			
vi.	✓			
vii.	✓			
viii.	✓			
ix.	✓			
x.	✓			
<b>Stage 3: Completing the Personal Development Activity</b>				
⇒ Prepare a draft report about the PDS Activity.	✓			
⇒ Have your teacher check your draft.	✓			
⇒ Prepare your final report.	✓			
⇒ Present a report to the class (if required). 				

Additional information:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## 2.17 Assessment Task

### AT1 Personal Development Activity: Planner

For your **Personal Development Activity** follow this planning process, and note any important information in every relevant box.

Tick off each task as it is negotiated with, and approved by, your teacher.

Your teacher might also start you planning a complex **Personal Development Activity** now, and have you continue your planning on an ongoing basis as you complete sections 3, 4 and 5.



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

Approved?

Date?

2. Choose appropriate team members (if relevant).

Approved?

Date?

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

**Preview  
Draft Sample:**

Approved?

Date?

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

**Do Not  
Copy**

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 safety and other issues.

Approved?

Date?



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.

# Preview Draft Sample:

Approved?

Date?

12. Identify any potential safety issues or hazards, and outline how these will be minimised.

# Do Not Copy

Approved?

Date?

13. Ensure that all relevant permissions, ethical 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 PDS Activity.

Approved?

Date?

15. After the PDS Activity is finished complete the evaluation questions 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?

## 2.19 Assessment Task - Evaluation Report

### Evaluation of Personal Development Activity

Complete the following evaluation questions to report on your PDS Activity. Your teacher will inform you of the format for this report, the due dates, word lengths and so on.

Format: \_\_\_\_\_ Draft date: \_\_\_\_\_ Final date: \_\_\_\_\_

Word length and/or presentation time: \_\_\_\_\_

Other information: \_\_\_\_\_

#### 1. Planning and Organising: Evaluation

- 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. Transferable Skills: Evaluation

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

#### 3. Self-Management: Evaluation

- Describe 3 stressful or conflict situations that occurred during this activity. Why do you think these stressful/conflict situations occurred?
- What strategies did you (and/or your team) use to deal with conflict, and to minimise stress?
- What strategies did you use to manage time and deadline pressures?

#### 4. Interpersonal Skills and Communication: Evaluation

- Describe a situation when there was a communication problem, either within your team, or with an external party.
- By what methods were these communication problems solved?
- Evaluate the effectiveness of the solutions to these communication problems.
- Describe 3 interpersonal skills that you developed and applied. What improvements might you still need to make?

#### 5. Leadership and Responsibilities: Evaluation

- Describe various leadership skills and styles that were used at different times, and in different situations, as part of the activity.
- Describe how you (or your team) allocated responsibilities for different tasks.
- Explain how well you performed in varied leadership roles.

#### Overall 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 team 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.43.

## Team Member/Individual Evaluation

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 and 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 within the team .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Communicate with others .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Express opinions sensibly .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Resolve conflict .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. 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: \_\_\_\_\_

## 2.21 Self-Reflection

### Self-Reflection Pro-Forma

Which personal development skills did I develop during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

How have these personal development skills helped to improve my work readiness?

→ \_\_\_\_\_

→ \_\_\_\_\_

How have these personal development skills helped me in other ways?

→ \_\_\_\_\_

→ \_\_\_\_\_

How would I rate my performance using a circle in developing my personal development skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

# Personal Development: Managing Myself Effectively 3

## Contents

3.01 Interpersonal Skills .....	46	3.17 Goal-Setting .....	62
3.07 Time Management .....	52	3.19 Assessment Task 2 .....	64
3.13 Stress Management .....	58	3.21 Self-Reflection .....	66

Activities 3: Managing Myself Effectively		p.	Due date/Done?	Comment
3.02A Interpersonal skills	47			
3.04B Managing emotions internally	49			
3.05C Managing emotions externally	50			
3.06D Emotional rescue	51			
3.08A Battle for time	52			
3.09B A few of my favourite things	54			
3.09C My and my time	55			
3.12D Time management	57			
3.14A Don't stress me out!	59			
3.14B Common stressors	59			
3.15C Stressing me out	60			
3.15D Stress and young people	60			
3.17A Your goals	62			
3.18A PODR Goal planner	63			
AT2 What About Me?	64-65			
3.21 Self-Reflection	66			

Comments:

Preview  
Draft Sample:  
Do Not  
Copy

## 3.01 Interpersonal Skills

### Self-improvement strategies

Let's face it, none of us is perfect. We could do with a little, or perhaps even a lot, of self-improvement!

However, there are a range of strategies to help you develop personal skills to assist you to achieve goals, better manage your time, deal with stress, manage conflict, build your resilience and even boost your creativity!



**"I'm looking to hire people who can get along with each other."**

Image: pressmaster/  
Depositphotos.com

### Interpersonal skills 101

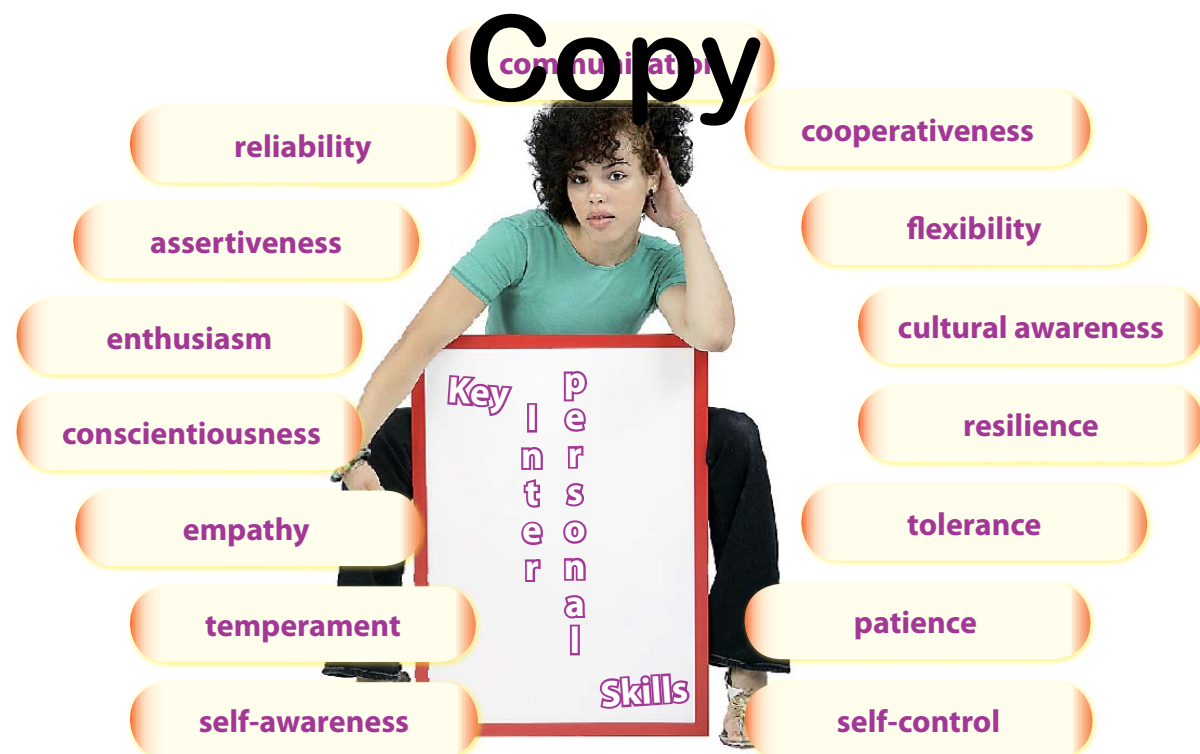
The key to your success in developing significant personal, social and professional relationships depends on the strength of your interpersonal skills.

So how well do you get along with other people? Do you get along with people differently at school, at work, or at home?

Interpersonal skills refer directly to your ability to have positive interactions with the people you encounter. Interpersonal skills are those innate (in-built) qualities that guide your behaviour when dealing with others.

As individuals you have different strengths and abilities. These personality traits, your strengths and your weaknesses, will be reflected in your skills-sets. Your strengths might see you as supportive, patient and tolerant with other people. On the other hand, you might be too sensitive, too accepting and too trusting – these might be weaknesses.

Many of your personality traits can be transferred to social and professional situations and help build your transferable skills. So how are your own interpersonal skills?





## Interpersonal skills

A

1. These terms relate to one's ability to get along with, or work effectively with, others. Score yourself for each from 1 to 5 (highest). Add five more terms. Look up the meanings of those you don't know. Discuss the results. Are your classmates being honest?

<input type="checkbox"/> empathy	<input type="checkbox"/> adaptability	<input type="checkbox"/> assertiveness	<input type="checkbox"/> _____
<input type="checkbox"/> self-awareness	<input type="checkbox"/> trustworthiness	<input type="checkbox"/> acceptance	<input type="checkbox"/> _____
<input type="checkbox"/> self-assessment	<input type="checkbox"/> conscientiousness	<input type="checkbox"/> problem-solving	<input type="checkbox"/> _____
<input type="checkbox"/> self-confidence	<input type="checkbox"/> conflict management	<input type="checkbox"/> reliability	<input type="checkbox"/> _____
<input type="checkbox"/> self-control	<input type="checkbox"/> initiative	<input type="checkbox"/> sensitivity	<input type="checkbox"/> _____
<input type="checkbox"/> supportive	<input type="checkbox"/> intuition	<input type="checkbox"/> cooperativeness	<input type="checkbox"/> _____
<input type="checkbox"/> communication	<input type="checkbox"/> tolerance	<input type="checkbox"/> helpfulness	<input type="checkbox"/> _____
<input type="checkbox"/> flexibility	<input type="checkbox"/> patience	<input type="checkbox"/> analytical	<input type="checkbox"/> _____

2. Read each statement below and circle the most appropriate interpersonal skill that matches the statement.

i. Achmel is very good at listening to others and also at giving oral presentations.

*empathy communication self-awareness reliability*

ii. When Suzette is given a task she will always get it done.

*empathy communication self-awareness reliability*

iii. Kaytelyn is good at understanding other people's situations.

*empathy communication self-awareness reliability*

iv. Tran has a good understanding of his strengths and weaknesses.

*empathy communication self-awareness reliability*

3. Read each statement below. Circle the two interpersonal skills that best match this statement.

i. Trini is a valuable member of her workplace and gets on well with others.

*intuitive cooperative teamwork flexibility*

ii. Johan is able to do a variety of tasks in his workplace.

*intuitive cooperative teamwork flexibility*

iii. Fredso is good at assisting other people to sort out their lives.

*intuitive cooperative teamwork flexibility*

iv. Myron seems to have an insight into how things should best be done.

*intuitive cooperative teamwork flexibility*

## The Apprentice



Watch episodes or segments of the US, UK and Australian versions of *The Apprentice* (not the celeb versions!). What do you notice about differences and similarities in the interpersonal skills of both the contestants and the big boss men!? And whatever happened to that Trump bloke?

### 3.03 Interpersonal Skills

#### Emotional intelligence 101

Emotional intelligence is a type of 'social intelligence' that involves the ability to monitor the feelings and emotions of yourself and other people.

Emotional intelligence relates to a person's ability to recognise and understand their own emotions by being self-aware, and then having the skills to effectively manage emotions in different situations.

A person with well-developed emotional intelligence is thought to be more socially competent, and more able to understand what other people do and say.

Emotionally intelligent people can use this ability to develop successful relationships that lead to positive outcomes for all involved. They are more likely to interact positively with friends, family, workmates, customers, clients and others whom they may come into contact with.

Modern research is showing that people, as employees in the workplace, must be much more than just technically skilled, they must also have well-developed emotional intelligence. People who have well-developed emotional intelligence are also more likely to enjoy fulfilling and balanced relationships.

Are you mindful of how your actions will impact on the feelings of other people?

Image: Feodora52/  
Depositphotos.com



#### Emotional literacy

- ☺ If a person can properly label and describe their feelings, they will be better at dealing with issues they face.
- ☺ Properly naming emotional feelings is much better than over-using black and white words such as good, bad, love, hate, happy and sad. When you use black and white terms you have nowhere else to go.
- ☺ An emotionally literate person can recognise the exact or true emotions that they are feeling. They can then take the steps needed to better deal with the real issues causing them to feel this way.



#### Emotional awareness

- ☺ People with well-developed emotional intelligence and emotional literacy are said to be more emotionally aware.
- ☺ Emotional awareness helps people understand and communicate their real needs. ("I feel not listened to.")
- ☺ Children throw tantrums because they can't really articulate their needs ("I'm tired!"), or they don't understand compromise ("If I don't get a pack of Coco Pops then I'll chuck a wobbly in the aisle")! So how do you feel when people your age, or adults, throw a tantrum? Why might they be doing that?



**Tips for managing emotions: Internal experiences**

In order to manage your **internal** emotional experiences more effectively try to apply some of the following techniques.

1. Get rid of black and white terms and responses, such as love, hate, have to, can't, etc..
2. Understand the real meaning of different emotions, and use feeling words to describe and label your emotions, (e.g. "I feel frustrated because...").
3. Take responsibility for your feelings and don't blame others for causing feelings. (e.g. "You are making me angry"; no... "I am getting angry".)
4. Keep an emotional diary and use a scale e.g. 1-10 to describe your level of emotional feelings in different situations.
5. Don't blame yourself for things you have no control over. Instead focus on changing things you can change; this is called your 'locus of control'.
6. Don't blame others for your reactions (e.g. "You made me yell at you!" ... "No I didn't...you chose to yell at me.") You choose how you react, so decide properly!
7. How you respond is always your choice, but be prepared to take responsibility for the consequence.
8. Don't get angry, either inward or outwardly. This is usually an emotionally immature response and will lead to a win:lose situation. Instead clearly identify why you are feeling angry, this is your true feeling. e.g. "I am getting angry because of...".
9. Being assertive does not mean being aggressive.
10. Ask for help if you are having trouble managing your feelings.

PDS  
SUPER  
SKILLS

**Managing emotions internally**

**B**

1. Discuss these tips as a class. Role play some scenarios that show how these tips could be useful in situations you might have to deal with.
2. Describe three examples of when you could have used, or did use, any of these strategies to help you manage a situation better.

---

---

---

---

---

---

---

### 3.05 Interpersonal Skills

#### Tips for managing emotions: External experiences

For your **external** emotional experiences (consider all of the internal tips) plus these.

1. Anticipate how your actions will impact on the feelings of others, and/or ask others how they are feeling.
2. Don't get personal and blaming. ("You annoy me!" Change this to, "I feel annoyed!")
3. Recognise physical signs such as flushing, racing pulse, nausea, sweating. If you are getting frustrated or angry take a time-out (count to 10, or think of a cooling situation - it works!).
4. Don't get in stand-up arguments over a situation; this will lead to a lose:lose outcome.
5. You do not need to be the most important person all the time; nor should you be the least important person all the time.
6. Be prepared for compromise. Dealing with people is not a game to win or lose, it is life!
7. Don't stir, gossip, undermine or sabotage. Would you like this to happen to you?
8. If negative people are dragging you down, then take steps to remove yourself from these people. (But be sure that it is not just you who is the negative one.)
9. You wouldn't like it if someone dismissed what you thought was important, so don't ever reply, "whatever".
10. Unfortunately, you are very unlikely to change someone who has a bad attitude, unless that someone is you.

POS  
SUPER  
SKILLS

#### C Managing emotions externally



1. Discuss these tips as a class. Role play some scenarios that show how these tips could be useful in situations you might have to deal with.
2. Describe three examples when you could have used, or did use, any of these strategies to help you better manage a situation.

---

---

---

---

---

---

---

3. As a class decide on a top-10 set of tips for managing emotions, and make visual posters to reinforce these.

Emotional rescue **D**

1. Black and white terms stunt your emotional growth. So how about identifying a more appropriate term that gives the real and true meaning.

<i>Instead of always using "love" how about...</i>	<i>Instead of always using "hate" how about...</i>	<i>Instead of always using "happy" how about...</i>	<i>Instead of always using "sad" how about...</i>
a_____	d_____	c_____	u_____
r_____	b_____	d_____	g_____
_____	_____	_____	_____

2. As a class you are going to split into groups. Your teacher will tell you how many to a group.

- You are required to make a presentation that gives advice on how to better handle emotions. Make it entertaining, don't just repeat what is on these pages...research!
- Your theme is: 'How teenagers can better control their emotions rather than letting their emotions control them'.
- The groups will be assigned responsibility for different formats of presentation. Across the whole class there must be a role play, a skit, a presentation, a graphical, video presentation, and an instructional lesson. If your class is large you might double-up on some formats.
- You are going to have to draft a plan and organise team roles and responsibilities, while consulting with your teacher about timelines and other issues! Get to it!

Notes:

## Emotional intelligence tests

Go online and search for emotional intelligence tests. There are plenty around but some charge a fee to get your results - which really is a bit of a rort!

Try: [www.psychtests.com/tests/iq/emotional\\_iq\\_r2\\_access.html](http://www.psychtests.com/tests/iq/emotional_iq_r2_access.html)

Discuss these results as a class. Do they seem accurate? How might you improve your EI?



## 3.07 Time Management

### Time management 101

Time is the only resource that is limited in the same way to every person in the world. We each only have 24 hours a day, and obviously we cannot spend all of this at home relaxing, nor all of it involved in school, or at work.

The pressures and demands placed on people by modern lifestyles requires us to be able to effectively allocate our time to different tasks. Given this, it is vital that you develop this essential personal skill.

You also have to manage your own, and other peoples' time, as part of your Personal Development Activity. This includes planning and organising your activity, developing timelines, managing deadlines, determining ETAs, creating rosters, using diaries to set reminders, creating and completing to-do lists, and many other time-related tasks.



Image: IvelinRadkov/  
Photos.com

Some things you should know about time!

**Draft Sample:**  
**Do Not**  
**Copy**

You have 8,760 hours per year; an average life span has about 700,000 hours.

People who seem to have a lot of time on their hands are just better organised.

A diary is one of the best ways to organise your time effectively.

You are likely to spend about a third of your life asleep.

Leisure, relaxation, family-time and recreation trades money for time.

Senior managers have PAs whose job is to 'manage' their bosses' time.

Working trades time for money, i.e. wages are paid per hour.

Just 30 minutes exercise daily, (2% of a week), can maintain healthy fitness levels.

Hot-shot barristers, consultants and professionals might charge \$5,000+ per hour or \$30,000+ per day for their time.

A 15 year old checkout worker might earn about \$10 or so per hour for their time.



### Work/life balance

One of the key issues facing people with modern lifestyles is being able to achieve a positive work/life balance. This involves being able to schedule in:

- ⌚ time for family responsibilities
- ⌚ time for family enjoyment
- ⌚ time for work and professional commitments
- ⌚ time for school, study and self-growth
- ⌚ time for exercise, sport, fitness and health
- ⌚ time for socialising and being with other people
- ⌚ time for spiritual growth
- ⌚ time for community involvement
- ⌚ time for recreation and hobbies; and
- ⌚ time for rest and relaxation.



As people get older and take on more responsibilities, they find it harder to maintain a positive work/life balance.

# Preview Draft Sample:

Battle for time

A

- Many people fight an endless battle over time. For each of these examples, briefly describe a situation when you experienced a problem with time.
- Discuss as a class, including the issues shown in 'Work/life balance' above.



Situation	My example...
i. I ran out of time.	
ii. I didn't even have the time to start.	
iii. I didn't want to waste my time.	
iv. I didn't have enough time to do all that was expected of me, so I cut corners.	
v. I thought I was saving money, but in reality I was just wasting my time.	

## 3.09 Time Management

### B A few of my favourite things

1. Estimate the proportion of time you spend on different activities in an average week, and then rank and list these, showing your estimated hours and percentages.
2. Calculate what these proportions might be like when you are 30 years old!!

	My top 5 time consumers now are:	My top 5 time consumers when I'm 30 might be:
e.g.	<i>Sleeping</i> 42% (10hrs/day)	<i>Working as a plumber in my own business</i> 36% (60hrs/week)
1		
2		
3		
4		
5		

**Preview  
Draft Sample:  
Do Not**

### C Me and my time

**Copy**

1. Use the timesheet opposite to calculate the amount of leisure time you have per week, per month and per year.
2. Note down the times and duration of any activities you do during the week including:
 

⇒ school	⇒ sport	⇒ TV and music
⇒ study	⇒ structured activities	⇒ computer-related
⇒ homework	⇒ family/home duties	⇒ online socialising
⇒ travel	⇒ meals	⇒ socialising
⇒ work	⇒ sleeping	and any other relevant activities.
3. Remember that you have different amounts of leisure time available to you, at different times of the year. So copy the timesheet opposite, and make sure that you complete a different timesheet for school weeks and for non-school weeks.
4. Prepare a short written summary report, and deliver a brief oral presentation to the class, on what you do in your spare time.
5. Discuss what you might have to give up in order to create more personal and leisure time.



Day/ Date	MONDAY /	TUESDAY /	WEDNESDAY /	THURSDAY /	FRIDAY /	SATURDAY /	SUNDAY /
12-6am							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12pm							

**Preview  
Draft Sample:  
Do Not  
Copy**

## 3.11 Time Management

### Five simple ways to help manage time more effectively.

#### 1. Diaries

- ⌚ These are the most basic way to manage your time effectively.
- ⌚ Good for planning tasks monthly, weekly, daily, hourly or even shorter time intervals.
- ⌚ Make sure that you record commitments as soon as get them.
- ⌚ Diaries may be electronic, computerised or even an old-fashioned printed book.
- ⌚ Diaries must be portable.

#### 2. Rosters

- ⌚ Good for day-to-day scheduling.
- ⌚ Break tasks into estimated time periods; i.e. timetables.
- ⌚ Match the tasks that need to be done with a person's skills and their availability.
- ⌚ Allocate tasks to people; and also show them who has responsibility for carrying out actions.
- ⌚ You need to plan the roster well in advance.

#### 3. Prioritising

- ⌚ Not everything important has to be done straight away (urgently).
- ⌚ Work out what must be done immediately in order to move forward.
- ⌚ Do the urgent tasks first.
- ⌚ Schedule less urgent tasks for later.
- ⌚ However, if important things are neglected for too long, then they too will eventually become urgent.

#### 4. To-do lists

- ⌚ Write a list of things that need to be done.
- ⌚ Use reminders such as sticky notes, tick-off lists or set alarms to remind yourself when to do things.
- ⌚ To-do lists work well in combination with a diary.
- ⌚ Good for managing a variety of smaller, low-level (and easily overlooked) tasks.
- ⌚ Lists help you plan how to do things in the correct order.

#### 5. Teamwork and delegation

- ⌚ No one person can do everything.
- ⌚ Teamwork and delegation allows you to share the load with others.
- ⌚ Work with others to complement your strengths and weaknesses (synergy).
- ⌚ A group leader or manager should delegate down to the lowest level (cheapest) employee that can complete that task effectively.
- ⌚ The group leader still has the final responsibility for the task getting done.

PDS  
SUPER  
SKILLS

- 🕒 Estimate time needed to complete the tasks.
- 🕒 Use a diary to plan and note daily duties.
- 🕒 Determine which tasks are most urgent.
- 🕒 Draw up a roster to allocate specific tasks.
- 🕒 Draw up a to-do or action list.
- 🕒 Delegate tasks and assign responsibility to relevant people within a team.

1	
2	
3	
4	
5	Preview
6	

# Draft Sample:

**To-do List**

---

List number: \_\_\_\_\_ Day: \_\_\_\_\_ Date: \_\_\_\_\_ Times: \_\_\_\_\_

Tasks I have to complete	Priority	Estimated duration	Scheduled times	Other information	Other people?	Contact info.	Task no.	Done/ initials
e.g. Plan roster	High	1 hour	9-11	Book computer	-	-	1	MC

Priorities for tomorrow:

### 3.13 Stress Management

#### Stress

Stress can be described as a psychological or emotional response that occurs as a result of undue strain being placed upon an individual. (As opposed to physical stress such as overloading a bridge, or breaking a bone.)

Stress usually occurs as a response to external psychological (mind) and physiological (body) situations (stimuli).

For example, if you are caught in traffic and late for class you may get worried, nervous and anxious - psychological reactions, and start to get hot, nauseous and to sweat - physiological reactions.



#### Fight or flight?

It is important to realise that not all stress in life is bad. Some stress acts as a stimulus or as a challenge - this positive stress causes us to take action and fight. For example, a tight deadline that we meet, or a promotion at work.

On the other hand, distress acts as a negative and may cause anxiety, illness and avoidance. We might instead take flight. For example, a tight deadline that you fail to meet, or an unwanted work responsibility or promotion that you are not yet ready for.

The key to effective management of stress is to reduce stressors. However, this is not necessarily an easy thing to do in life.

But people can be taught personal skills and techniques, sometimes called 'coping mechanisms', that they can use to minimise and manage stress. These strategies can help build your own **resilience**.

Preview  
Draft Sample:  
Do Not  
Copy

#### Life's major stressors

- ✖ divorce
- ✖ marital separation
- ✖ jail or other detention
- ✖ death of a close family member
- ✖ major injury/illness
- ✖ marriage
- ✖ being fired from work
- ✖ retirement
- ✖ pregnancy

Go online and find other causes of stress, and 'stress scales'.

Do you agree? What about for young people? Discuss this with your class.





## Don't stress me out! A

1. Listed below are a number of common stressors. Rate these from 1 to 5 as to the level of stress they normally cause you.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Being late for school/work.             | <input type="checkbox"/> Having to balance home and school and/or work duties.             | <input type="checkbox"/> Dealing with rude workers.                 |
| <input type="checkbox"/> Loud industrial/construction noise.     | <input type="checkbox"/> Other people making noise when you are trying to get a task done. | <input type="checkbox"/> Not getting enough sleep at night.         |
| <input type="checkbox"/> Being stuck in traffic congestion.      | <input type="checkbox"/> Being rushed into making a decision.                              | <input type="checkbox"/> Having to look after a sick relative.      |
| <input type="checkbox"/> Dealing with rude customers.            | <input type="checkbox"/> Working overtime and long and odd hours.                          | <input type="checkbox"/> Losing or misplacing something.            |
| <input type="checkbox"/> Tight deadline for an assignment.       | <input type="checkbox"/> Not having enough money to pay a bill.                            | <input type="checkbox"/> Troubles with your personal relationships. |
| <input type="checkbox"/> Having to plan an important occasion.   |  |   |
| <input type="checkbox"/> Low-level illness such as a heavy cold. |  |   |

2. Add 5 more stressors that regularly cause you stress. Write these below. Create or find a graphic illustrating stress in action. Bring this to discuss in class.

5 things that regularly cause you stress are...

i.	ii.	iii.	iv.	v.
----	-----	------	-----	----

# Draft Sample:

# Do Not

## Common stressors B

Stressors may come from many different sources. Four common sources are listed in bold as headings in the table below. For each source, try to list 4 more examples of common stressors that affect you, or others in your life.

Daily Life	Environmental	Professional: School &/or Work	Personal/Relationships
e.g. Sleeping through the alarm.	e.g. A hot classroom in summer.	e.g. Having to work overtime.	e.g. Sickness in your close family.

## 3.15 Stress Management

### C Stressing me out

Stress management includes a variety of techniques that can be used to minimise stress. We have already seen how some stress is an essential part of everyday life. People do need a certain amount of 'optimum stress' to encourage them to perform at high levels.

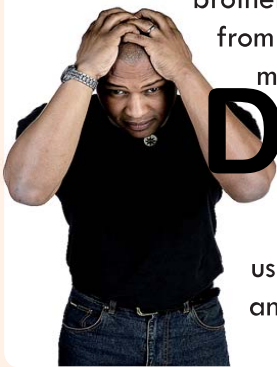
However, when stress becomes too much of a problem, it becomes necessary to manage stress. So are you using sensible ways to manage stress, or are you making the problem worse?



Read the following case studies and discuss these in small groups. Suggest suitable stress management strategies. Share your thoughts with the entire class.

Lebroi feels that life is getting on top of him and that he can no longer cope. He is doing Year 11, being on-call he works weekends and late shifts at Blurto Burger almost every night, and he also plays for his local soccer team.

He is also responsible for getting his little brother and sister to and from school, making their meals and looking after them until one of his parents comes home from their cleaning business. Then he usually cycles to school and/or work.



Daisy is starting to really stress out because she feels she has to constantly check her messages, Snapchat and Insta'. She spends hours online before, during and after school. She worries if she hasn't heard from 'friends' within about 5 minutes and messages them.

She is usually online past 2.00am. She is also getting worried about some odd comments posted by a few of her 1000+ friends and followers she doesn't even really know.



Image: AntonioGuillemF/  
Depositphotos.com

Preview  
Draft Sample:  
Do Not  
Copy

### D Stress and young people



You are required to undertake one or more of the following tasks in groups. Your teacher will advise you of which ones to do. The tasks should be shared across the entire class. Each activity will culminate in a group oral report.

- ☐ Interview and survey students in your school about causes of stress, and how they deal with stress. Summarise the results.
- ☐ Design and draw a 'dealing with stress' poster/graphic/multimedia resource for students your age. Use some of the strategies suggested on these pages.
- ☐ Go online to research stress management techniques, and summarise the key features of these techniques.
- ☐ Write and perform stress and stress management scenarios that focus on common stress-related issues faced by people your age.
- ☐ Locate and invite a psychologist or other professional to talk to the class about stress and stress reduction. Take notes and summarise their session.



### Stress management: Do...

- ☺ Think positive thoughts. This works.
- ☺ Visualise calmness and coolness to slow your body down. These physical techniques will help you to relax.
- ☺ Use affirmations such as "I can...", "it is good that...", "I am able to...", "I will be able to...". You can say them to yourself.
- ☺ Plan and map out the situation. Use a diary and problem-solving techniques.
- ☺ Set achievable short-term goals and tackle a stressful situation step-by-step.

### Stress management: Don't...

- ☹ Don't avoid the situation or withdraw.
- ☹ Don't get angry, argumentative or personal; to yourself or with others.
- ☹ Don't beat yourself up over not being able to achieve unrealistic goals.
- ☹ Don't stress the things over which you have no control, or things that have already happened. You can't change these; but you can change how you react.
- ☹ Don't hype yourself up with stimulants such as nicotine, caffeine; all the 'ines'.
- ☹ Don't rely on alcohol and other mind-altering substances to 'help' you avoid the situation. They might give you a bigger problem later on.
- ☹ Don't worry endlessly about what hasn't happened yet. If you haven't dealt with something that you should have, then deal with it, or get help.

**Preview  
Draft Sample:  
Do Not  
Copy**

### If it's getting too much...

- ✓ Relax or take a time-out. Go for a walk, get some fresh air. Clear your head and start afresh.
- ✓ Surround yourself with positive people. They will reinforce positives about you and will often suggest positive strategies.
- ✓ Talk to someone about the situation. A professional or responsible person will always help. Friends might mean well, but might be biased or misguided.

### And in the future...

- ✓ Embrace positive stressors by building your skills, your ability to cope, and your resilience.
- ✓ Identify common stressors, and take steps to ensure that you can deal with them more effectively. Alternatively, reduce your exposure to those stressors you can't deal with.
- ✓ Don't hang around with negative people. Help them grow or ditch them, they will drag you down for the rest of your life.

PDS  
SUPER  
SKILLS

## 3.17 Goal-Setting

### Goals

In life we strive to achieve goals. Goals relate to our aims and ambitions. A goal that we can measure is referred to as an objective.

Choose your goals carefully. Some people mistakenly try to achieve other peoples' goals and ambitions; those of their friends', their families' or even goals suggested by the broader media. So you must make sure that the goals you are trying to achieve are indeed, your goals!

### Timeframes

We can set and achieve goals over different timeframes. Some goals are strategic, long-term, or life goals, that may take many years to achieve fully, such as raising a family.

Other goals exist in the mid-term and act as a stepping stone to get to where you want to be in life, such as finding a secure job.

Other goals are more immediate or short-term and might occur on a daily basis, such as getting to school on time, or doing your homework.

Timeframes also change depending on the length of a project. For example, planning, organising and doing your computer project for this unit might extend over a few months. That's the timeframe for the strategic goal. Mid-term goals associated with the project might be achievable on a weekly basis. Short-term goals might be measured on a day-to-day timeframe.



What is it that you want to achieve in life?

Preview  
Draft Sample:  
Do Not  
Copy

### A Your goals

Outline five goals you want to achieve. For each one, identify the appropriate timeframe. Make sure that they are ART! (See p.63 opposite.)

Your goal (how is it ART?)	Timeframe
i.	
ii.	
iii.	
iv.	
v.	

**Achieve**

- ☐ Ask yourself, "Just what is that you want to achieve?"
- ☐ Make sure these goals are indeed 'your own goals'.
- ☐ Your goals must reflect your own values, otherwise you will be acting in a misguided way.
- ☐ A talk with a counsellor can help you clarify your values and sort out your goals.
- ☐ To discover your 'true' goals don't ask yourself what you want to achieve. Instead ask yourself, "Why do you want to achieve that?"

**A****Realistic**

- ☐ You must make sure that your goals are neither impossible, nor too easy, to achieve.
- ☐ The achievement of grand goals (professional sportsperson, actor, singer, etc.) requires special skills, years of training, commitment, dedication and sacrifice. It doesn't happen by accident.
- ☐ Don't just take the easy way out, because if you aim low - that's what you'll get.
- ☐ You need to find a balance between realistic, achievable but challenging.

**R**

- ☐ Strategic, long-term or life goals may take many years to fully achieve.
- ☐ Break your long-term goals down to shorter, more achievable bites. Write these down.
- ☐ Short-term goals act as stepping stones to achieving long-term goals.
- ☐ Tick off each short-term goal as you achieve it.

**T**PDS  
SUPER  
SKILLS

**Preview**  
**Draft Sample:**  
**Do Not**  
**Copy**

**PODR goal planner****B**

A key factor in achieving goals is effective planning. Use the PODR Planning Pro-forma (see pp.140-3) to help plan for goals related to your PDS activity. Key questions might include:

- |   |  |   |
|---|--|---|
| ⇒ What is your key goal/objective?  | ⇒ What are some potential safety hazards and legal requirements and how will you deal with them?         | ⇒ When will a progress report be prepared and discussed with your teacher?                                |
| ⇒ Which other students are involved?  | ⇒ What permission is needed? When will this be discussed and negotiated with your teacher?               | ⇒ Who will help supervise the set-up and coordination of the activity and who will evaluate its progress? |
| ⇒ What skills/expertise/background do you and they have?                        | ⇒ When will the activity take place? Will this involve classes being missed? How can this be organised?  | ⇒ Will a mentor have a role and if so who will this be?   |
| ⇒ What equipment do you need? How will this be supplied?                        | ⇒ What supervision is needed when carrying out the task?   | ⇒ If there are problems, what changes might have to be made?  |
| ⇒ What other inputs and consumables do you require? How will these be supplied? | ⇒ What are the specific safety hazards, ethical and legal requirements, and how will you deal with them? | ⇒ Who will decide this and how will these be negotiated?  |
| ⇒ Who else is involved in or affected by the activity?                          |  | ⇒ What other information needs to be considered?  |
| ⇒ What are the roles of each person?  |  |   |
| ⇒ What is the timeline and when do tasks have to be done by?                    |  |   |



### 3.19 Assessment Task

#### AT2 What About Me?

##### Overview

For this assessment task you will create a Personal Development Project that involves you developing a **Self Development Action Plan**.

##### Required

As part of your **Self Development Action Plan** you are required to do the following tasks.

1. Profile your 'self' now and your **personal wellbeing** at the moment.
2. Describe your **hopes** for the **future** across a range of areas.
3. Outline your key **strengths, skills, experiences** and **qualifications**.
4. Explain areas in which you need to **improve**, and why.
5. Describe self-development or **improvement strategies** that you could undertake.
6. Describe people who could **help** you improve and develop.
7. Identify **resources** and **information** you might need to make use of to achieve your personal development.
8. Explain **three** clear **actions** that you can start to work on immediately, so as to improve your personal wellbeing.
9. Develop a realistic timeline with clearly identified steps to achieve your self-improvement actions.
10. Describe how you will **check** to see that you have made an improvement in your personal wellbeing development, and **re-evaluate** your development.

##### Method

**Stage 1:** You need to create an action plan which includes the steps, and a timeline, of how you will set out and complete your **Self Development Action Plan**.

You need to get this plan and timeline approved by your teacher.

**Stage 2:** You should create your action plan using short, clear statements.

It is recommended that you organise your **Self Development Action Plan** using dot points under headings.


You could also add images and use multimedia to put your profile together.

Your teacher will give you information about the requirements and due dates.



**Name(s):** \_\_\_\_\_

**Key dates:** \_\_\_\_\_

AT2: What About Me? - Tasks	Re-quired	Due by	Done	Teacher initials
<b>Stage 1: Planning your Self Development Action Plan</b>				
i. Negotiate the task details with your teacher.	✓			
ii. Create a plan for completing your Action Plan.	✓			
iii. Create a timeline for completing your Action Plan.	✓			
<b>Stage 2: Drafting your Self Development Action Plan</b>				
1. About me now and my personal wellbeing.	✓			
2. My hopes for the future.	✓			
3. My key strengths, skills, experiences & qualifications.	✓			
4. Areas I need to improve.	✓			
5. Self-development/improvement strategies.	✓			
6. People who could help me improve.	✓			
7. Resources and information I could use.	✓			
8i. 1st action to improve my personal wellbeing.	✓			
8ii. 2nd action to improve my personal wellbeing.	✓			
8iii. 3rd action to improve my personal wellbeing.	✓			
9. Create a self-improvement timeline.	✓			
10. Checking/evaluating that I have made improvements.	✓			
<b>Stage 3: Completing your Self Development Action Plan</b>				
⇒ Prepare a draft of your profile.	✓			
⇒ Have your teacher check your draft.	✓			
⇒ Prepare your final profile.	✓			
⇒ Present a report to the class (if required). 				
Additional information:				
Signed: _____ Date: _____				

Preview  
Draft Sample:  
Do Not  
Copy

## 3.21 Self-Reflection

### Self-Reflection Pro-Forma

Which personal development skills did I develop during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

How have these personal development skills helped to improve my work readiness?

→ \_\_\_\_\_

→ \_\_\_\_\_

How have these personal development skills helped me in other ways?

→ \_\_\_\_\_

→ \_\_\_\_\_

How would I rate my performance using a circle in developing my personal development skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

# Personal Development: Interpersonal Effectiveness

# 4

## Contents

4.01 Interpersonal Skills .....	68	4.13 Debating Rules .....	80
4.03 Communicating Effectively .....	70	4.14 Assessment Task 3 .....	81
4.07 Non-Verbal Communication .....	74	4.15 Self-Reflection .....	82
4.09 Conflict Resolution .....	76		

Activities 4: Interpersonal Effectiveness	p.	Due date/Done?	Comment
4.02A My interpersonal communication	69	<input type="text"/>	<input type="text"/>
4.04A My communications profile	71	<input type="text"/>	<input type="text"/>
4.05B For better or worse	72	<input type="text"/>	<input type="text"/>
4.06B Communication breakdown	73	<input type="text"/>	<input type="text"/>
4.08A Non-verbal communication	75	<input type="text"/>	<input type="text"/>
4.10A Conflict in action	77	<input type="text"/>	<input type="text"/>
4.12B Solving conflict	79	<input type="text"/>	<input type="text"/>
AT3 The Great Debate	81	<input type="text"/>	<input type="text"/>
4.15 Self-Reflection	82	<input type="text"/>	<input type="text"/>

Preview  
Draft Sample:  
Do Not  
Copy

Comments:

## 4.01 Interpersonal Skills

### Interpersonal skills

Interpersonal skills refer to a person's ability to communicate effectively with others across a range of life situations. Effective **interpersonal skills** are vital for developing **personal** interactions and relationships, **social** interactions and relationships, and **work-related** interactions and relationships.

The opposite (but complementary) of interpersonal skills are intrapersonal skills. **Intrapersonal skills** relate more to how people 'manage' themselves.

Some people have well-developed interpersonal skills and can **communicate** with ease. These people also tend to demonstrate **empathy** and **understanding** of others, and are driven by interactions with other people across all walks of life. Although those people might sometimes be described as tending to be more extraverted (rather than introverted), being an extravert does not necessarily lead to having good interpersonal skills. And there are many people who are introverted who actually have very well-developed interpersonal skills that they can apply when needed.

### Listening

A key to well-developed interpersonal skills is the ability to listen. Communication is a **two-way process** and requires both the message **sender**, and the message **receiver**, to interact positively.

'Listening' involves more than simply hearing, reading, or seeing a message! Listening extends to allowing others to have their say. Listening involves recognising **tone**, **pitch** and **emphasis**, also involves being able to read conversational 'markers' such as **facial expressions**, **body language**, **physical gestures**, and other **non-verbal communication** cues. **Active listeners** are usually adept at doing all of these things naturally, and as such usually have well-developed interpersonal skills.

However, we are increasingly witnessing a marked decline in both the ability, and the willingness, of people to listen to others. This is having a devastating impact on interpersonal effectiveness.

This is seen most starkly in the predominance of non face-to-face, and one-way communication, brought about through the evolution of **digital** and **social media communication**. Many people are, in effect, just shouting at each other.

Digital communication has little nuance (and is often badly written and not edited); and it struggles to convey tone and context. People are arguing at the drop of a 'cap', people are ignoring the 'truth' and opting for fake news that suits their own beliefs and values (look up **confirmation bias**), and haters and trolls are terrorising people online.

Increasingly, younger people are turning to posting staged **images** and curated **videos** to communicate 'emotions' and 'feelings' relating to the '**self**'.

The overuse of **emojis** is bringing its own problems. And of course we are witness to ongoing **mis-communication** resulting from **cross-cultural differences**!

"You do realise Plugga, that although I may 'know' a lot, I truly 'understand', nothing. You should have specified, that by thong, you meant footwear!"



Image: Ramcreative/  
Depositphotos.com

### The 'click' culture

Some clear outcomes that are being supported by contemporary studies, are that many 'younger' people are losing the ability to communicate **face-to-face**, and are becoming less able to form meaningful ongoing relationships within the '**real world**'. This could have a serious effect on the natural development and **transferability** of the interpersonal skills of our fellow human beings. So how do you feel about this?



### My interpersonal communication

A

Reflect on your own use of communication through face-to-face and online methods.

1. Describe examples of when you prefer face-to-face communication over online communication, or vice versa.
2. Explain why you prefer these methods of communication.
3. Explain both the advantages and disadvantages associated with your preferences.

Example	Why I prefer this?	Advantages	Disadvantages
<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>			

## 4.03 Communicating Effectively

### Communication

Communication is a two-way process that involves both giving or sending a message, as well as receiving a message.

Effective communication is the key to leading a rewarding life. You must communicate with family, friends, acquaintances, colleagues, customers, and a whole range of different people that you come into contact with.

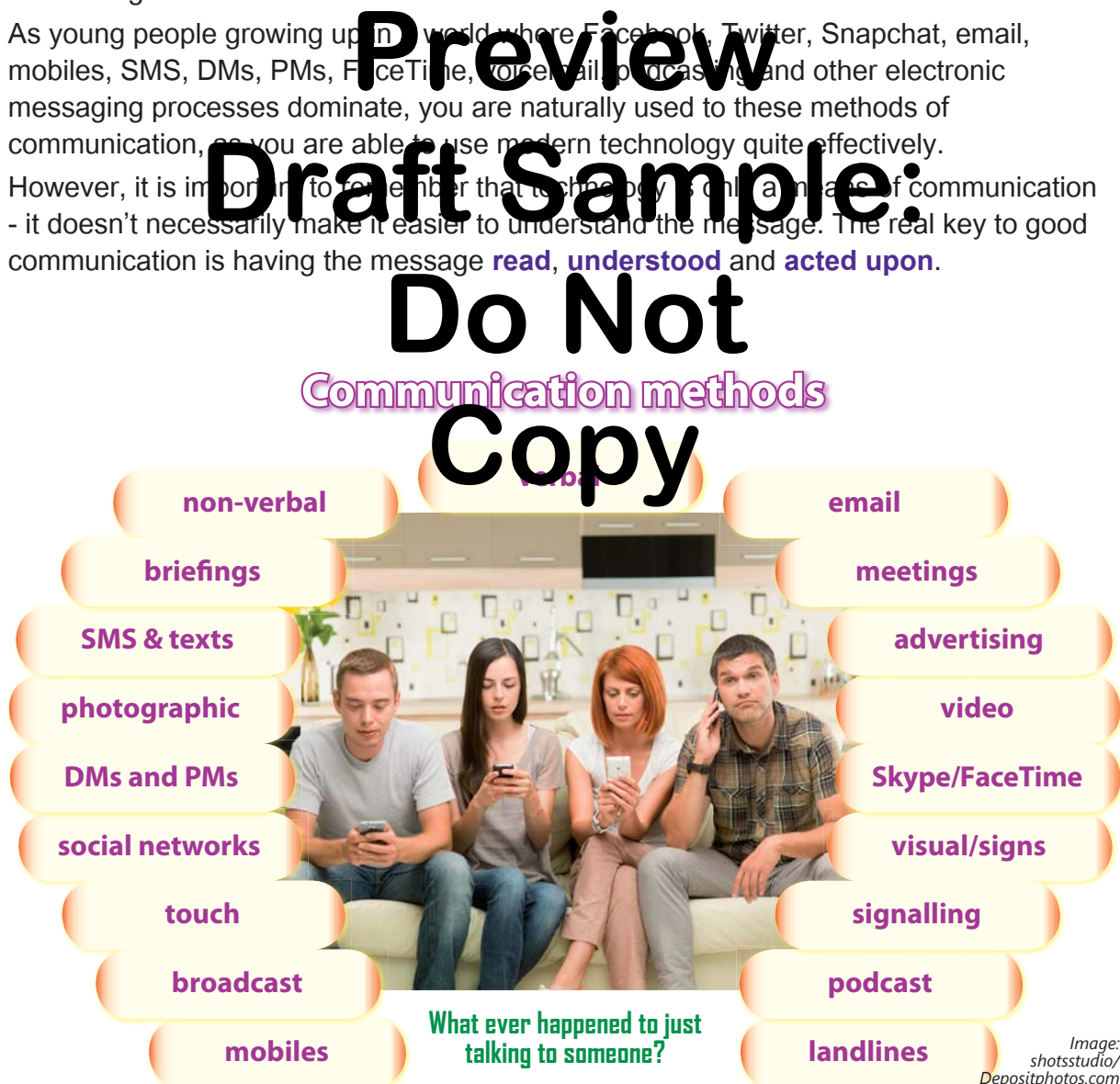
### Changing communication

A fundamental change has occurred in the way that people are communicating. Innovation in technology and mobile devices has meant that messages can now be sent much faster, much more cheaply, and to more recipients, more often.

Improved technology should mean that people are better able to communicate. But this new technology has also led to ineffective communication, over-communication and communication-addiction. For example, many people are now spending way too many hours posting, liking, 'LOLing', commenting and messaging electronically through social networking and modern communication devices.

As young people growing up in a world where Facebook, Twitter, Snapchat, email, mobiles, SMS, DMs, PMs, FaceTime, voice mail, podcasting and other electronic messaging processes dominate, you are naturally used to these methods of communication, so you are able to use modern technology quite effectively.

However, it is important to remember that technology is only a means of communication - it doesn't necessarily make it easier to understand the message. The real key to good communication is having the message **read**, **understood** and **acted upon**.





## My communications profile

A

Develop a communications profile to summarise your own (or someone else's) preferred ways of communicating. Complete each of these categories; add other relevant information.



### Communications profile for:

Phone					
How would you categorise your use? extreme heavy moderate infrequent not-at-all					
model(s)	carrier(s)	plan	messaging	calls	average spend/ who pays?
			frequency: weekdays	call minutes: weekdays	
			frequency: weekends	call minutes: weekends	
Other information:					

Online					
How would you categorise your use? extreme heavy moderate infrequent not-at-all					
devices/equipment	provider	plan	email	social networking	average spend/ who pays?
		no. of messages:	main uses:	sites:	
		hours online: weekdays	hours online: weekdays	hours online: weekdays	
		hours online: weekends	hours online: weekends	hours online: weekends	
Other information:					

Face-to-Face						
Describe your skill level in face-to-face communication? very good good reasonable basic need a lot of improvement						
family	personal	social	school	work	hobbies	other
time spent communicating:	time spent communicating:	time spent communicating:	time spent communicating:	time spent communicating:	time spent communicating:	time spent communicating:
communication methods:	communication methods:	communication methods:	communication methods:	communication methods:	communication methods:	communication methods:
Other information:						

Preview  
Draft Sample:  
Do Not  
Copy

## 4.05 Communicating Effectively

### B For better or worse

Describe how 3 different methods of communication help to make your life easier, but at times, also more difficult.

Communication method	Makes my life easier by...	But it can make things harder by...
text messaging		

Preview  
Draft Sample:

Tips for active listening...

Do Not  
Copy

If you are an active listener you will be more able to interpret non-verbal communication. By being an active listener you can really judge whether people's actions match their words! You should also use these skills yourself to make sure you back up your actions with words.

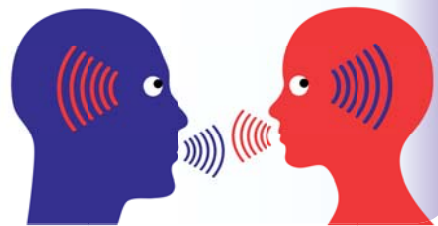


Image: sangoiri/  
Depositphotos.com

#### Using your ears and eyes

- ⇒ Is the person backing up what they say with how they act?
- ⇒ Listen to hear if what a person is saying matches their body. "I'm OK," Shaking their head? I don't think so!
- ⇒ Gestures support what is said. "I didn't do it!" Palms up, maybe I'll believe you.
- ⇒ Look for a 'tell'. Shifting gaze, covering their face and so on.

#### Using your mouth and eyes

- ⇒ Don't be a silent participant in a conversation, but don't dominate it either. Make it a two-way exchange, or more!
- ⇒ Show with your face, body and words that you are taking in what they are saying.
- ⇒ If you are unsure, ask questions to clarify.
- ⇒ Professionals even take notes!

PDS  
SUPER  
SKILLS

## Common causes of communication breakdowns...



Image: AndreyPopov/  
Depositphotos.com

# Draft Sample:

### Communication breakdown

C

1. List 3 different examples of communication breakdowns that sometimes occur in your life.
2. Suggest strategies to improve communication so as to better deal with each of these.

Communication breakdown	Strategy to deal effectively with this breakdown.
personal life	
school life	
team-based or work life	

Do Not  
Copy

## 4.07 Non-Verbal Communication

### Non-verbal communication

Non-verbal communication is sometimes referred to as **body language**. Different studies estimate that 90% or more, of what we communicate, is actually through non-verbal means.

Visual cues, signs, signals, gestures, facial expressions and clusters of these non-verbal actions go a long way towards determining the way that people interpret us.

Body language experts say that by learning to read non-verbal communication in others, we can become more successful with our friendships, our careers and of course in our romantic lives!

Let's look at some simple non-verbal gestures. However, we should understand that a sign on its own might not really mean anything. Rather it is important to look for groupings or 'clusters' of gestures that are used together.



### Body language gestures

**No. Headshake.** A baby shakes its head to stop being fed. People shake heads when they disagree. Most people do it unconsciously.

**Yes. Head nod.** A baby suckling. Do you agree. Nod your head and say no. It is very hard to do.

**Keep out.** Crossed arms or closed fists. People create a barrier to protect or close themselves off or keep someone out. Can't get me!

**I'm ready for action.** Hand on hips, chest out. I dare you, have a go!

**I'm smarter or bigger than you.** Hands on head with elbows up. (This also thrusts the chest out.) A manager might try this when sitting at their desk.

**I don't believe you (what I'm seeing).** Rubbing an eye (or gently touching it). See no evil!

**I don't believe myself.** Hand to mouth (or gently touching it). Speak no evil!

**Rubbish! Hand over mouth, just like a child.** What have you, or I, said? Oh no, close this hole before it gets me into big trouble.

**I'm not sure I believe you.** Hand to ear (or gently touching it). Hear no evil!

**I don't believe... you, me or it!** Touching one's nose. e.g. If I was Pinocchio my nose would be growing, I better check mine!

**I am deciding.** Stroking one's chin. Stroke yours. What sound would you make.

**It's time.** Rubbing hands together in anticipation, or at the prospect of a sale, money, nice dinner, a present, etc.. Like a hard nosed person in a suit.

**Feel nervous.** How's my hair? I better check it again. It's still there. A good comb-over. (Substitute lipstick...or mobile phone. I have friends, I'll check to see if they have that'd me.)

**What a pain.** Scratching one's neck or lightly touching it. What a pain in the neck!

**Contempt.** Head flick, usually with crossed arms and one leg pointing at the contemptible one. "Who does she think she is?" Hummph! Try it!!

**Honest.** Open palms. Look see, nothing here. "I swear Miss, the bus driver ate my homework!"

**Don't.** Beating finger - subtle; beating hand - forceful; beating fist - aggressive. "I told you so." Bang, bang, bang, one syllable at a time. Do not do this a-gain or I will I smack you.

**Down boy.** Palms down. Down you go, be submissive.

**Up you get.** Palms up. Come on wake-up and get out of bed, time for school.

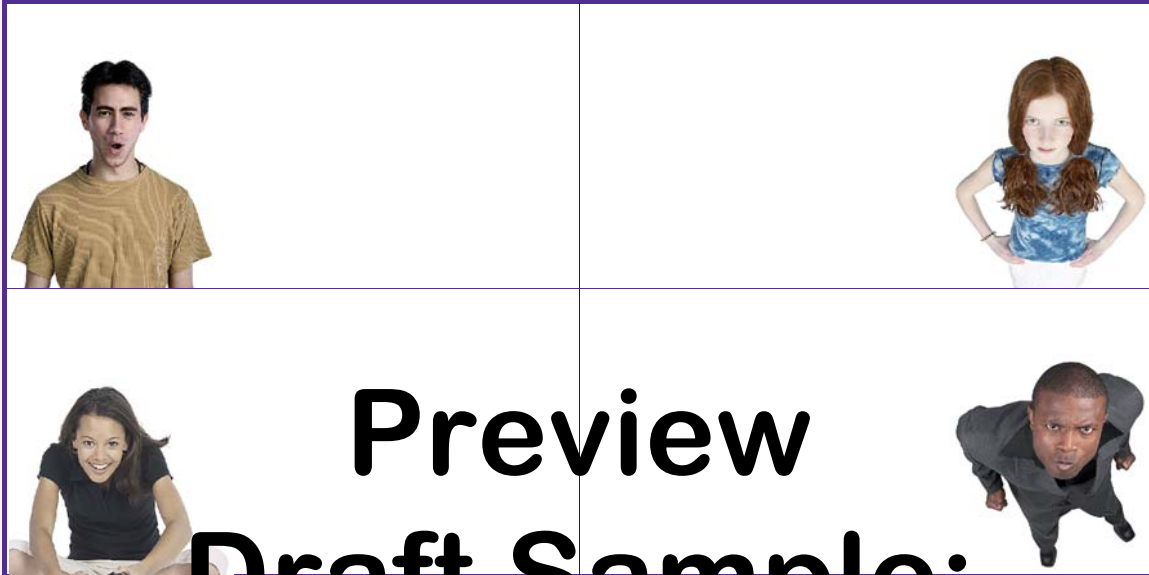
**Surprise.** My jaw dropped in amazement. "I was like...O-M-G!"

Preview  
Draft Sample:  
Do Not  
Copy

PDS  
SUPER  
SKILLS

## Non-verbal communication A

1. Using 3 words, describe each person's non-verbal actions/features. Name each person. (Remember, you are not describing how attractive each person is, you are describing how they are using their facial features.)
2. Use a word to describe each person's emotional state. On a scale of 1 to 10 (very high) rate each person's personality. Does their age change your view?



Preview  
Draft Sample:  
Do Not  
Copy

3. Think of 2 truths and 1 lie about yourself. Each of you will communicate these statements in front of the whole class. Each class member will judge whether they think each statement is a truth or a lie, and also identify the main reasons for their decision.
4. Your teacher will help you develop a table to organise your results. As a class discuss these results. e.g. Who is a good liar, why? Who is a good spotter, what gestures were used, how accurate were the overall results, who was unreliable, and so on? This activity could be filmed and shown to the whole class and used to investigate non-verbal communication.
5. Go online, and in pairs find out 3 new things about non-verbal communication that you can share with the class. Find and share an image or video that illustrates these.




---

---

---

---

---

---

---

---

## 4.09 Conflict Resolution

### Conflict 101

Conflict is a situation whereby two or more people or parties have a clash of goals or values. In essence, conflict occurs because people disagree over issues.

In a lot of cases this disagreement originates from differences in the ways that people prefer to get things done, or achieve goals, or solve problems.

Conflict is a natural state that comes from competition. Given this, conflict is not always bad. For example, two football teams trying to win a match will be in a state of positive conflict with each other.

However, most interpersonal conflict is destructive because it occurs between people and groups engaging in a clash of values trying to force a win:lose situation.

### Intrapersonal conflict

This happens inside someone when one is forced to question, or go against, their own values. Intrapersonal conflict can occur over personal, social or workplace issues.

e.g. You might feel that you're forced to do something that you disagree with, such as working on a public holiday.

### Interpersonal conflict

This occurs when a person has disagreements with others. Conflict might occur in our personal lives, our daily lives, or our working lives; and is externalised.

e.g. You might have an argument with your parents about staying out late at night.

# Preview



# Draft Sample: Do Not Copy

### Personal life conflict

As people we enjoy relationships with our family, partners and friends.

But from time to time we may have disagreements, clashes and impasses with these important and significant people in our lives.

People often have conflicts over different values, communication breakdowns, or needs that they feel aren't being met. This conflict may often spill over and impact on the other parts of your life, such as school and work.



### Types of conflict

### Work/life conflict

Many employees face daily pressure and stress from difficult customers and clients.

Customer service roles in retail, hospitality and community service expose younger and inexperienced workers to angry customers.

Employees face conflict from bad interpersonal relations with other employees and with management.

Poor managers treat workers badly by yelling and making unfair demands.

Some workers have poor attitudes and feel they shouldn't be told what to do and refuse to carry out instructions.

### School & work/life conflict

Life is hectic and school and work sometimes gets in the way!

Homework, work hours, overtime, rosters, teachers, students, deadlines, workload, stress, responsibilities; they all impact on our personal life.

You should leave your personal problems at home, but many people bring their personal issues to school, or to work, taking out their frustrations on classmates, workmates and customers!

Does that sound like anyone you know?







**Preview**  
**Draft Sample:**  
**Do Not Copy**

Conflict in action

A

Explain the type(s) of conflict occurring in each of these situations. How would you react?

Ngha, in Year 11 and working as a cashier at a cafe, has asked her boss to work an extra shift from 8pm to 12 on a school night.

Steevee didn't send a text message to his girlfriend, Evie on their 6-week anniversary.

Coral's teacher always yells at her when she makes a mistake.

## 4.11 Conflict Resolution

### Resolving conflict

Conflict will happen, but not all disagreements are conflict. However, someone who is used to getting their own way can manage to turn all disagreements into conflict. Some people, who wrongly think they are assertive, are actually aggressive.

But there are ways to effectively handle conflict, and **conflict resolution** is a skill that can be learned.

Conflict shouldn't result in negative outcomes; provided that conflict resolution steps are followed. In many cases **negotiation** and a sensible **compromise** can lead to a win:win situation.

### Tips to manage conflict

- ☹ Focus on the problem, not the actions that have resulted from the problem.
- ☹ Allow each side to be heard. Actively listen to the needs of the other party.
- ☹ Do not ever get personal or allow the parties to continue personal attacks.
- ☹ Ask "what happened?", or "what did you do?", not "why did it happen?"
- ☹ Guidelines and laws exist to help avoid conflict.
- ☹ Threats, bullying, intimidation and violence are unacceptable and must be dealt with by someone with authority. You may need to remove yourself from a threatening situation.



## Preview

### Conflict resolution

#### 1. Change conflict to cooperation by working together.

- ⇒ Attack the problem, not the people involved.
- ⇒ Focus on satisfying the underlying needs of the parties and the solution might often sort itself out.

#### 2. Be empathetic and gain an understanding of the other party's needs.

- ⇒ Ask questions about people's point of view.
- ⇒ Remain calm and don't accuse or judge the other person.

#### 3. Explain how the other party's behaviour or position makes you feel.

- ⇒ Don't argue over what the other party has 'done', instead use words that emphasise feelings.
- ⇒ Show how the consequences of actions or inaction impacted on your feelings. e.g. "The shouting made me feel..."

#### 4. Use a neutral mediator to help solve the problem.

- ⇒ In neighbourhood disputes trained mediators may be used to reduce confrontation.
- ⇒ In a workplace dispute you might need to refer a difficult customer to an appropriate supervisor.
- ⇒ In industrial disputes an independent third party may be brought in to help the parties negotiate and reach an agreement.

#### 5. Schools and workplaces should have conflict resolution policies.

- ⇒ Follow established policies, protocols and guidelines.
- ⇒ Document the situation in writing.
- ⇒ If unsure, intimidated or you feel that the conflict isn't resolved, seek help from a teacher, supervisor, senior work colleague, your union rep or an outside agency.

PDS  
SUPER  
SKILLS

## Solving conflict B

Form a group of 3 or 4. You are the conflict mediation team responsible for dealing with Jan's problem. (Complete these tasks in your workbooks.)

Jan is a competent teacher but doesn't often work all that well in a team. Jan is not accepting of other people's ideas and often has outbursts of anger during meetings if she doesn't get her own way. Jan hogs the photocopier and seems to believe that her way is the only right way and aggressively tells people that they are wrong and stupid. Jan justifies her actions by saying that she has a short fuse and it's just her personality,

so deal with it. Although Jan seems to get over her anger easily, her colleagues find that they are uncomfortable working with her and often avoid her for fear of conflict. They have complained of intimidation and bullying. Her department head treats her 'carefully' for the same reasons.



1. Briefly summarise what seems to be the conflict situation.
2. List 5-10 questions that you might want to ask the main parties involved about the situation.
3. Outline how you are going to use each of the 5 steps for conflict resolution listed opposite to assist you in this dispute.
4. What might be the next step? In the conflict resolution you have just resolved?
5. Write a script to use to help you settle the conflict. Act this out for the class.
6. Use the space below to draft another scenario involving a conflict situation commonly faced by people your age. Perform it for the class.

Draft:

**Do Not  
Copy**

## 4.13 Debating Rules

### Rules of debate

- 🗣️ When having a formal debate you should follow these commonly accepted rules.
- 🗣️ A debate is usually held over a proposition that would enact some type of change. For example: "That the legal drinking age in Australia should be increased to 21."
- 🗣️ Those debating for the proposition form the affirmative team.
- 🗣️ Those debating against the proposition form the negative team.
- 🗣️ The rules of debate are as follows.
  1. The debate should be chaired by a neutral person skilled in the rules of debate. A timekeeper with a bell might also be appointed. The chairperson controls the debate.
  2. Each team should have three speakers. The order for speaking must be submitted to the chair before starting.
  3. Each debate should comprise 6 speeches (3 from each side.) Each speaker may only give one speech.
  4. The team speaking in the 'affirmative' will start the speeches and the speeches will alternate between teams.
  5. Each debate will also include one right-of-reply speech for each side. The right-of-reply speeches can only be given by the first or second speaker of each team.
  6. The team replying in the 'negative' shall give their right-of-reply speech first.
  7. A set duration for speeches will be agreed to, i.e. 4-7 minutes.
  8. Reply speeches shall be half the time or less, i.e. 2-3 minutes.
  9. A warning bell will sound one minute before the conclusion of each speech.
  10. Some debate formats allow 'points of information' to be made during speeches. (Your teacher will explain the rules surrounding these if you are going to follow this format.)
  11. Debates are normally judged based on content, style and strategy. Invite an independent audience in as judge. Your teacher can explain the judging process more.



- 🗣️ If you want to find official and formal rules try:

[www.schoolsdebate.com/guides.asp](http://www.schoolsdebate.com/guides.asp)



PDS  
SUPER  
SKILLS

## The Great Debate AT3



You are required to participate in a formal discussion or debate. Your teacher will outline the requirements of this task, and whether the debate will be organised according to formal debate rules, such as those on p.80.

- i. A topic will be decided in negotiation with your teacher. You might use an issue you have investigated in your VCAL, or an issue relevant to people your own age. One possible topic might be: *“Modern communication devices are causing young people to be less able to deal with people face-to-face.”*
- ii. Depending on class size you might need to hold two, or more, debates on the same or different topics.
- iii. Negotiate and plan a suitable timeline with your teacher and team mates.
- iv. As a class you will need to develop a fair way of determining which team wins the debate. You will need to develop some criteria to judge this, and set these out on an evaluation pro-forma.
- v. You must invite a neutral person or panel to judge the debate. This might be your principal, coordinator or someone else. They will use your evaluation pro-forma.
- vi. A neutral person (such as your teacher) must chair the debate and act as a timekeeper.
- vii. You should use the *Debate Evaluation Pro-Forma* from *Literacy Intermediate* (p.159) to evaluate each student's performance during the debate. Copies of this will need to be made. Complete the evaluation soon after the debate has been completed.
- viii. This task might cross over with Literacy learning outcomes and integrate with an issue you have researched in Literacy.
- ix. You should also evaluate your own performance.
- x. You should enjoy yourself, but prepare thoroughly and rehearse; because good debating is hard work. You could dress professionally for the debate as well.

The topic is: \_\_\_\_\_

\_\_\_\_\_

Debate date/time: \_\_\_\_\_ Draft due: \_\_\_\_\_

Team Members: \_\_\_\_\_

Other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Preview  
Draft Sample:  
Do Not  
Copy



## 4.15 Self-Reflection

### Self-Reflection Pro-Forma

Which personal development skills did I develop during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

How have these personal development skills helped to improve my work readiness?

→ \_\_\_\_\_

→ \_\_\_\_\_

How have these personal development skills helped me in other ways?

→ \_\_\_\_\_

→ \_\_\_\_\_

How would I rate my performance (use a circle) in developing my personal development skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_



# Personal Development: Becoming a Leader

# 5

## Contents

5.01 Leadership.....	84	5.15 Assessment Task 4.....	98
5.05 Management Styles.....	88	5.18 Unit Self-Reflection.....	101
5.11 Motivation and Participation .....	94	5.19 Unit 1 Assessment Record.....	102

Activities 5: Becoming a Leader	p.	Due date/Done?	Comment
5.02A Leadership terms	85	<input type="text"/>	<input type="text"/>
5.03B Leadership responsibilities	86	<input type="text"/>	<input type="text"/>
5.04C Leadership profile	87	<input type="text"/>	<input type="text"/>
5.04D Future leader	87	<input type="text"/>	<input type="text"/>
5.06A Influences on management styles	89	<input type="text"/>	<input type="text"/>
5.10B Identifying management styles	92	<input type="text"/>	<input type="text"/>
5.10C Appropriate management style	93	<input type="text"/>	<input type="text"/>
5.12A Motivating factors	95	<input type="text"/>	<input type="text"/>
5.13B Motivation and me	96	<input type="text"/>	<input type="text"/>
5.14C Motivation and participation	97	<input type="text"/>	<input type="text"/>
AT4 Training Activity	98-100	<input type="text"/>	<input type="text"/>
5.17 Assessment Task - Evaluation Report	100	<input type="text"/>	<input type="text"/>
5.18 Unit Self-Reflection	101	<input type="text"/>	<input type="text"/>

Comments:

## 5.01 Leadership

### Leadership 101

What makes a leader? Why do some people emerge as leaders in our society, while others sit back and do little?

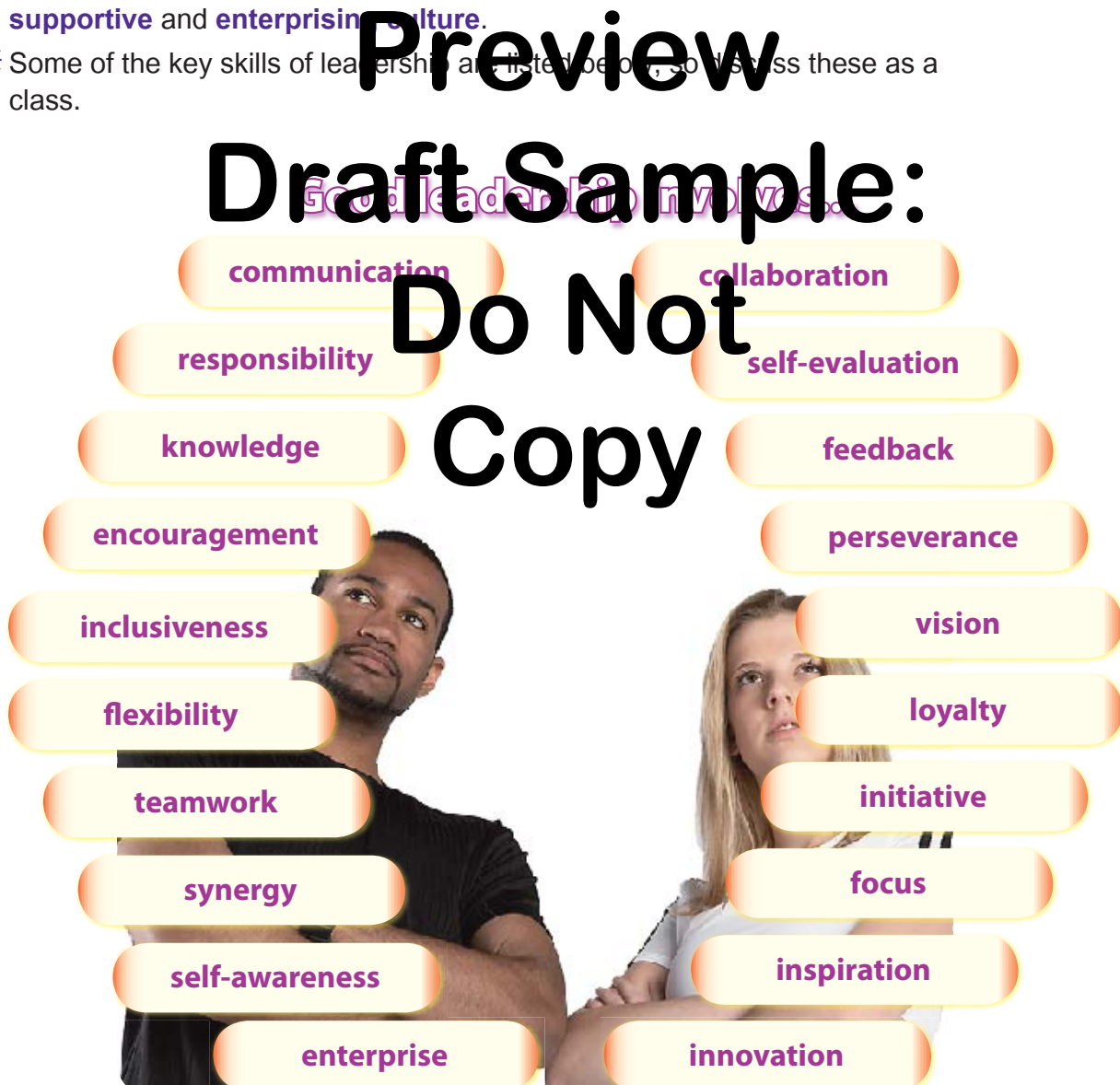
In the past, society used to say that leaders were “born and not made”. This meant that leaders gained their authority through their birthright. In today’s more egalitarian world, opportunities exist for exceptional young people from all walks of life to emerge as potential leaders.

At times leadership is confused with management and authority. Managers and people in authority are not necessarily leaders; they must become leaders. Leadership is shown when a person is able to, and willing to, accept **responsibility** for the actions of themselves, and of those that they are leading.

Some people argue that there are innate qualities in some people that make them good leaders. This is supported by the recent emphasis on the importance of highly-developed levels of **emotional intelligence** to support effective leadership.

One thing is certain, leadership needs to be encouraged by creating a **supportive** and **enterprising culture**.

Some of the key skills of leadership are listed below, so discuss these as a class.



## Leadership terms

A



1. Match the leadership traits from the diagram with the correct definitions. Write definitions for 3 of the terms that are left out, but make sure that you discuss all the terms as a class.

Term	Description
i.	The ability to look for and create opportunities, rather than just sitting back and waiting for things to happen.
ii.	The ability to remain true to yourself, to your values, or to someone you are involved with.
iii.	The ability to talk with people and to give them constructive criticism and positive reinforcement; and also to be prepared to listen to what others say about you.
iv.	The ability to see and develop new trends, new products and new and better ways of doing things; being more enterprising.
v.	The ability to know one's strengths and weaknesses, and to be prepared to act in accordance with these.
vi.	The ability to effectively get a message across using verbal and non-verbal techniques, and to be able to listen, and to tailor a message to suit the listener.
vii.	The ability to ensure that people have different skills and abilities and that different cultures are included in what goes on.
viii.	The ability to stick with a task and see it through even, if it takes longer than expected, and to be able to do this as well as expected.
ix.	The ability to be able to perform varied tasks at the same time, and to have the knowledge and skills to back this up.
x.	The ability to accept that you are in control of your own actions, or that you are the person in charge of others.

2. Describe a time when you demonstrated leadership skills.

---



---



---



---



---

## 5.03 Leadership

### B Leadership responsibilities



1. As part of the planning process for your PDS Activity you will need to develop clear guidelines that outline the responsibilities of your team leader. You might discuss these as a class; or within the teams in which you are doing your PDS Activity. Each team member must have their own copy of these.
2. Add 2 more leadership skill areas that suit the nature of your team activity.
3. Try to suggest 2-3 roles/responsibilities for each leadership skills area.
4. Once developed and agreed to, all team members must abide by these.

Leadership skill	The roles/responsibilities of the leader will be to...
communication	<ul style="list-style-type: none"><li>• Treat all group members with respect and in a professional manner.</li></ul>
planning and organising	
negotiation	
problem-solving	
decision-making	
motivation	

For our team activity our leadership will be organised/structured as follows:

The type of decision-making process that will be used by our team is:

In the event of a dispute, it will be the role of the team leader to:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Leadership profile C

Research and write a profile of a famous international, Australian or local leader that you admire. Clearly state how the person is demonstrating leadership. Include a graphic.  
(Use your workbooks if needed. Your teacher might make this an oral report.)



Preview  
Draft Sample:

Do Not  
Copy

## Future leader D

Write a profile of someone in the class or in the school who you think would make a good leader. Use leadership characteristics to explain how they might be likely to succeed.

---

---

---

---

---

---

---

---

---

---

## 5.05 Management Styles

### Management styles

A management style can be described as the way that a person leads others and makes decisions.

Managers as leaders want to achieve the same basic aim; that is to achieve the goals and objectives associated with the task of managing. However, the styles that people use may vary considerably.

One way to choose the most appropriate style of management depends upon the leadership style that is evident throughout a group or an organisation.

Other factors that can influence the most appropriate style of management include the type of task being performed, the skills level of employees, and the personalities of both managers and employees involved.

At their most basic level, management (and leadership) styles can often be categorised as either **task-oriented** styles, or **people-oriented** styles.

What do you think might be the difference between the two styles?



"When I'm in charge it will be my way or the highway!"

# Draft Sample:

### Task-oriented style

A task-oriented style focuses mainly on solving the problem at hand, i.e. "What do we need to do in order to get the task done?" Key features include these.

- ⇒ Direct supervision of employees.
- ⇒ Clear, strict and formal processes, systems and established methods.
- ⇒ A high level of control by managers.
- ⇒ Top-down decision-making from management down to workers.
- ⇒ Very little, if any, employee-involvement in decision-making.
- ⇒ Outcomes focused.

# Do Not Copy

### People-oriented style

A people or employee-oriented style focuses mainly on group motivation, i.e. "How can we best motivate employees (our team) so they best get the task done?" Key features include these.

- ⇒ Indirect supervision of employees.
- ⇒ Flexible and dynamic systems and processes.
- ⇒ Less emphasis on direct day-to-day control from managers, which encourages flexibility.
- ⇒ Shared decision-making including group feedback.
- ⇒ Significant employee-involvement in decision-making.





Influences on management styles A

Choose the most appropriate word to complete this passage about management styles.

Four of the main influences on a leader's management styles are their personality, the workplace culture of the organisation, time constraints, and the age, skills and experience of employees or group members.

Most leaders will use a leadership or management style that reflects their own personality.

Some leaders have well developed interpersonal skills and highly developed emotional intelligence, and favour a more participative style that focuses on team-building and team building.

Other leaders might be more people-oriented and task-oriented, preferring established guidelines and rules to make decisions.

Whichever style, a person's personality will be one of the strongest influences on the way that they manage; people just can't avoid acting the way that they are.

People can only manage the way that they are permitted to according to the accepted workplace culture within an organisation.

Some organisations have strict, formal management structures in place, which means that managers have to follow and adhere to this style.

Other organisations favour a more decentralised style that encourages employee participation in decision-making, expecting their leaders to follow this style.

In either case a manager will only be successful if their leadership style matches the prevailing culture of the organisation.

When decisions need to be made quickly, managers might be best placed to follow established rules and procedures. This type of task-orientation focuses on 'getting the job done'!

When decisions are not as urgent (such as planning for change) then it might be better to involve employees in decision-making so as to improve motivation and plan for a better future.

If employees are younger, less-skilled or less experienced then a leader might choose to use a more rigid management style that follows stricter guidelines. This is because employees may not want to, nor be skilled enough to deal with the responsibility that comes with having to make decisions.

If employees are more experienced and more qualified, then a manager might want to utilise their expertise by encouraging employees to participate in making decisions.

- |  |  |   |                                  |
|--|--|---|----------------------------------|
| <input type="checkbox"/> autocratic    | <input type="checkbox"/> influences    | <input type="checkbox"/> management     | <input type="checkbox"/> rigid   |
| <input type="checkbox"/> culture       | <input type="checkbox"/> interpersonal | <input type="checkbox"/> motivation     | <input type="checkbox"/> rules   |
| <input type="checkbox"/> decentralised | <input type="checkbox"/> involve       | <input type="checkbox"/> people         | <input type="checkbox"/> team    |
| <input type="checkbox"/> decisions     | <input type="checkbox"/> lower         | <input type="checkbox"/> permitted      | <input type="checkbox"/> utilise |
| <input type="checkbox"/> experienced   | <input type="checkbox"/> making        | <input type="checkbox"/> responsibility |                                  |

## 5.07 Management Styles

### Authoritarian/autocratic

An authoritarian or dictatorial style of management is the most extreme form of **task-orientation**.

Under an authoritarian approach, decisions are made by managers with little input asked for, or provided by, employees.

Decision-making is often centralised, and then is communicated using a top-down approach from managers down to employees (subordinates).

For example, under an authoritarian approach you as a manager might decide on the best way to serve customers. You will then have to communicate this to employees, and make sure that all employees carry out these instructions to the letter!

Or for your Personal Development Activity you, as the leader, might mandate that your team member wear barrier gloves when handling food. This is not a point that's open for negotiation. Either it's **done** or it **isn't**. It must be followed by all.

❏ Does this sound like a style you would prefer to use as a manager or leader? Even the type of style that you would prefer that your manager or leader used if you were their employee?



"Look, I don't yell or scream or treat my workers badly. But I'm paid to make the decisions so it's up to me to be firm and to make it clear what they have to do. And my workers respect that."

# Preview Draft Sample:

# Do Not

# Copy

## Authoritarian: Underlying assumptions...

The manager has an extremely high degree of power.

Decision-making is often centralised.

Employees follow strict rules and procedures.

Uses one-way, top-down management communication.



Management is responsible for decision-making. Employees are responsible for getting the task done successfully.

Suits managing lower-skilled or new employees.

Useful when clear processes are already in place.

Good for meeting tight deadlines.

Image: ahmetemre/  
Depositphotos.com

### Participative/democratic

The participative style of management is a form of **people-oriented** management.

A participative approach usually involves employees in decision-making, and increases employee responsibility and inclusiveness.

Success of the participative style of management relies upon employees being trained in decision-making, problem-solving and communication.

A participative style usually requires managers and employees to have well-developed interpersonal skills. Does this sound like you?

For example, as part of a participative approach, you might have to deal with other workers on an ongoing basis on team projects with shared goals. This means that you will have to have highly developed emotional intelligence.

Or for your Personal Development Activity your team leader might allocate people into sub-teams, and give them responsibility for handling a specific part of the overall task, such as developing your multimedia report.



So, is this a style you would prefer to use yourself as a manager or leader, or a style that you would prefer to work under as an employee?

**Preview  
Draft Sample:  
Do Not**

"I encourage my workers to be involved in decision-making. It doesn't mean I'm Ms. Nice all the time, but I trust in the expertise and experience of my team to make decisions for the good of the company."

Image: pressmaster/  
Depositphotos.com

### Participative: Underlying assumptions...

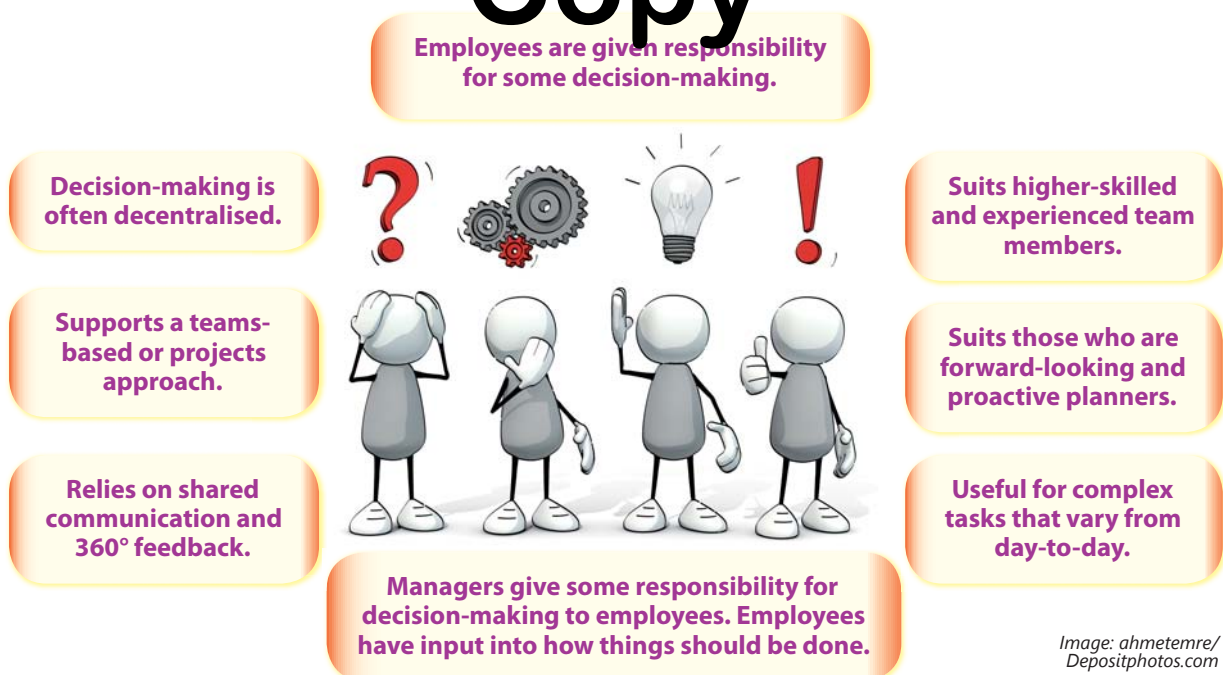


Image: ahmetemre/  
Depositphotos.com

## 5.09 Management Styles

### Other management styles

Other management styles can also be identified. But usually they are variations of either a participative style of management, or of an autocratic style of management.

#### Persuasive style

- ⇒ Effective persuasion is often a personality trait of natural leaders.
- ⇒ This a task-oriented style, because managers are responsible for decision-making.
- ⇒ A persuasive manager 'sells' his/her decisions to employees or group members.
- ⇒ This style brings employees along and can create a more positive working relationship.
- ⇒ It can be supported by techniques such as bonuses, team meetings, or even negative reinforcements such as threats.

Persuasion is not necessarily a bad thing. Your teacher will often have to use a persuasive style of management to encourage you to complete your work in order to achieve your learning objectives. Sometimes you even have to persuade yourself!

#### Consultative style

- ⇒ Management consults with employees, key individuals, groups, teams and networks; but management still make the decisions.
- ⇒ Enables management to seek advice from those who have insight and expertise.
- ⇒ Employees feel that they a part of the decision-making process, but don't have to bear the burden of responsibility.
- ⇒ A successful consultative management can get the best of both worlds, and create a win-win situation.
- ⇒ The consultative style of management leans more towards a participative approach to management, however, decision-making power still rests with management.

#### Laissez-faire style

- ⇒ The laissez-faire style of management sees managers have very little input in day-to-day decision-making, instead placing full trust in their workers.
- ⇒ Laissez-faire management requires the manager to lead and control and to set broad guidelines. Managers might only be responsible for meeting budgetary constraints, coordinating timelines and ensuring that employees meet their broad objectives.
- ⇒ The laissez-faire style is used where employees are extremely highly-skilled and motivated, and when they don't require constant supervision in order to do their jobs; e.g. scientific research, creative design processes and other related professional fields.

Laissez-faire does not mean its fair to be lazy! Employees working under a laissez-faire style of management usually work much longer hours than under any other management style! Employees must be highly-skilled and self-motivating in order to work effectively under a laissez-faire style.



**"My medical research team doesn't need me in their face every day!"**

Identifying management styles **B**

You can often identify a leader's management style by listening to what they say. For example, a person who favours an authoritarian style is unlikely to be heard saying "Let's work on this together". They are far more likely to say, "I need you to finish this by close of business today!" They will use direct statements, instructions and even orders in their speech. For the following expressions, explain the kind of manager you would expect to use them.

- i. "I'd like to get your opinion on this." \_\_\_\_\_
- ii. "It's in everyone here's interest that we make these changes." \_\_\_\_\_
- iii. "That's for me to worry about!" \_\_\_\_\_
- iv. "Let me know how your team thinks we should handle this." \_\_\_\_\_
- v. "How much time do you think you'll need for this project?" \_\_\_\_\_

# Preview

Appropriate management styles **C**

1. Explain which management style you would most respond to, as an employee or team member.

**Draft Sample:**

**Do Not**

**Copy**

2. Explain which management style that you, as a manager or team leader, would most prefer to use.

3. Justify which style or styles you think would work most effectively for your PDS Activity.





## 5.11 Motivation and Participation

### Motivation 101

Motivation drives people to act in certain ways. Motivation may occur **intrinsically** from within a person, or occur **extrinsically** from outside a person.

Different factors or drivers motivate different people in different ways - and at different stages of their lives. That's a lot of differences!

It isn't easy to motivate yourself, and it is usually even harder to motivate other people.

It's quite difficult to get people to do something they don't want to do if they aren't motivated to do it.

There isn't one particular set of rules or guidelines that you can use when it comes to motivation techniques.

But there are basic accepted theories of motivation that apply generally to people in work and other 'professional' situations.

### Motivation

Two basic factors that can motivate people is when they are:

1. trying to achieve a positive goal (**proactive**), or

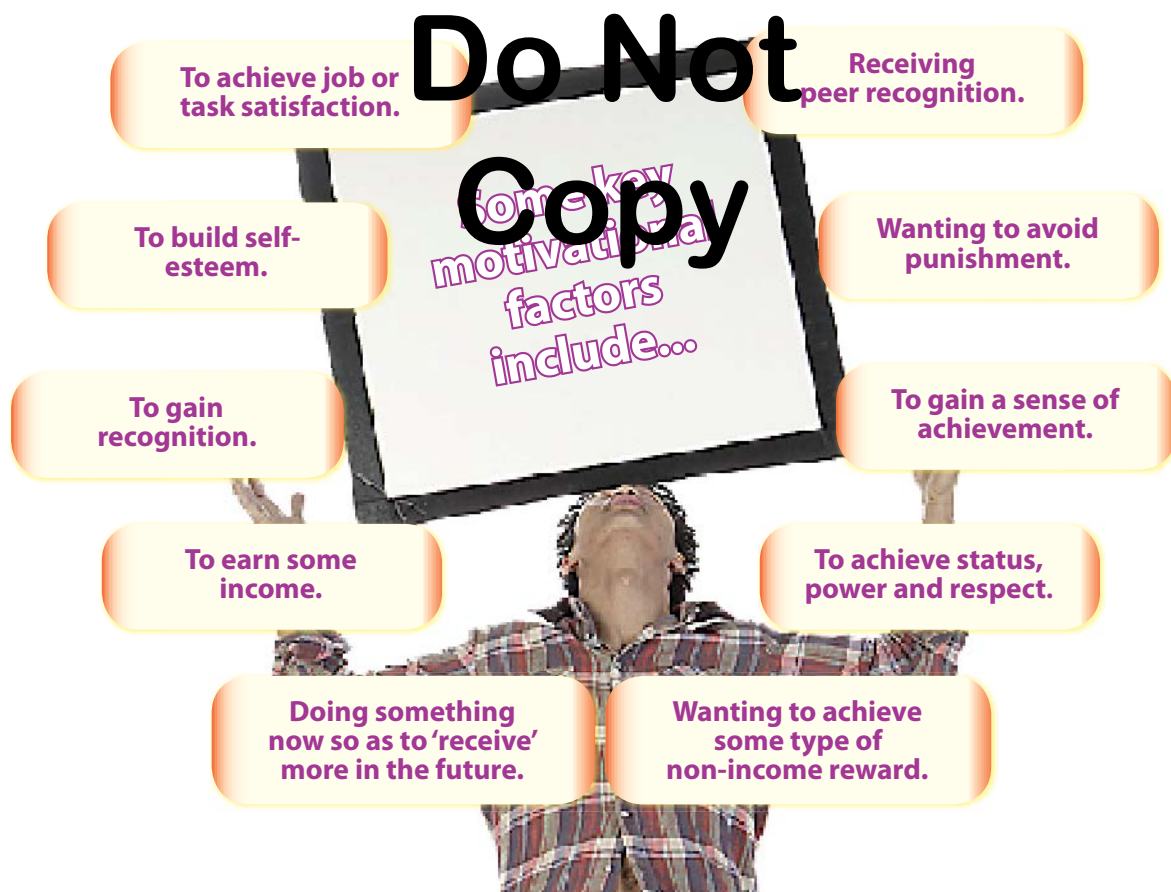


2. trying to avoid a negative consequence (**reactive**).



# Preview

## Draft Sample:





Motivating factors

A



Highlight or underline key motivators in this article. Discuss these as a class using examples from workplaces or group activities you are familiar with. Why not act-out some of these as workplace or team scenarios.

**What motivates people to work?**

What drives people to do things? What causes people to act in certain ways? Why do some students work harder than others? Why do some employees work harder than others? These are all tricky questions to answer.

People are motivated by different things at work. Some people are motivated by money, income and wealth. Some people are motivated by status, recognition or respect. Some people are motivated by achievement, creativity or personal growth. Some people are motivated by family, personal and religious beliefs, or social interaction. Some people aren't motivated at all!

Many people, and younger people in particular, often argue that money is the best motivator. You might say that "if you pay me, I'll work." Students have even said to me that if I paid them for producing their assignments they would do all the work and hand it in on time. Is this the answer, just cough up the money to generate a better outcome?

Just reflect on the world around you. Those of you with a job work with others who are often being paid the same rate of pay as you. However, you and they might demonstrate different productivity levels. So why is it that two workers, with the same amounts of training and skill levels, who are receiving the same pay, essentially work harder or work less hard than each other? Why is it that some employees, who are being paid good dollars, go out of their way to avoid work and seem totally unmotivated?

Some people just seem to love to work. They work hard and generally create good outcomes for their employer. Why is that?

Often they are being paid no more than other workers, but yet they demonstrate high levels of productivity and quality. Are they trained better? Do they enjoy their job more? What is the reason? What motivates them?

A factor might be that many people change over time. What might have motivated you in the past no longer works. As you age you might become more concerned with other matters such as your personal lives, your social lives, your car! Think back to primary school, how keen were you to learn and do things to make your teacher happy? What about now? What is driving you to act in a certain way? What are you more concerned about, saving for a car, getting your license or saving these up for your future? Your key motivators will vary!

Why are some people perfectly happy and satisfied with what they have got, while others with exactly the same amount never seem to be happy or satisfied? Is money the answer, or is the answer something else to do with peoples' values, attitudes and behaviours?

Why do some people happily give their time and skills to do community service and volunteer work; and for no pay! What factors are motivating them to keep going day after day?

Why are you happy to do one task while your friends are just as unhappy doing the same task - yet this level of happiness may change when the task is different?

What motivates you? What motivates others? How can you motivate yourself and others? If you can answer most of these questions, then you are well on the way to planning and organising your successful PDS Activity.

Preview  
Draft Sample:  
Do Not  
Copy



## 5.13 Motivation and Participation

### B Motivation and me



1. These potential motivating factors are commonly associated with working. Rate each with a score of 1 (not very important) to 5 (very important) for your preferred future career. Add 2 more.

⇒ <i>job that I find interesting</i>	_____	⇒ <i>good hours of work</i>	_____
⇒ <i>sense of achievement</i>	_____	⇒ <i>important/useful job to society</i>	_____
⇒ <i>good interpersonal relationships</i>	_____	⇒ <i>opportunity for promotion</i>	_____
⇒ <i>job security</i>	_____	⇒ <i>respect for position</i>	_____
⇒ <i>able to use my initiative</i>	_____	⇒ <i>lack of pressure</i>	_____
⇒ <i>good pay/income</i>	_____	⇒ <i>good holidays</i>	_____
⇒ <i>can use my abilities/skills</i>	_____	⇒ <i>job has good status in society</i>	_____
⇒ <i>able to meet people</i>	_____	⇒	_____
⇒ <i>responsible job</i>	_____	⇒	_____

2. Collate and summarise these results for the whole class. Have someone do this on the board, and then each person should have a bar graph in their workbook.
3. As a class discuss the results. Look for and outline similarities and differences between gender and age (if relevant).
4. List three reasons why you are continuing in school. For each of these identify whether it is an example of a positive (proactive) motivator or a negative (reactive) motivator.

My reasons for staying in school include...

i	
ii	
iii	

5. Do an online search using the term 'What motivates people...', and discuss the type of results you get. (When I searched using Google Australia the top ranked result was "What motivates people to volunteer", and the second was "What motivates people at work".



## Motivation and participation C

People are motivated to act in different ways by varied factors. So it is important to clearly and truthfully identify both the positive, and the negative factors, that influence your participation and behaviour in 'work' tasks. Then you should apply this self-understanding to completing your PDS Activity.

1. Describe motivating factors and reasons that influence your own participation and behaviour. Add 3 more of your own.
2. Come together in your PDS Activity team and share your descriptions. Use your team members' varied motivators to allocate tasks, roles and responsibilities.



What motivates me to...	Why is that?	How can I apply this for our PDS Activity?
Get my work done?		
Meet deadlines?		
Help others?		
Try a little bit harder?		
Take on responsibility?		
Tackle something I have never done before?		
Make a contribution to my community?		

**Preview  
Draft Sample:  
Do Not  
Copy**

## 5.15 Assessment Task

### AT4 Training Activity



You are required to undertake a training or educational activity to continue your personal development. But there is a bit of a difference to this one. You are going to have to take responsibility to be the trainer! Your teacher will inform you whether you will work alone, in pairs, or in teams. Note: If you haven't yet participated in a group or team activity, then you must work in a team.

Steps:

1. Under instructions from your teacher form suitable groups.
2. As a class, and then in your groups, discuss suitable training activities. Look at some of the suggestions below, and tick those that might be possibilities. Your teacher will guide you. Note: A high level of safety is essential!
3. List some possible ideas here:

---

---

# Preview

4. Complete the 15-step process on pp.40-41, (make a blank copy of this). This process includes you completing a *PODP Planning Pro-forma* pp.140-148.
5. When finished, complete the relevant evaluations, including the *Evaluation of a Training Activity* on p.100.

# Draft Sample:

- ☐ cross-age tutoring
- ☐ peer support
- ☐ outdoor education
- ☐ recycling programs
- ☐ sustainability programs
- ☐ assisting disabled people
- ☐ info. sessions to teacher PDs
- ☐ coaching clinics
- ☐ volunteer programs
- ☐ mentoring programs
- ☐ anti-bullying mentoring
- ☐ cybersafe training
- ☐ multimedia training
- ☐ DJ sound-desk mixing
- ☐ mobile phone programming
- ☐ home assistant programming
- ☐ phone texting training
- ☐ PowerPoint training
- ☐ iPad training
- ☐ email assistance
- ☐ laptop OH&S
- ☐ introduction to the web
- ☐ YouTube training

- ☐ social networking
- ☐ e-safety training
- ☐ computer software training
- ☐ computer troubleshooting
- ☐ home electronics programming
- ☐ dance classes
- ☐ street dance instructions
- ☐ primary school mentoring
- ☐ primary school coaching
- ☐ OH&S training
- ☐ car wash
- ☐ basic car repairs
- ☐ basic budgeting
- ☐ household budgeting
- ☐ mobile phone plans
- ☐ credit awareness
- ☐ buying a car
- ☐ cooking demonstrations
- ☐ cake decorating
- ☐ art and craft demonstrations
- ☐ nutritional information
- ☐ healthy menu planning
- ☐ basic childcare

- ☐ pet maintenance
  - ☐ pet training
  - ☐ cycling road-safety
  - ☐ gardening/horticulture
  - ☐ video and/or photography
  - ☐ digital drawing
  - ☐ screen printing
  - ☐ Landcare programs
  - ☐ sponsoring children/fundraising
  - ☐ martial arts displays
  - ☐ social skills training
  - ☐ party planning
  - ☐ fitness testing
  - ☐ information tours
- The list is endless.
- Apply your own well-developed skills and knowledge based on interests and experience.
- Think about how you could train a particular audience, such as young kids, older people, technophobes, newcomers, people with disabilities and so on.

PERSONAL DEVELOPMENT  
Activity & Project Planner  
Intermediate

For a better way  
to plan your PDS  
activities and  
projects why not  
use the Personal  
Development  
Intermediate  
Planner?

Name(s):

Key dates:

AT4: Training Activity - Tasks	Re- quired	Due by	Done	Teacher initials
<b>Stage 1: Planning the Training Activity</b>				
i. Negotiate the task details with your teacher.	✓			
ii. Create a plan for completing the Training Activity.	✓			
iii. Create a timeline for completing the Training Activity.	✓			
<b>Stage 2: Undertake the Training Activity</b>				
i. Develop team rules and leadership process.	✓			
ii. Allocate roles and responsibilities, including leading.	✓			
iii. Draft a proposal to deliver the training activity.	✓			
iv. Summarise training information to be communicated.	✓			
v. Outline the communication methods to be used.	✓			
vi. Plan for any other important issues and problems.	✓			
vii.				
viii. Have your teacher check your draft proposal.	✓			
ix. Use feedback to refine your proposal.	✓			
x. Decide on training roles and responsibilities.	✓			
xi. Develop training methods and materials.	✓			
xii.				
xiii.				
xiv. Deliver the Training Activity.	✓			
xv. Evaluate the Training Activity.	✓			
<b>Stage 3: Completing the Training Activity</b>				
⇒ Prepare a draft report of your Training Activity.	✓			
⇒ Prepare your final report on your Training Activity.	✓			
⇒ Present a report to the class (if required).				

Additional information:

Preview  
Draft Sample:  
Do Not  
Copy

## 5.17 Assessment Task - Evaluation Report

### Evaluation of a Training Activity

Complete the following evaluation questions to report on your PDS Activity. Your teacher will inform you of the format for this report, the due dates, word lengths and so on.

Format: \_\_\_\_\_ Draft date: \_\_\_\_\_ Final date: \_\_\_\_\_

Word length and/or presentation time: \_\_\_\_\_

Other information: \_\_\_\_\_

#### 1. Planning and Organising: Evaluation

- 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. Transferable Skills: Evaluation

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

#### 3. Self-Management: Evaluation

- Describe 3 stressful or conflict situations that occurred during this activity. Why do you think these stressful or conflict situations occurred?
- What strategies did you use to deal with conflict, and to minimise stress?
- What strategies did you use to manage time and deadline pressures?

#### 4. Interpersonal Skills and Communication: Evaluation

- Describe a situation when there was a communication problem, either within your team, or with an external party.
- By what methods were these communication problems solved?
- Evaluate the effectiveness of the solutions to these communication problems.
- Describe 3 interpersonal skills that you developed and applied. What improvements might you still need to make?

#### 5. Leadership and Responsibilities: Evaluation

- Describe various leadership skills and styles that were used at different times, and in different situations, as part of the activity.
- Describe how you (or your team) allocated responsibilities for different tasks.
- Explain how well you performed in varied leadership roles.

#### Overall 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 team 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.43.



## Unit Self-Reflection Pro-Forma

Which Personal Development skills did I develop during this entire unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

How have the skills of Personal Development helped improve my personal life?

→ \_\_\_\_\_

→ \_\_\_\_\_

How have the skills of Personal Development helped me in other ways?

→ \_\_\_\_\_

→ \_\_\_\_\_

How would I rate my performance (use a circle) in developing my Personal Development skills this entire unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

## 5.18 Unit 1 Assessment Record

[illegible]

# Personal Development: Community Issues

6

## Contents

6.01 Overview .....	104	6.19 Analysing Issues.....	122
6.03 Communities .....	106	6.23 Community Action .....	126
6.05 Community Members.....	108	6.27 Assessment Task 1 .....	130
6.09 Community Issues .....	112	6.31 Self-Reflection .....	134
6.17 Researching Information.....	120		

## Activities 6: Community Issues

	p.	Due date/Done?	Comment
6.01A PDS Intermediate Unit 2	104	<input type="checkbox"/>	
6.04A Your local community	107	<input type="checkbox"/>	
6.04B Virtual communities	107	<input type="checkbox"/>	
6.08A Who's who?	111	<input type="checkbox"/>	
6.10A Issue in pictures	113	<input type="checkbox"/>	
6.12B Macro and micro issues	116	<input type="checkbox"/>	
6.14C Environmental issues	117	<input type="checkbox"/>	
6.16C Cultural and social issues	119	<input type="checkbox"/>	
6.18A Your information sources	121	<input type="checkbox"/>	
6.20A Analysing an issue	121	<input type="checkbox"/>	
6.22B Just the facts please!	123	<input type="checkbox"/>	
6.24A Corporate involvement	127	<input type="checkbox"/>	
6.25B It's up to you	128-129	<input type="checkbox"/>	
AT1 Community Issue and Roles	130-133	<input type="checkbox"/>	
6.29 Community Issues Investigation	132	<input type="checkbox"/>	
6.31 Self-Reflection	134	<input type="checkbox"/>	

Comments:

Preview  
Draft Sample:  
Do Not  
Copy

## 6.01 Overview

### Personal Development Skills - Unit 2

Welcome to the second unit of your PDS Intermediate studies. This part of the workbook is structured so that you can learn and apply skills, tools and techniques to help you satisfy your unit requirements.

Schools will structure their VCAL programs differently. However, at the very least, you will be required to research and communicate a community environmental, cultural or social issue, and be an active and productive member of a team in planning, organising, doing and reviewing a complex PDS Activity or project.

Your program might be structured to allow you to demonstrate all the outcomes through one major activity. But it is more likely that you might undertake a series of ongoing tasks. In some cases, PDS might even be integrated with other VCAL units. Your teacher will inform you of your school's requirements.

### PDS Intermediate Unit 2

In essence, Unit 2 requires you to:

1. Research and analyse a community environmental, cultural or social issue.
  2. Plan and organise a complex PDS Activity/Project related to a community environmental, cultural or social issue.
  3. Use communication strategies as part of the community environmental, cultural or social issue PDS Activity/Project.
  4. Manage problems related to the community environmental, cultural or social issue PDS Activity/Project.
- Contribute to a group in relation to the community environmental, cultural or social issue PDS Activity/Project.

### A PDS Intermediate Unit 2



Your teacher will discuss your unit requirements with you and give you an overview of the tasks you need to undertake in order to complete a successful unit. Summarise these here, and if needed update them throughout the unit.

Task	Description/Explanation	Outcomes	Dates

- ☐ VET, TAFE and short courses re: community services.
- ☐ VET, TAFE and short courses re: active citizenship & self-improvement.
- ☐ relevant structured workplace learning
- ☐ relevant part-time work
- ☐ relevant School-based Australian Apprenticeship
- ☐ relevant industry/workplace simulations
- ☐ Australian Business Week
- ☐ industry design competitions
- ☐ peer-support leadership
- ☐ first-aid course and training
- ☐ industry-specific training
- ⇒ Responsible Service of Alcohol
- ⇒ various licenses and certification
- ⇒ fitness instruction
- ⇒ 'White Card'
- ⇒ \_\_\_\_\_
- ⇒ \_\_\_\_\_
- ⇒ \_\_\_\_\_
- ☐ cross-age tutoring for:
- ⇒ primary school kids
- ⇒ Year 7&8s
- ⇒ older people
- ⇒ migrants
- ⇒ \_\_\_\_\_
- ☐ volunteer work
- ☐ team-building activities
- ☐ outdoor education activities
- ☐ mentoring programs
- ☐ community work
- ☐ Landcare programs
- ☐ coaching clinics
- ☐ fund-raising activities such as:
- ⇒ child sponsorship
- ⇒ Red Shield
- ⇒ Red Cross
- ⇒ Clean-Up Australia
- ⇒ RSPCA
- ⇒ Smith Family
- ⇒ Red Nose Day
- ⇒ Good Friday Appeal
- ⇒ Jeans for Genes Day
- ⇒ Walk Against Want
- ⇒ World's Greatest Shave
- ⇒ Movember
- ⇒ CanTeen
- ⇒ Guide Dogs Australia
- ⇒ Zoo Sponsorship
- ⇒ \_\_\_\_\_
- ⇒ \_\_\_\_\_
- ⇒ \_\_\_\_\_
- ☐ school social organisation
- ☐ radio station
- ☐ fashion show
- ☐ school uniform
- ☐ design
- ☐ visual arts show
- ☐ enterprise activities
- ☐ junior catering
- ☐ cultural days
- ☐ recycling program
- ☐ small business day
- ☐ ongoing business such as:
- ⇒ school canteen
- ⇒ second-hand books
- ⇒ retail enterprise
- ⇒ catering/breakfasts
- ⇒ environmental work
- ⇒ shopping services
- ⇒ office administration
- ⇒ teacher training (in ICT)
- ⇒ \_\_\_\_\_
- ⇒ \_\_\_\_\_
- ☐ school website design
- ☐ aged-care visits
- ☐ community gardening
- ☐ cultural days
- ☐ parent-teacher night hosts
- ☐ school guides/ambassadors
- ☐ catering for staff luncheon
- ☐ primary school mentoring
- ☐ OHS audit
- ☐ school signage
- ☐ school furniture rejuvenation
- ☐ car wash
- ☐ cross-class quizzes
- ☐ publications/websites such as:
- ⇒ careers factsheets
- ⇒ comics
- ⇒ youth guides
- ⇒ school magazine/blog
- ⇒ IT guides
- ⇒ birthday cards
- ⇒ safety factsheets
- ⇒ apps
- ☐ school functions/expos
- ☐ open day activities
- ☐ school marketing design
- ☐ sporting competitions
- ☐ Eisteddfods
- ☐ school environment cleanup
- ☐ media/video productions
- ☐ community TV and radio
- ☐ school band
- ☐ music CD
- ☐ dance performances
- ☐ sporting and fitness seminars
- ☐ martial arts displays
- ☐ drama/theatre productions
- ☐ school environmental audits
- ☐ school beautification programs
- ☐ water-saving programs
- ☐ student competitions
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

Preview  
Draft Sample:  
Do Not  
Copy



"We're going to raise money for our local community centre."



## 6.03 Communities

### Local community

Communities both reflect and unite people, and usually 'develop' based on:

- ⇒ geographical location, especially in regional and remote areas
- ⇒ shared societal (social) values and beliefs (including spiritual beliefs)
- ⇒ common socio-cultural bonds and ethnic history
- ⇒ sporting and recreational activities
- ⇒ arts, music, dance and cultural pursuits
- ⇒ hobbies, interests and leisure activities
- ⇒ welfare, charity and community support services
- ⇒ volunteer and community involvement actions
- ⇒ environmental support programs
- ⇒ online and virtual communities;

as well as many other factors that act to bring people together.



Image: Wavebreakmedia/  
Depositphotos.com

Communities include formal organisations such as government agencies and support services, education providers, religious groups, emergency services, medical and care facilities, sporting groups and so on. Communities also include local businesses and traders, local politicians, council and shire workers, residents, volunteers, activists, as well as many other people performing varied roles.

When you look around your local community there are a diverse range of organisations (both large and small) that are being managed and run by community groups and people as volunteers. These organisations exist to provide some sort of social, community or member service, benefit or assistance, such as the RFS. They usually operate on a not-for-profit basis.

There are also many organisations that provide free services and support to those less fortunate in our society, such as The Smith Family. These organisations often use a combination of paid and volunteer workers.

Many local sporting clubs run on the goodwill of the local community. These sporting teams may be the central focus of the community. Many regional towns combine football, netball and cricket clubs and participate in fundraising, community projects and community support.

🗣️ So, as a class, identify and discuss some of the key members of your local community.

#### Community members

- |                     |                        |                       |
|---------------------|------------------------|-----------------------|
| ⇒ families          | ⇒ community groups     | ⇒ government agencies |
| ⇒ residents         | ⇒ volunteer groups     | ⇒ care facilities     |
| ⇒ schools           | ⇒ welfare agencies     | ⇒ medical providers   |
| ⇒ traders           | ⇒ environmental groups | ⇒ businesses          |
| ⇒ religious bodies  | ⇒ libraries            | ⇒ police              |
| ⇒ recreation groups | ⇒ community centres    | ⇒ emergency services  |
| ⇒ sporting clubs    | ⇒ arts/music groups    | ⇒ local councils      |



Your local community **A**

1. Describe your local community.

---



---

2. List some community groups and organisations that are a part of your local community.


# Preview

## Draft Sample:

Virtual communities **B**

1. Describe an online or virtual community that you are a member of, or aware of.

---



---

2. Describe some of the benefits that come from belonging to this online community.


3. Find out about a new or different online community that interests you.




---



---

## 6.05 Community Members

### Community members

Many people work in, or for, their communities by finding more enterprising ways to achieve their goals. Many of these community members work tirelessly to try and achieve better outcomes for their community. Usually they are not trying to achieve profit or personal gain. Instead, they are trying to create some positive outcomes or change for our society.

Community members might be involved in community service, charity work, health and medicine, sports, education, scientific research, the arts, and other not-for-profit or non-commercial pursuits.

They might also include people working in paid and voluntary roles in various local, national and even international pressure and lobby groups.

These community stakeholders are often able to achieve significant outcomes with very few resources. However, they do rely heavily on donations, grants and volunteer support.

So what can you contribute as a member of a community? Perhaps you should consider organising your PDS Activity or project to help support one of your local community groups?



Animal rescue shelters often provide extensive ongoing services using minuscule funds and volunteer support.

Preview  
Draft Sample:  
Do Not  
Copy

### Government

The government at all levels, federal, state and local, is a key community member. In essence, government members are the elected representatives of their community.

Federal and state governments develop policies to deal with significant social issues. Some of these policies result in community service programs such as education, health, and social services including welfare support.

The Australian and state governments also provide **funding** for some pressure and lobby groups, and liaise with these groups about grass roots issues. Many government agencies such as WorkSafe, VicHealth and the TAC also work with various communities. **Government agencies** can bring about positive change for the community because they are usually backed by legislative power and authority.

However, government community services are particularly evident at the local level. Many community programs and services are provided by local governments including libraries, sanitation, parks and recreation, child-care, community learning centres, sporting facilities and local community support services.

### Pressure and lobby groups

Thousands of pressure and lobby groups exist throughout Australia and operate as important community stakeholders. Pressure and lobby groups work to give people with different societal values voice and power.

Pressure and lobby groups might also try to promote values and behaviours that they believe the government and/or commercial and industry organisations are not promoting. They aim to bridge the gap between profit and people, and to help ensure that harm is minimised.

There are thousands of pressure and lobby groups working to service their local stakeholders and to bring about change in local community areas.

These include local environmental groups, regional arts organisations, targeted welfare agencies, animal rescue and welfare service-providers, sporting and recreation clubs, youth support agencies and more.

Smaller local groups might be staffed entirely by volunteers. They might rely on fundraising, donations, government (especially local government) grants, as well as distributions from charitable foundations and trusts to survive. They try to bring about change by lobbying local influential stakeholders, and by using their community knowledge to network key decision-makers.

A lot of change in society comes from enterprising **grass roots** action by community groups; as well as from many of the major pressure and lobby groups.



#### Pressure/lobby groups

- ⇒ Unions including the ACTU, TUC and others.
- ⇒ Industry associations such as the National Farmers' Federation
- ⇒ Australian Conservation Foundation
- ⇒ The Wilderness Society
- ⇒ RSPCA
- ⇒ Friends of the Earth
- ⇒ Gun Control Australia
- ⇒ Amnesty International
- ⇒ Human Rights Council of Australia
- ⇒ The Climate Institute
- ⇒ Public Transport User's Group
- ⇒ Sea Shepherd

#### Welfare/charitable agencies

These provide support, advice or services to clients with special needs.

- ⇒ Red Cross Australia
- ⇒ The Smith Family
- ⇒ Oxfam Australia
- ⇒ World Vision Australia
- ⇒ Ozchild
- ⇒ The McGrath Foundation
- ⇒ Make a Wish Foundation
- ⇒ The Salvation Army
- ⇒ St Vincent De Paul Society
- ⇒ Care Australia
- ⇒ Youth off the Streets
- ⇒ Rotary Australia
- ⇒ Lions Club Australia

## 6.07 Community Members

### Contribution to society

So where would we be without members of our diverse communities working to make things better for their communities? People are employed in community-related organisations to provide services that help our society. These organisations raise funds, fight for government grants and draw on corporate support to help fund their services. The paid employees in these organisations are usually supported by hundreds of thousands of volunteer hours.

Some examples include groups consisting mainly volunteers such as the CFA, Surf Life Saving Australia or the SES. Consider government services such as parks and gardens, education, and arts and cultural events, that have paid public servants, supported at times by volunteer staff. And what about community spirit organisations such as sporting teams, cultural groups and local environmental groups that are almost entirely volunteer run by members of their local community?

Then there's specific interest groups such as the Refugee Action Centre, Lort Smith Animal Hospital and Youth off the Streets. Local communities are also serviced by localised welfare and charity groups, animal rescue and environmental groups.

Then there are high profile Australian organisations such as Clean Up Australia and Second Bite, as well as major charity and welfare agencies such as Red Cross, Anglicare and The Smith Family.



## Who's who? A

1. Undertake some research of significant community members in your local area, or community members who exist within communities you are familiar with.
2. Develop a 10-15 point profile of two different community members, and compare and contrast these. (More space = use workbooks!)



***i.***

*ii.*

**Preview**

**Draft Sample:**

**Do Not**

**Copy**



## 6.09 Community Issues

### Issues

We are all affected by issues everyday. Some issues occur on a global basis, such as global warming. Others might occur on a regional basis, such as youth unemployment. Some even occur on a local basis, such as a lack of recreation facilities.

Each of these issues impact on your community. The extent of this impact just depends on which community you identify with.

So ask yourself; “What are the communities that I belong to, and what are the issues that affect me as part of that community?”



A lack of recreation facilities can lead to bored young people who don't have outlets to burn energy. This often results in conflict with authorities over 'minor' indiscretions.

# Preview

Issues of concern to communities can include...

# Draft Sample:

# Do Not Copy





## Issue in pictures A

Briefly outline each of the issues represented by these images, and some potential impacts on the community. Add an image of your own that impacts on your local community.



**Preview  
Draft Sample:  
Do Not  
Copy**



## 6.11 Community Issues

### Big picture issues

Some community issues impact on all of Australia (or even the world). We call these **big picture** issues, **macro** issues. For example, **youth unemployment** is a big picture social issue impacting throughout all of Australia.

But the impact of big picture issues such as youth unemployment is usually experienced within specific communities by members of a community. For example, localised youth unemployment might result in disenfranchised and disengaged young people in a local town or region.

Some communities might experience the impact of big picture issues more severely than others. For example, youth unemployment is usually much higher in outer suburban, regional and rural areas. So these macro issues might play out in different ways depending on the community effected. This leads to more specific **micro** effects.

*For example, an unemployed teenager in Melbourne might access a local TAFE course to build their skills. However, an unemployed teenager in Swan Hill might not be able to access a suitable TAFE course in their local area. So the micro outcomes for these similar people (unemployed teenagers) might vary depending on their local community.*

"What do you expect us to do Bro?  
There's no jobs here, no TAFE, no  
future!"

Preview  
Draft Sample:  
Do Not  
Copy

Image: monkeybusiness/  
Depositphotos.com



### Community impacts

Communities and members of communities might be impacted by various circumstances related to some of the following issues.

- |                            |                          |                                   |
|----------------------------|--------------------------|-----------------------------------|
| ⇒ family and relationships | ⇒ NDIS services          | ⇒ fitness and lifestyle           |
| ⇒ cost of living           | ⇒ mental health support  | ⇒ substance abuse                 |
| ⇒ unemployment             | ⇒ homelessness           | ⇒ litter and waste                |
| ⇒ work/life balance        | ⇒ environmental issues   | ⇒ sport and recreation facilities |
| ⇒ social welfare           | ⇒ environmental damage   | ⇒ emergency services              |
| ⇒ cuts to services         | ⇒ public transport       | ⇒ local council services          |
| ⇒ community care           | ⇒ access to education    | ⇒ welfare and charities           |
| ⇒ access to medical care   | ⇒ access to TAFE         | ⇒ online safety                   |
| ⇒ aged-care support        | ⇒ graffiti and vandalism | and many more!                    |
| ⇒ child-care services      | ⇒ crime and punishment   |                                   |

### Local issues

Communities also experience issues that impact at a local level. Some of these effects might be the result of how big picture issues play out locally. However, many local **environmental**, **cultural** and **social** issues are specific to a particular region, town or group within a community.

Sometimes issues may cross over different 'areas' and can be both a social/ environmental issue, or a social/cultural issue, or even an environmental/cultural/social issue - all at the same time. Your teacher will guide you.

 Consider these potential local issues.

- ⇒ Changes to local services, such as libraries and community centres.
- ⇒ Impact of local environmental issues, including recycling programs.
- ⇒ Availability of local sporting clubs and recreation facilities.
- ⇒ Changes to local business, such as closures, or new traders coming to town.
- ⇒ Availability of community services and support, such as child and aged-care.
- ⇒ Accessibility to local facilities for people with diverse mobility needs.
- ⇒ Development of local indigenous and cultural programs.
- ⇒ Availability of essential services, such as schools, medical, etc..
- ⇒ Changes to the availability of local transport.
- ⇒ Access to, and involvement in, volunteer services, such as CFA, SES, etc..

You can investigate local issues by paying attention to what is happening in your community. Sometimes these issues are highlighted in your **local newspaper** (or on their online site). Some of you might even have been impacted by an issue like this - either positively or negatively. Or perhaps you might know people involved. You can do some **primary research** to find out a bit more.

One way help address these issues is by becoming an active member of your local community. This means you might need to make contact with key **stakeholders** involved in the issue. These people can then suggest ways that you can help.

Some of you might already be doing this through **volunteering**, **fundraising**, **community service** and other activities. And of course your research of, and involvement in, a community issue, might then turn into a really productive **Personal Development Activity**.

### Macro and micro issue **B**

Explain a big picture issue that is effecting a community that you are aware of, or part of.

## 6.13 Community Issues

### Environmental issues

The world is going through an ongoing but vital shift with regard to its attitudes towards environmental issues. **Sustainability** is a key environmental issue impacting on communities locally, nationally and globally.

In general, sustainability involves a reduction in the use of **non-renewable resources**, such as fossil fuels. Partnered with this is an accompanying shift towards the use of **renewable resources**; as well as the reduction of **over-consumption** and **waste**. This issue is one of the most hotly debated within various communities, with varied stakeholder opinions.

One thing is for sure, **environmental responsibility** starts with you - in what you do, what you consume, how you deal with waste; and also by how you voice your **values** in relation to environmental sustainability.

And the voices of young people are growing and becoming more united, as seen with global climate change 'strikes' by young people, the United Nations address in 2019 by Greta Thunberg, and other community environmental activists.

So what's your view on this issue of the environment, and what are some environmental issues impacting directly on your local community?

### Environmental issues

- ⇒ climate change
- ⇒ greenhouse gases
- ⇒ sustainability
- ⇒ pollution
- ⇒ use of renewables
- ⇒ use of fossil fuels
- ⇒ recycling
- ⇒ over-consumption
- ⇒ carbon footprint
- ⇒ single-use plastics
- ⇒ landcare
- ⇒ government policies
- ⇒ water availability

Preview  
Draft Sample:  
Do Not  
Copy

Image: realinmedia/  
Depositphotos.com



## Environmental issues C

1. Consider these situations. For each explain what the issue might be. Add two more relevant environmental issues.
2. Briefly outline how different stakeholders might be affected.
3. Describe how the issue might impact on you if this happened within your own community.

<b>The State Government bans single-use plastic bags below a certain thickness.</b>		
<i>What's the issue?</i>	<i>Effect on stakeholders?</i>	<i>Possible effect on you?</i>
<b>A large international business seeks approval for a new local coal-fired power station.</b>		
<i>What's the issue?</i>	<i>Effect on stakeholders?</i>	<i>Possible effect on you?</i>
<i>What's the issue?</i>	<i>Effect on stakeholders?</i>	<i>Possible effect on you?</i>
<i>What's the issue?</i>	<i>Effect on stakeholders?</i>	<i>Possible effect on you?</i>

**Application:**

Soon your teacher is going to discuss with your class about potential environmental issues that might be suitable for your PDS Activity. Before that happens, list some possibilities that you might be interested in.



## 6.15 Community Issues

## Cultural issues

When you are investigating issues some can be broadly classified as **cultural issues**. Culture refers to the **shared characteristics, values, beliefs** and **history** of a particular **group** of people. Culture may manifest through ethnicity, language, geography, religious and spiritual beliefs, social norms and habits, creative and performing arts, sport and recreation and many other characteristics.

When we use the term culture it is important to understand that it is a positive term that celebrates characteristics that both link and unite people. However, in a **diverse society** such as Australia, cultural issues may occur. This is why it is important that people develop better **cross-cultural communication skills**. Cultural acceptance is enabled by developing an understanding, tolerance and acceptance of the natural diversity that exists within different peoples and varied cultural groups.

When some cultural issues effect a broader group of people (such as **equal opportunity** and **anti-discrimination**) these naturally become social issues.

## Social issues

All issues that impact on groups of people are **social issues**. Some social issues impact **locally**, some impact across Australia and some are even **global** social issues. People who have **shared beliefs, values** and **attitudes** are said to be united through their **social (or societal) values**. Governments create **policies** and provide **funding** to try and deal with social issues.

However, varied social values can lead to **conflict**. People with opposing views might try to correct a '**social harm**' that they feel isn't being addressed (e.g. animal welfare activists protesting livestock farmers). Some social issues might arise due to commercial activities (e.g. environmental degradation). Whereas others come about due to neglect (e.g. aged-care issues), a lack of power or recognition (e.g. indigenous rights), or in some circumstances, direct exploitation (e.g. underpayment of workers).

**Is stereotyping a cultural issue or a social issue?  
Perhaps it's a socio-cultural issue!**

## Cultural issues

- ⇒ indigenous identity
- ⇒ Australian identity
- ⇒ youth culture
- ⇒ cultural diversity
- ⇒ cultural identity
- ⇒ equal opportunity
- ⇒ anti-discrimination
- ⇒ cross-cultural communication
- ⇒ stereotyping



## Social issues

- ⇒ poverty
- ⇒ homelessness
- ⇒ crime and punishment
- ⇒ unemployment
- ⇒ social isolation
- ⇒ human rights
- ⇒ animal rights
- ⇒ environment
- ⇒ access to services
- ⇒ government policy



## Cultural and social issues D

1. Consider these situations. For each explain what the issue might be. Add two more relevant cultural and/or social issues.
2. Briefly outline how different stakeholders might be affected.
3. Describe how the issue might impact on you if this happened within your own community.

The local council stops funding an annual youth arts festival.		
What's the issue?	Effect on stakeholders?	Possible effect on you?
A regional town's aged-care centre faces closure because it is small and costly to run.		

**Application:**

Soon your teacher is going to discuss with your class about potential cultural and social issues that might be suitable for your PDS Activity. Before that happens, list some possibilities that you might be interested in.

## 6.17 Researching Information

### Information

When you need to find out information you have a range of options. You could ask someone who might know; someone who is a professional or skilled in a particular field. You could research information from books, journals and other printed sources. Increasingly you could go online. Which method do you prefer? Sometimes it might be best to do all three.

Take care when researching information online. The internet is a difficult beast to navigate effectively. You must be able to demonstrate good research skills. Don't just pick any old piece of information! Otherwise you might just as well ask the cat!



**"Don't ask me, ask your librarian - that's what they do!"**

### Googling

Just because a piece of information comes up first or early on a Google search it doesn't mean that it is necessarily the best, the most accurate or even an unbiased resource. Many organisations have large marketing budgets and search engine optimisation tactics designed to ensure a top Google rating.

### Company information and PR

Company sites will get an early mention on search engines but they are only likely to tell you one side of a story. Try for newspapers or university sites. Be careful with online journals, some may represent a particular viewpoint.

### Wikis

Be careful with online encyclopedias and Wikis. Anyone can write or edit them so are they are written by accurate, unbiased sources? Use Wikis as a starting point. Check other sources as a cross reference, such as a legitimate encyclopedias.

### Finding facts

If you need to find out facts then the more authoritative the source, the better. Use reputable, long-standing and verified sites. Many bloggers, Wikis and online fans just copy their facts from other sites. And then others copy this, and so on. But the more something is copied, the less accurate it becomes. Insta that!

### Plagiarism

Don't copy. Extract facts, ideas and other information, but ensure that the work you submit is your own. You are not likely to write like that. Draw on a few sources rather than one. Here's a free tip: Many students forgot to take out "we" when talking about company information.

### Social networking

Be aware that viral marketing techniques dress up advertising, marketing and PR as information or 'chat' in blogs and forums; and on Instagram, Twitter, Facebook, Reddit and YouTube. Many 'real-person' sites and posts that talk-up companies or their products are often paid PR firms pretending to be a hipster dude or cool chick. (See: Sock-puppeteering and astroturfing.)

PDS  
SUPER  
SKILLS

## Your information sources

A

In the old days, when people wanted to find out information they used to read the paper, listen to the radio, or watch the TV news. If they had a problem they needed to deal with they might consult a professional or an expert such as a doctor or a mechanic. If people wanted to find out some academic information they looked it up in an encyclopedia, or went to a library, or asked a 'knowledgeable' friend or family member!

So how did you find out what you already know; and which information sources do you use when you want to find out new information?



For each of the following areas of knowledge, describe the main information sources you use and rely upon, and why you prefer these sources. As a class discuss the suitability of these information sources.



news and current events	sport
music, arts and culture	weather
local community information	world affairs
financial advice	health and medical information
economics and politics	school research projects
relationship advice	social news and local gossip
motor vehicle information	ICT and technology information
(your choice)	(your choice)

Preview  
Draft Sample:  
Do Not  
Copy

## 6.19 Analysing Issues

### Stakeholders

A stakeholder is a person or group that might be involved in, or is affected by, a decision.

In any issue there are many stakeholders on opposing sides. These stakeholders might have different levels of power depending on their role in the issue. This can lead to outcomes that advantage one side at the expense of another.

Sometimes stakeholders might clash because they have different values. You see this with protests over different issues. Consider Japanese whaling authorities versus Sea Shepherd, or the Greens versus Adani!

When analysing an issue it is important that you ask these questions. “What is the role of the stakeholders?” and “What do they stand to gain or lose from the decision being made?”



A stakeholder is a person or a group who is impacted by, or involved in, a decision (such as ADANI). Whereas a steakholder is a pronged tool used to hold charred animal flesh consumed in great quantity by carnivorous blokes!

# Preview

# Draft Sample:

## Analysing an issue

# Do Not Copy

### What is the issue?

- ⇒ In one sentence clearly explain the issue, as a question, without taking sides.
- ⇒ e.g. Should a night driving curriculum be introduced for probationary license holders?

### Who are the stakeholders?

- ⇒ List all the parties that are involved and/or impacted upon by the issue.
- ⇒ Without taking sides, describe their role in the issue, or how they will be effected.

### What are the facts?

- ⇒ Find out and/or describe any facts (not opinions) regarding the issue.
- ⇒ Do this without taking sides. You might be describing some statistics or numbers.

### What are the main opinions?

- ⇒ Find out and/or describe any strong opinions related to the issue.
- ⇒ Do this without taking sides. You might have to interview people and take notes.

### Conclusion and summary/recommendations

Depending on your brief you should either:

- ⇒ prepare a conclusion that summarises the issue, and/or
- ⇒ make recommendations based on your analysis of the issue.

PDS  
SUPER  
SKILLS

## Analysing an issue A

You are required to investigate a community environmental, cultural or social issue. Complete the following table. This issue may go on to form the basis for your complex Community Issue Activity for this unit.

<i>What is the issue?</i>
<i>Who are the key stakeholders, and what are their roles?</i>
<p><b>Preview</b></p> <p><i>What are the facts surrounding the issue?</i></p> <p><b>Draft Sample:</b></p> <p><b>Do Not</b></p> <p><b>Copy</b></p>
<i>What are the main opinions related to the issue - both for and against?</i>
<i>How would you summarise the issue; and/or what recommendations can be made?</i>

## 6.21 Analysing Issues

### Issues

Issues are never really simple and always have two, or more sides to them. Therefore it is important that you can analyse information so as to present an unbiased and balanced point of view.

### Fact or fiction?

There are many problems with information related to issues impacting on the environment, culture and society. One of the main problems is that claims are presented as 'facts' when they are really just advertising, spin, opinion, conjecture, anecdote, hyperbole, misinformation, or in some cases, downright lies.

Reflect for a moment - if a miracle product really did reverse the aging process, or blast away flab without the need for diet or hard exercise, or pack muscle on skinny body, do you think we would all look the way we do? And as soon as you see a celebrity, a sportsperson, or an actor endorsing a product then take care (especially with comedians). And we won't even mention the role of Insta-Influencers - do you think they are endorsing products just for the good of the common man (or more usually, woman)! Yeah, Yeah!



"I reckon the \$100 bucks is worth it because the Insta post said the propeller helps stabilise my core l-ching waves and I will get 50% better results in my mass. And I saw on Insta that Elton John wears one so it must be all good."

### Bias

When analysing information it is important that you can identify and deal with bias. A lot of media and online information carries a bias. In essence most of it is advertising, or bias promotion, dressed up as information. Can you spot the difference?

## Analysing information / Ask yourself...



PDS  
SUPER  
SKILLS



## Just the facts please! B

1. Define these terms by giving an example that supports the definition.

anecdote: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

hyperbole: \_\_\_\_\_

\_\_\_\_\_

2. We have heard all of these claims in recent times. I don't know if they are true or not? Work in pairs to see what you can find out. Note your sources. Discuss your findings with the class. Did any pairs reach a contrary view?



Australia is the 2nd fattest nation in the world behind the USA.

# Draft Sample:

# Do Not

# Copy

Today's generation will be the first to be poorer than their parents.

The number of boat people arriving in Australia is at record levels.

Mobile phone use causes cancer.

## 6.23 Community Action

### Community involvement

One of the most rewarding things that you can do in your life is to get involved in the community. This is a chance for you to give back to your community, and to society in general. Many of the people you deal with in your lives are involved in community support, and give more than they are paid to do.

Sometimes people might ask, "But what's in it for me?"

Well there are three main reasons why community involvement is so rewarding;

- 👍 helping others
- 👍 gaining skills, and
- 👍 building a network.

### Volunteering

Volunteering pays off in many ways.

- ⇒ In Australia there are approximately 700,000 not-for-profit organisations. 95% of these rely largely on volunteers. <sup>1</sup>
- ⇒ In 2016, 44% of the Australian adult population volunteered, contributing 932m hours annually. <sup>2</sup> (41% and 836m in 2005)
- ⇒ The 5 most common areas are school education, sport, religion, health, and social services. <sup>2</sup>
- ⇒ 83% of volunteers said volunteering boosted their sense of belonging to their community. <sup>3</sup>
- ⇒ 71% said it increased their health and wellbeing. <sup>3</sup>
- ⇒ 80% of volunteers said their volunteer role had provided them with opportunities to learn. <sup>3</sup>

See [www.volunteeringaustralia.org](http://www.volunteeringaustralia.org) for more information.

Sources: <sup>1</sup>BS Voluntary Work Australia Survey (2006), <sup>2</sup>Giving Australia, 2016. <sup>3</sup>National Survey of Volunteering Issues, 2010

Preview  
Draft Sample:

3 benefits of community involvement...

Do Not  
Copy

#### 1. You help people, obligation free!

- ⇒ One of the best feelings in life is to help people without expecting anything in return.
- ⇒ A selfless act can create many benefits for others.
- ⇒ Why not give it a try some time?

#### 2. You develop valuable experience and skills!

- ⇒ Experience gives you transferable skills that you can use in other areas of your life and career.
- ⇒ This will help you become a more well-rounded individual.
- ⇒ This can also help you gain employment.

#### 3. You build a network of people from varied backgrounds!

- ⇒ A network broadens your circle of friends and opens you to new experiences and cultures.
- ⇒ A network can also give you new contacts which might help your career and personal development.

Corporate Involvement

Large, medium, small and even micro-sized organisations involve themselves in the community.

Sponsorship

Many large organisations devote significant funds towards community programs either directly by running the program themselves (Mc Happy Day), or by acting as a major sponsor (Cleanaway for Clean Up Australia Day). Check out the websites of major organisations and you will be surprised just how much some contribute to the community.

Employee involvement

A growing number of organisations are giving workers time off from their jobs in order to undertake community work.

This creates a win-win situation because employees can help out by volunteering in the community without losing any pay. This has been shown to also increase job satisfaction and motivation in workers

Skills and expertise

In many cases, organisations provide their technical skills and expertise to help the community.

This can involve doing or providing free services or ‘pro-bono’ work which might normally cost thousands of dollars. Examples include website design, free freight, professional and legal advice, and so on.



Draft Sample:

1. Research online to find examples of organisations playing an active part in supporting the community. Make sure that you include some local examples as well.
2. Print and bring the information to share in class.

Organisation/web	Examples of its community involvement
Ritchie's Supermarkets <a href="http://www.ritchies.com.au/benefits.html">www.ritchies.com.au/benefits.html</a>	Community Benefit Fund Donates a percentage of customer purchases to their nominated club, school or charity; almost \$50m by the end of 2019.

3. Watch episodes of ‘Secret Millionaire’ and discuss the community involvement going on.

## 6.25 Community Action

### B It's up to you

1. List 3 community issues that impact on you. What can you do about these?

Community issues that impact on me...	What can I do about these?
i	
ii	
iii	

2. Create or find an image that represents a community issue that impacts on you. Show and discuss this with your class.

My image is about \_\_\_\_\_

\_\_\_\_\_

3. Form into groups of 3-5. As part of your role on the Pocks Hill Community Grants Council, you are required to make community funding decisions. You have \$10,000 to allocate, you can award more than 1 grant and you don't have to spend all the money. The shortlisted submissions, in no particular order, are as follows. Discuss these, then fill in the table.

#### Submission 1

Pocks Hill Community Learning Centre have asked for \$5,000 to fund a casual art instructor as part of their community visual arts program. The aim is to help isolated migrant women develop friends and connect with their community.

#### Submission 2

Pocks Hill Superrules football club (for old blokes) have asked for \$3,000 to install lights at their ground. They want to be able to train later in winter as most of their players have work and family commitments and cannot train until well after 6pm.

#### Submission 3



Pocks Hill Grub, Scrub and Tub support centre have asked for \$10,000 to upgrade their shower facilities for homeless people. The new showers, laundry and hot water system could mean that many local homeless people could have a more dignified life. If they get this \$10,000 for the materials, they believe they can get local tradies to donate free labour to do the installation.

**Submission 4**

Pocks Hill Youth Association have asked for \$10,000 to stage a play that deals with issues around bullying. The money will help with sets, costumes, lighting and transport. They hope to tour the play around local schools.

**Submission 5**

Pocks Hill Feline Rescue Centre have asked for \$6,000 to fund programs to help deal with the area's growing stray-cat problem by catching, de-sexing and rehoming the cats. They will also launch a website and prepare a downloadable information and education program.

**Submission 6**

Pocks Hills Street-Art Collective (D'Pksy Posse) have asked for \$4,000 to produce a mural that celebrates pride in the local community. The money will be used to buy paint and materials and to pay artists (most of whom are unemployed) a small participation fee. A local retailer has volunteered its wall.



Reasons for...		Reasons against...	
1	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>		
2			
3			
5			
5			
6			
Final decision(s) and reasons to support your decision(s).			



## 6.27 Assessment Task

### AT1 Community Issue and Roles

#### ⇒ Task overview

You are required to prepare and present a report that researches and analyses an environmental, cultural or social issue, as well as the roles of members of a community (or communities) in relation to this issue. You must negotiate the issue you are investigating in consultation with your teacher. Use the *Community Issues Investigation Pro-Forma* on p.132 to start your research.

#### ⇒ Task requirements

As part of the report you must:

1. Research and clearly explain an environmental, cultural or social issue that is affecting a community and community members.
2. Research and summarise the role of community members in relation to the issue.
3. Describe and analyse the impact of the role of these community members in relation to the issue.
4. Use appropriate ICT (consult with your teacher) to report your findings.

*Tips: You might have already found some way to answering points 1-4 when completing various activities in Section 6. Use the boxes below to start drafting a report task and planning information.*

Outline the **issue** to be investigated. List important **task information** given by my teacher.

1. Research and explain the **community issue**. Summarise key information.

2. Summarise the **role of community members** involved in, or affected by, the issue.





2. Summarise the **role of community members** involved in, or affected by, the issue. (con't)

3. Describe and analyse the **roles** (i.e. actions) **of community members** in relation to the issue.

**Preview  
Draft Sample:  
Do Not  
Copy**

4. Plan my **report** incorporating **digital** ICT technologies.


## 6.29 Assessment Task

Community Issue and Roles: Investigation Pro-Forma	
<b>Describe the community issue being investigated.</b>	
How does this issue impact broadly (macro effects)?	How does this issue impact locally (micro effects)?
<b>Identify key information, websites and other resources needed to fully research the issue.</b>	
Information/resources about the issue broadly.	Information/resources about the issue locally.
<b>Outline the roles of different community members affected by the issue.</b>	
Roles of broader community members.	Roles of local community members.
<b>Outline the impact of the community issue on relevant community stakeholders.</b>	
Impact of the issue on community stakeholders.	Impact of the issue on local community stakeholders.
<b>Describe the impact of the community issue on you (or your peers) as community members.</b>	
Broad impact of the issue on me (or my peers).	Local impact of the issue on me (or my peers).
<b>Outline potential strategies to deal with the community issue.</b>	
Strategies that could address the issue broadly.	Strategies that could address the issue locally.
<b>Describe actions you (or your peers) could take to help address the issue.</b>	
Actions by me (my peers) to address the issue broadly.	Actions by me (my peers) to address the issue locally.

Preview  
Draft Sample:  
Do Not  
Copy

Name(s):

Key dates:

AT1: Community Issue and Roles - Tasks	Re-quired	Due by	Done	Teacher initials
<b>Stage 1: Planning your Community Issue and Roles investigation</b>				
⇒ Negotiate the task details with your teacher.	✓			
⇒ Create a plan for completing your investigation.	✓			
⇒ Create a timeline for completing your investigation.	✓			
<b>Stage 2: Undertaking your Community Issue and Roles investigation</b>				
i. Describe the community issue.	✓			
ii. Identify key information, websites and resources.	✓			
iii. Outline the roles of community members.	✓			
- Re: Broad impact of issue.				
- Re: Local impact of issue.				
iv. Outline the impact of the issue on key stakeholders.				
- Re: Broad impact of issue.				
- Re: Local impact of issue.				
v. Describe the impact of the issue on you (or your peers).				
- Re: Broad impact of issue.				
- Re: Local impact of issue.				
vi. Outline strategies to deal with the issue.	✓			
- Re: Broad impact of issue.				
- Re: Local impact of issue.				
vii. Describe actions of you (or peers) to address the issue.	✓			
<b>Stage 3: Completing your Community Issue and Roles investigation</b>				
⇒ Prepare a draft of your report.	✓			
⇒ Have your teacher check your draft.	✓			
⇒ Prepare your final report using digital technologies.	✓			
⇒ Present a report to the class (if required). 				

Additional information:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## 6.31 Self-Reflection

### Self-Reflection Pro-Forma

Which personal development skills did I develop during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

How have these personal development skills helped to improve my work readiness?

→ \_\_\_\_\_

→ \_\_\_\_\_

How have these personal development skills helped me in other ways?

→ \_\_\_\_\_

→ \_\_\_\_\_

How would I rate my performance (use a circle) in developing my personal development skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

# Personal Development: Planning and Organising

# 7

## Contents

7.01 Effective Planning .....	136	7.13 Assessment Task 2 .....	148
7.05 PODR Planning Pro-Forma .....	140	7.15 Activity Planner .....	150
7.09 Effective Organising .....	144	7.17 PODR Journal .....	152

Activities 7: Planning and Organising	p.	Due date/Done?	Comment
7.02A PDS Activity/Project	137	<input type="text"/>	<input type="text"/>
7.04B PODR - Brainstorm	139	<input type="text"/>	<input type="text"/>
7.05-7.08 PODR Planning Pro-forma	140-143	<input type="text"/>	<input type="text"/>
7.09A Effective organising: TEMP-O	144	<input type="text"/>	<input type="text"/>
7.10B TEMP-O	145	<input type="text"/>	<input type="text"/>
7.11C Activity Action Roster	146	<input type="text"/>	<input type="text"/>
7.12 To-do list	147	<input type="text"/>	<input type="text"/>
AT2 Community Issue Activity	148-149	<input type="text"/>	<input type="text"/>
7.15/7.16 Activity planner	150-151	<input type="text"/>	<input type="text"/>
7.17 PODR Journal	152	<input type="text"/>	<input type="text"/>

Comments:

## 7.01 Effective Planning

### Planning 101

Planning is vital in helping us to achieve our **goals**. In life, many people fail to achieve because they do not undertake appropriate planning. This lesson also applies to planning your PDS Activity or project. You need to put in a lot of work prior to the activity, and most of this involves planning and organising.

As you already know, the best way to achieve long-term goals is to break them down into shorter, more achievable, day-to-day goals. This supports your planning and helps you move to the organising stage as part of the **PODR process**.

### Successful planning

One of the best ways to undertake planning is to list your goals and objectives, then break these down, step-by-step. Then you can more easily identify what must be done to achieve those goals. The next step is to work out just what you need to do to achieve those goals. This naturally sees you move from planning, to organising, to doing.

Another successful planning method is to determine your goals and then to work backwards, one step at a time, by identifying everything that must be done at different stages to achieve your goals. This includes listing all the tasks, activities, resources, skills and responsibilities associated with goal achievement.

Careful and timely planning and organising assists you to anticipate what might happen. It helps avoid you potential problems, because you become more adaptable and able to change.

Highly successful people visualise their goals, then implement a life plan to achieve these. They also emphasise the importance of being flexible, of modifying goals, and of having back-up (**contingency**) plans.

Most often, the types of people who become successful leaders are those who:

- 👍 know where they're going (having clear goals)
- 👍 are taking steps to get somewhere (by following a plan) and
- 👍 are able to achieve what they want (by being well-organised) so that they are more likely to achieve an enjoyable, successful and rewarding life.

So you should use the PODR planning and goal setting process, and the PODR Pro-forma, whenever you need to plan to achieve a goal.

There are also a number of other planning and goal-setting tools in this section that can help support you in your PDS Activity or project.



**"Flares are out again! I didn't see that one coming when I planned my corporate wardrobe!"**



### Three levels of planning

#### ⇒ Strategic planning

- Focuses on long-term goals, such as you achieving the career that you want to develop.
- In business, this timeframe might be considered between two to five years, or longer. (Think of the time lag associated with the Metro Tunnel!)
- For your PDS Activity this might involve the 2-4 months that covers the entire project from inception to realisation. Your planning might start with a **PODR-Brainstorm** and other tools.

#### ⇒ Tactical planning

- Focuses on mid-term goals such as you completing this unit successfully.
- In business this timeframe might be considered between 3 months to 2 years.
- For your PDS Activity this might involve the 3-6 weeks that drives the specific planning and organising needed for your activity. This might involve a **TEMP-O** and other tools.

#### ⇒ Frontline planning

- Focuses on short-term goals such as you finishing your next assignment.
- In business this timeframe might be considered to be from one day to three months or so. It is also often associated with monthly, weekly or even day-to-day rostering and organising.
- For your PDS Activity this might involve planning and organising day-to-day activities associated with 'doing', and then rostering specific tasks for the activity using **to-do lists** and other tools.

Preview  
Draft Sample:  
Do Not  
Copy

#### PDS Activity/Project

A

After discussing the PDS Activity or project as a class and/or with your teacher, list your major objectives/requirements for this activity or project. Unit 7.02 list any important timeframes.

---

---

---

---

---

---

---

---

---

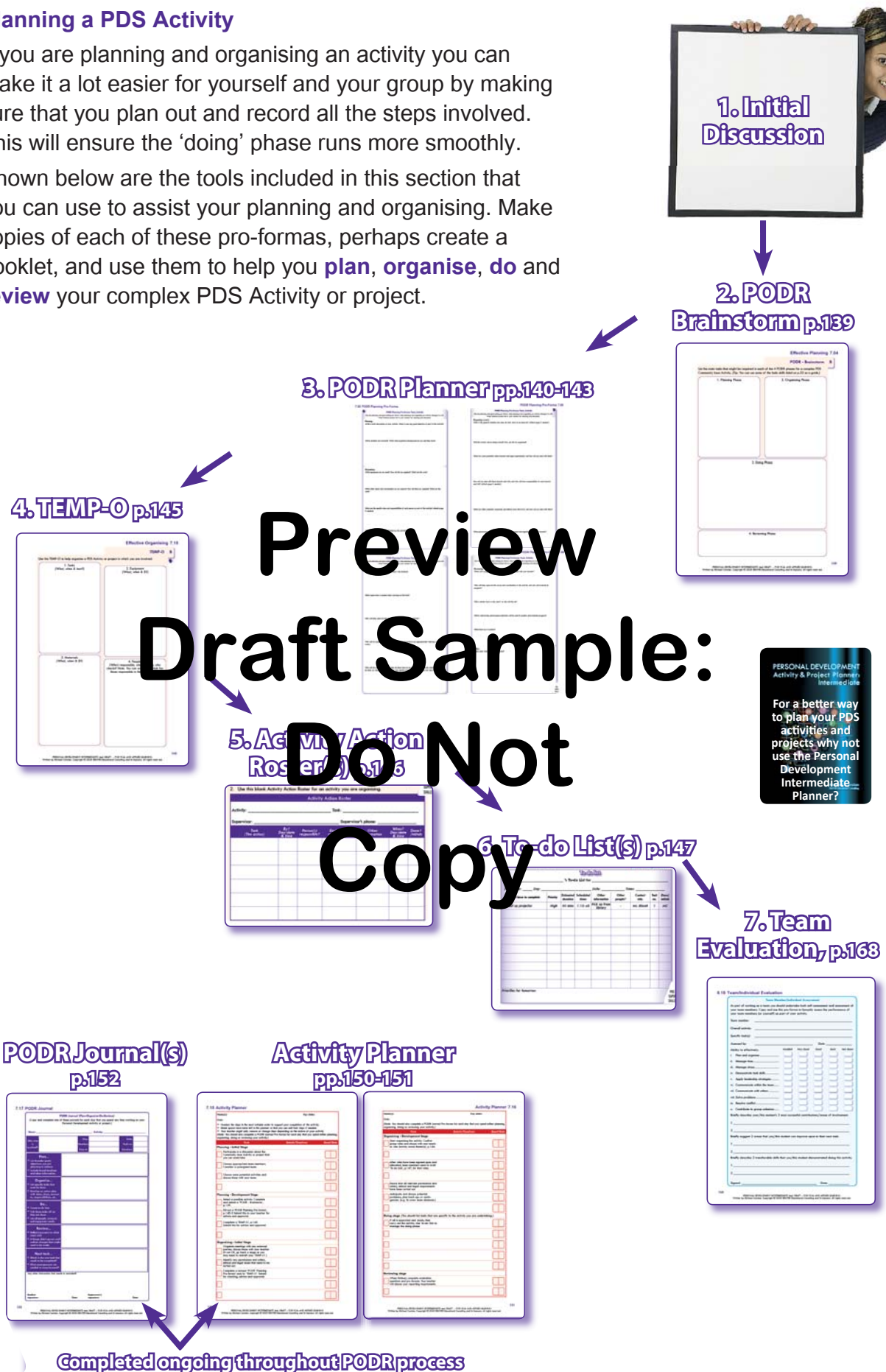


## 7.03 Effective Planning

### Planning a PDS Activity

If you are planning and organising an activity you can make it a lot easier for yourself and your group by making sure that you plan out and record all the steps involved. This will ensure the 'doing' phase runs more smoothly.

Shown below are the tools included in this section that you can use to assist your planning and organising. Make copies of each of these pro-formas, perhaps create a booklet, and use them to help you **plan**, **organise**, **do** and **review** your complex PDS Activity or project.



PODR - Brainstorm B

List the main tasks that might be required in each of the 4 PODR phases for a complex PDS Community Issue Activity. (Tip: You can use some of the tasks skills listed on p.32 as a guide.)

1. Planning Phase

2. Organising Phase

**Preview  
Draft Sample:**

3. Doing Phase  
**Do Not  
Copy**

4. Reviewing Phase

## 7.05 PODR Planning Pro-Forma



### PODR Planning Pro-forma: Team Activity

Use this planning and goal-setting pro-forma when planning and organising an activity. Enlarge it to A3.  
When finished present this to your teacher for checking and discussion.

#### **Planning:**

*Write a brief description of your activity. What is your key goal/objective as part of this activity?*

*Which students are involved? What skills/expertise/background do you and they have?*

# Preview

#### **Organising:**

*What equipment do you need? How will this be supplied? What are the costs?*

# Draft Sample:

# Do Not

*What other inputs and consumables do you require? How will these be supplied? What are the costs?*

# Copy

*What are the specific roles and responsibilities of each person as part of this activity? (Attach page if needed.)*

*Who else is involved in, or affected by, the activity?*

**PODR Planning Pro-forma: Team Activity**

Use this planning and goal-setting pro-forma when planning and organising an activity. Enlarge it to A3.  
When finished present this to your teacher for checking and discussion.

**Organising (cont.):**

*What is the general timeline and when do tasks have to be done by? (Attach page if needed.)*

*Will this involve classes being missed? How can this be organised?*

*What are some potential safety hazards and legal requirements, and how will you deal with them?*

**Preview  
Draft Sample:**

*How will you deal with these hazards and risks, and who will have responsibility for each hazard and risk? (Attach page if needed.)*

**Do Not  
Copy**

*What are other potential community and ethical issues that exist, and how will you deal with them?*

*What permission is needed? When will this be discussed and negotiated with your teacher?*

## 7.07 PODR Planning Pro-Forma



### PODR Planning Pro-forma: Team Activity

Use this planning and goal-setting pro-forma when planning and organising an activity. Enlarge it to A3.  
When finished present this to your teacher for checking and discussion.

**Doing:**

*When will the activity take place/what is the timeline?*

*What supervision is needed when carrying out the task?*

*Who will help supervise the set-up and coordination of the activity?*

*Who will be responsible for ensuring that safety procedures are appropriately followed. (Attach roster.)*

*Who will do specific tasks, and when do these have to be done? Outline exactly what tasks need to be done, by whom, and by when, for your specific project. (Complete to-do lists and rosters.)*

Preview  
Draft Sample:  
Do Not  
Copy



### PODR Planning Pro-forma: Team Activity



Use this planning and goal-setting pro-forma when planning and organising an activity. Enlarge it to A3.  
When finished present this to your teacher for checking and discussion.

#### **Reviewing:**

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

*Who will help supervise the set-up and coordination of the activity; and who will evaluate its progress?*

*Will a mentor have a role, and if so who will this be?*

# Preview

*Which criteria/key performance indicators will be used to monitor and evaluate progress?*

# Draft Sample:

*What back-up is in place?*

# Do Not Copy

#### **Other:**

*What other information is important?*

## 7.09 Effective Organising

### Organising

Organising involves turning 'bigger' goals or plans into actions. A key organisational skill is the ability to turn these big plans into smaller, bite-sized achievable chunks.

Effective organising involves developing action plans, mobilising resources and assigning people to undertake a project. When complex activities are well-organised, the doing phase should run much more smoothly.

The key components of successful organising are as follows.

1. Determining effective ways for getting the activity done; including using or developing **systems**, **processes**, **procedures** and other methods; and organising these.
2. Identifying and costing the **equipment** and **facilities** that will be needed to undertake the task successfully; and organising these.
3. Identifying and costing any **inputs**, **materials**, stock and other **consumables** needed to carry out the task; and organising these.
4. Assigning **people** and **teams** to various tasks and **monitoring** and **reviewing** their performance.



### A Effective Organising: TEMP-O

## Draft Sample:

Complete this TEMP-O organising table for an activity such as running a second-hand stall at a Sunday market, or planning a reunion for your friends or family.

Organise	Description	Examples
Tasks	⇒ What tasks need to be done? ⇒ By when do these tasks need to be done? ⇒ How can these tasks be done most effectively.	
Equipment	⇒ What facilities and equipment will be needed? ⇒ By when will these need to be booked and set-up ? ⇒ What costs are involved?	
Materials	⇒ What consumables will be needed? ⇒ By when will these need to be ready? ⇒ What costs are involved?	
People	⇒ Who will be responsible for the various tasks? ⇒ Who will organise, supervise and ensure that everything is ready? ⇒ Who will be a back-up/contingency?	

Use this TEMP-O to help organise a PDS Activity or project in which you are involved.



1. Tasks  
(What, when & how?)

2. Equipment  
(What, when & \$?)

3. Materials  
(What, when & \$?)

4. People  
(Who's responsible, who supports, who checks? Note: You can write the initials for those responsible in the other boxes.)

**Preview  
Draft Sample:  
Do Not  
Copy**

## 7.11 Effective Organising

### C Activity Action Roster



An Activity Action Roster is a very useful tool to help you get an overview to organise any complex activity. Shown below is an Activity Action Roster for a school/industry local partnership afternoon tea being planned and organised by a group of six students.

1. List 4 other activities that would be essential for the group to identify so as to successfully organise and do the afternoon tea.

Activity Action Roster						
Activity: <u>School/Industry Afternoon tea</u>		Task: <u>Overall planning/organising meeting</u>				
Supervisor: <u>Ms Harbord Shrager</u>		Supervisor's phone: <u>0040 231 231</u>				
Task (The action)	By? Day/date & time	Person(s) responsible?	Equipment/ money/inputs	Other information	When? Day/date & time	Done? /initials
e.g. Complete the invitations	Monday Aug 12 10.30 am	Helena/ Joachim	Need colour printer in IT room. \$20 budget for postage & stationery.	Must get guest list from Assistant Principal.	Mon am Aug 12 9-10.30 90 mins	HR /JP
<div style="font-size: 48px; opacity: 0.5; pointer-events: none;"> Preview Draft Sample: Do Not Copy </div>						

2. Use this blank Activity Action Roster for an activity you are organising.

Activity Action Roster						
Activity: _____		Task: _____				
Supervisor: _____		Supervisor's phone: _____				
Task (The action)	By? Day/date & time	Person(s) responsible?	Equipment/ money/inputs	Other information	When? Day/date & time	Done? /initials

PDS  
SUPER  
SKILLS

**Rosters** and **to-do lists** help you record important information and task responsibilities. These allow you to ‘see’ all of the steps involved in achieving a bigger goal. They make it easier to complete the doing phase of an activity.

Rosters should be drawn up in consultation with other group members; preferably at a team meeting. All group members must get a copy of the roster so that all parties know their responsibilities. Group members should be asked if they understand their duties.

Lists are vital for day-to-day organising and task completion. When you're in the actual doing stage it is easy to forget some things. Lists save you from having to remember everything in your head. If you list your required tasks and their deadlines, you can tick these off as you do them.

An **Activity Action Roster** allows groups to plan, allocate and record overall task responsibilities and other important information. Then each member might write their down to consist based on their role outlined in the Activity Action Roster.

# Draft Sample

**e:** If you write it down then you won't forget to do it!

[illegible]

## 7.13 Assessment Task

### AT2 Community Issue Activity

#### ⇒ Task overview

You are going to undertake a complex Community Issue Activity (or project). Your teacher will inform you of the size and composition of your work teams. (Note: If you haven't yet participated in a group activity then you will likely work in a group situation.)



You will need to consult and negotiate with your teacher about the suitability of the complex Community Issue Activity in which you will be required to participate. It is likely that the environmental, cultural or social community issue will be the same one that you investigated for **AT1**.

In some cases, your school will have already determined this activity for you and it might be a whole-class project. In other cases you might have to plan and organise an activity or project related to a context that you have been studying; such as *community engagement*, *social and environmental awareness*, *social connectedness*, or *participation in a democratic society*.

#### ⇒ Task requirements

- Use the **PODR** Planning Pro-forma on pp.140-143 to guide your planning. Perhaps enlarge each page to A3. This planning process is very similar to the steps involved in Unit 1. However, this process is more complex because you now have more planning tools at your disposal.
- Tick off each task as it is completed with, and approved by, your teacher. You might also have to add some tasks to each of these PODR stages depending on your particular activity.
- Your teacher might start your planning this Community Issue Activity (or project) early in the unit, and have you continue your **planning and organising** on an ongoing basis leading up to the **doing** phase.
- You have to complete the evaluation report questions on p.149 as part of the **reviewing** phase.
- In conjunction with this Community Issue Activity (or project) you will also likely be required to complete **AT3: Issue Awareness Project**.

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

*List some potential activity/project ideas here.*





## Evaluation of Personal Development Activity

Complete the following evaluation questions to report on your complex PDS Activity. Your teacher will inform you of the format for this report, the due dates, word lengths and so on.

Format: \_\_\_\_\_ Draft date: \_\_\_\_\_ Final date: \_\_\_\_\_

Word length and/or presentation time: \_\_\_\_\_

Other information: \_\_\_\_\_

### 1 & 2. Planning and Organising: Evaluation

- Evaluate the effectiveness of strategies used generally, as well those that your group developed and applied, to try and deal with the community environmental, cultural or social issue.
- Use evidence to describe how successful your group was at planning, organising, doing and reviewing the complex Personal Development Activity.
- For each team member and/or yourself, describe when this person contributed positively to the group activity.
- For each team member and/or yourself, describe a time when this person did not contribute as positively to the group activity.

### 3. Communication Strategies Evaluation

Use feedback and digital technologies to assess the following.

- The quality and usefulness of varied information sources about the community environmental, cultural or social issue.
- The effectiveness of the communication strategies that your group used to raise awareness of the community environmental, cultural or social issue.
- The overall effectiveness of your group's Issue Awareness Project.

### 4. Problem-Solving Evaluation

- What strategies and solutions did your group suggest to address the community environmental, cultural or social issue.
- Evaluate the effectiveness of these solutions in helping the community deal with the environmental, cultural or social issue.
- Evaluate your own effectiveness in suggesting, developing and applying problem-solving strategies.

### 5. Team/ Group Cohesion: Evaluation

- Describe how your group allocated responsibilities for different tasks.
- What were your roles as part of this activity?
- Explain the methods your team used to create group cohesion to undertake the activity.
- For each team member and/or yourself, describe when this person contributed positively to supporting and/or ensuring that team members worked well with one another.
- For each team member and/or yourself, describe a time when this person did not contribute as positively to supporting and/or ensuring that team members worked well with one another.

### Overall 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 team 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.43.

## 7.15 Activity Planner

Name(s):		Key dates:
Issue:		
<p>⇒ Number the steps in the most suitable order to support your completion of the activity.</p> <p>⇒ Blank spaces have been left in this planner so that you can add task steps if needed.</p> <p>⇒ Your teacher might add, remove or change steps depending on the nature of your activity.</p> <p>(Note: You should also complete a PODR Journal pro-forma for each day that you spend either planning, organising, doing or reviewing your activity.)</p>		
Task	Details/Timelines	Done?/Date
<b>Planning - Initial Stage</b>		
<input type="checkbox"/> Participate in a discussion about the Community Issue Activity or project that you can undertake.		<input type="checkbox"/>
<input type="checkbox"/> Choose appropriate team members. Consider a synergised team.		<input type="checkbox"/>
<input type="checkbox"/> Choose some potential activities and discuss these with your team.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<b>Planning - Development Stage</b>		
<input type="checkbox"/> Select a possible activity, complete a 'PODR Planning Pro-forma', p.139, and submit this to your teacher for advice and approval.		<input type="checkbox"/>
<input type="checkbox"/> Fill-out a 'PODR Planning Pro-forma', p.140-3 Submit this to your teacher for advice and approval.		<input type="checkbox"/>
<input type="checkbox"/> Complete a 'TEMP-O', p.145. Submit this for advice and approval.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<b>Organising - Initial Stage</b>		
<input type="checkbox"/> Organise meetings with any external parties; discuss these with your teacher. (If not OK, go back a stage as you may need to redraft your 'TEMP-O'.)		<input type="checkbox"/>
<input type="checkbox"/> Identify any permissions and safety, ethical and legal issues that need to be sorted out.		<input type="checkbox"/>
<input type="checkbox"/> Complete a revised 'PODR' Planning Pro-forma' and/or 'TEMP-O'. Submit for checking, advice and approval.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>

Preview  
Draft Sample:  
Do Not  
Copy

Name(s):		Key dates:
Issue:		
(Note: You should also complete a PODR Journal pro-forma for each day that you spend either planning, organising, doing or reviewing your activity.)		
Task	Details/Timelines	Done?/Date
<b>Organising - Development Stage</b>		
<input type="checkbox"/> Start organising the activity. Confirm group roles and discuss with your teacher. Use 'Activity Action Roster(s)', p.146.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/> After roles have been agreed upon and allocated, team members need to draft 'To-do Lists', p.147, for their roles.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/> Ensure that all relevant permissions and safety, ethical and legal requirements have been sorted out.		<input type="checkbox"/>
<input type="checkbox"/> Anticipate and discuss potential problems; plan back-ups or contingencies. (e.g. To cover for absentees.)		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<b>Doing stage</b> (You should list tasks that are specific to the activity you are undertaking.)		
<input type="checkbox"/> If all is approved and ready, then carry out the activity. Use 'to-do' lists to manage the doing phase.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<b>Reviewing stage</b>		
<input type="checkbox"/> When finished, complete evaluation questions and pro-formas. Your teacher will discuss your reporting requirements.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>

Preview  
Draft Sample:  
Do Not  
Copy

## 7.17 PODR Journal

PODR Journal (Plan-Organise-Do-Review)			
(Copy and complete one of these journals for each day that you spend any time working on your Personal Development Activity or project.)			
Name: _____		Activity: _____	
Who else is involved?		Day:	
		Time from:	
		Time to:	
		Date:	
		Task no:	
		Duration:	
<b>Plan...</b> ⇒ List broader goals/ objectives you are planning to achieve. ⇒ Include broad timelines and other information.			
<b>Organise...</b> ⇒ List specific tasks that must be done. ⇒ Develop an action plan with dates, times, resources, responsibilities etc..		<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>	
<b>Do...</b> ⇒ Create to-do lists. ⇒ Tick these tasks off as they are done. ⇒ List all people, resource and equipment needs.			
<b>Review...</b> ⇒ Reflect/comment on what went well. ⇒ If things didn't go too well outline changes that might need to be made.			
<b>Next task...</b> ⇒ Which is the next task that needs to be completed? ⇒ What arrangements are needed to move forward?			
Any other information that needs to be recorded?			
Student signature: _____		Date: _____	Supervisor's signature: _____
			Date: _____

# Personal Development: Communication & Team Skills 8

## Contents

8.01 Communicating Effectively .....	154	8.11 Team Dynamics .....	164
8.03 Presenting Information .....	156	8.13 Assessment Task 3 .....	166
8.07 Effective Team Work .....	160	8.15 Team Evaluation .....	168
8.09 Effective Meetings .....	162		

## Activities 8: Communication & Team Skills p. Due date/Done? Comment

8.01A Communication methods	154			
8.02B Communication strategy	155			
8.04A Presentation	157			
8.07A Our team	160			
8.08B Multiple intelligences	161			
8.09A Team rules	162			
8.10 Meeting Agenda	163			
8.11A Team roles	164			
8.12B Effective teams checklist	165			
AT3 Issue Awareness Project	166-167			
8.15 Team Evaluation	168			

Comments:

Preview  
Draft Sample:  
Do Not  
Copy

## 8.01 Communicating Effectively

### Communication

The ability to communicate effectively is the most vital **interpersonal skill** required by people in their personal, family, social and professional lives.

You live in an age of evolving **digital communication**. However, this has meant that people, although communicating more often, are actually communicating less effectively.

There is too much information being communicated. A lot of the information is untrue, or even lies. Digital communication is dominated by corporate information that 'dresses up' product information and marketing as truth and knowledge. People are increasingly communicating within an **echo chamber**. And people are increasingly '**SHOUTING**' at each other.

### 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?



Image: assumption111/Depositphotos.com

PDS  
SUPER  
SKILLS

### A Communication method

1. Identify 5 common methods of communication. For each one, explain how you commonly use this method to communicate.
2. Explain how each of these communication methods might be effective for your Personal Development Activity.

Methods	How I use this to communicate.	How this could be used for the PDS Activity?



Communication strategy **B**

For your PDS Activity you are required to develop and apply a range of communication strategies to raise awareness about the community issue you are investigating.

You will return to complete this pro-forma as you develop more skills and strategies for effective applied communication throughout the unit.


**Communications strategy to raise awareness about:**

Team members involved. (Outline their particular skills and areas of expertise.)

What are we communicating?	Who is the audience?	What methods will we use?	Who will do the communicating; how and when?	What resources will we need and use?	
<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>					
What feedback methods will we use?			Identify any other important information.		

## 8.03 Presenting Information

### Information

When you are required to **present** information, you need to consider the most effective way to **communicate** 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.

All team members should share the 'communication' load. You must ensure that all team members do actively participate when communicating information to an audience. This is the only true way to ensure that everyone develops transferable communication skills. Perhaps someone who is not comfortable speaking for an extended period of time can introduce the team members and deal with answering questions.

Whichever methods 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 detail in Literacy and Arts, so we will just summarise these here.



Image: iconcept/  
Depositphotos.com

# Preview Draft Sample:

## Tips for effective communication...

**Be clear in your objective;  
know what you're trying to say.**

**Choose the  
most appropriate  
format, method  
and style.**

**Choose suitable,  
length, timing and  
location.**

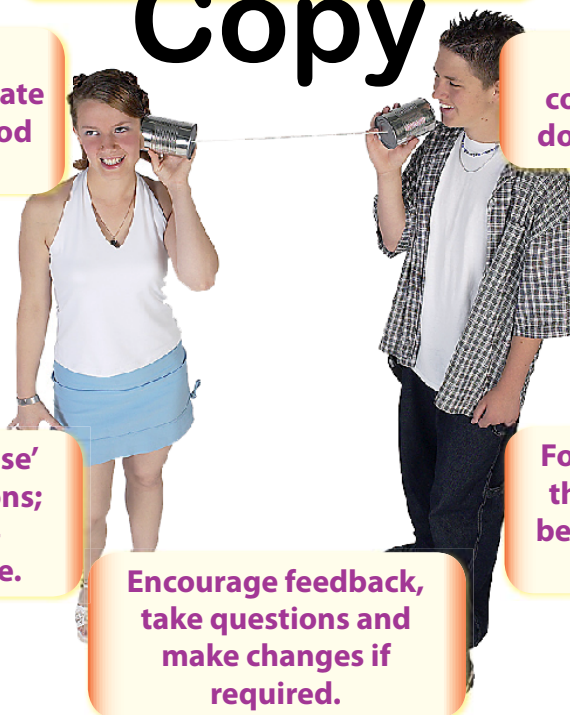
**Eliminate 'noise'  
and distractions;  
don't over-  
communicate.**

**Encourage feedback,  
take questions and  
make changes if  
required.**

**Plan your  
communication;  
don't just wing it.**

**Tailor the  
message to suit  
the audience.**

**Follow up; ensure  
the message has  
been received and  
understood!**



### 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 device and projector.
- 👍 Use a good quality USB and have a back-up USB.
- 👍 Some networks won't allow new USBs to be installed.

PDS  
SUPER  
SKILLS

Preview  
Draft Sample:  
Do Not  
Copy



### Presentation A

1. As a team, develop a list of tips or guidelines for making presentations. Allocate roles, share responsibilities and make sure that everyone is participating - as equally as possible.
2. Finally, develop a one sentence 'mission statement' to guide your team's objectives in regards to the presentation.

## 8.05 Presenting Information

### Feedback

When communicating any sort of message it is vital that the communicator knows that the message has not only been 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 Community Issue Activity. How will you know that the activity is being undertaken effectively? How will you know that the audience has taken in

your message? Just take a guess? Or is there a better way?

"I don't like your shoes!"



"Why not?"

### Criticism

Criticism is a normal part of personal development. As humans we need to try, make some mistakes, learn from these 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 to 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 what is being done incorrectly.

And of course any feedback process should include strategies for **improvement**, as well as the opportunity to implement these strategies. That is why effective planning and decision-making is vital. It gives you time to have a 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 develop yourself personally!

### Performance appraisal

People's performance needs to be reviewed. This helps assess whether they are effectively achieving the tasks, activities and responsibilities related to their roles and/or positions.

In the business world performance appraisal allows an organisation to investigate how well workers are doing their jobs. 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, some people might be too polite to give you an honest answer, for fear of hurting your feelings
- ⇒ Devise and distribute a questionnaire asking about the quality of the presentation. It is best to make this easy to fill out by using 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.
- ⇒ Another way to get feedback is to have someone not associated with the presentation (such as your teacher) to ask the audience. This can remove biases associated with the two points above. Then they can relay the feedback to you.

### Feedback: Testing the audience?

- ⇒ Testing the audience directly is tricky, but this 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 our society 0.5% or 50%? Collect the results and then ascertain whether your key messages have been communicated.
- ⇒ But once again be careful, the audience might feel that they are being tested, (which they are)! So make sure that you have set down that as part of your PDS Learning Outcomes you need to be given feedback on your presentation.

### Feedback: Peer or peer 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 from your teachers, and at work from 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 and review (i.e. **PODR**). 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.



## 8.07 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 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, 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

PDS  
SUPER  
SKILLS

### 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



**Verbal-Linguistic**  
Are you good using words & languages?

**Interpersonal**  
Are you good dealing with other people?

**Intrapersonal**  
Are you good at managing yourself?

**Visual-Spatial**  
Are you good with shapes, patterns and drawing?

**Musical-Rhythmic**  
Are you good with music and sounds?

**Naturalistic**  
Are you good in outdoor environments in the natural world?

**Logical-Mathematical**  
Are you good solving problems or maths and logic?

**Bodily-Kinesthetic**  
Are you good at physically using your body and hands?

## Draft Sample:

Professor Howard Gardner of Harvard University developed these eight 'Multiple intelligences'. 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 MIs honestly. You musn't just see yourself as being strong in just one category. 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. This test is OK. [www.literacynet.org/mi/assessment/findyourstrengths.html](http://www.literacynet.org/mi/assessment/findyourstrengths.html)



B



## 8.09 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** skills and **people management** skills.

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.

### Tips for effective meetings

#### Timing

Consider where and when the meeting is held. Consider the difference between a breakfast meeting, a lunchtime meeting and a Friday afternoon meeting. People's immediate workload will also influence their attendance, enthusiasm and participation.

#### Location

Hold the meeting in a room where participants can easily hear, see and visit. If it is a consultative meeting, then you should use a round (ish) table.

#### Agenda

All the items to be discussed should be on the agenda and given to attendees in advance. Sticking to the agenda will help the meeting stay on track. Have extra copies at the meeting.

#### Duration

The meeting should allow enough time to get through all the items properly, but should not drag on. Because some people do like to 'hog the spotlight' it's a good idea to set time limits.

#### Co-ordination

Try to have a neutral person run or (chair) a meeting. The chairperson makes sure that the meeting runs fairly and properly. Otherwise the team leader should run the meeting.

#### Rules

Meeting rules (standing orders) detail how decisions are made, how long people can speak for, the voting system, majority required for passing votes, how motions can be introduced and passed, and so on. If conflict occurs people can be brought to account according to the standing orders.

PDS  
SUPER  
SKILLS

### A Team rules



Develop a set of rules that your team will abide by when having meetings. Consider the tips and issues on pp.160-163, 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, email, 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. safety, 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.)

**Preview  
Draft Sample:  
Do Not  
Copy**

## 8.11 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.

#### Driver

Their role is to lead the group so as to achieve the team's goals.

#### Facilitator

Their role is to provide resources and links that help goals get achieved.

#### Monitor

Their role is to chair, review and make sure that everything is on track.

#### Supporter

Their role is to go along with good ideas and support what is being suggested.

#### Influencer

Their role is to encourage members to accept established or new ideas.

#### Timekeeper

Their role is to make the team aware of deadlines and to establish urgency.

#### Recorder

Their role is to take minutes and keep records of all the important matters.

#### Innovator

Their role is to suggest new and creative ideas and processes.

#### Implementer

Their role is to put the plans into action by organising and doing.

#### Peacemaker

Their role is to ensure that team harmony is achieved and people get along.

#### Critic

Their role is to challenge ideas to make sure that things are being done properly.



In our team who performs which roles? (Note: People might have more than one role.)

Facilitator:	Monitor:
Supporter:	Influencer:
Timekeeper:	Recorder:
Innovator:	Implementer:
Peacemaker:	Critic:
Driver:	Other?:

## Effective teams checklist

B



So how effective is your team? Are you ready to take on the challenges facing you? Assess your readiness by completing this checklist. Add 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.



Preview  
Draft Sample:  
Do Not  
Copy

## 8.13 Assessment Task

### AT3 Issue Awareness Project

#### Task overview

You are required to develop and present an **Issue Awareness Project** about a complex environmental, cultural or social 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 **Issue Awareness Project** prior to undertaking your PDS Community Issue Activity or project; or
- ii. Plan and deliver this **Issue Awareness Project** as part of and in conjunction with your PDS Community Issue Activity or project; or
- iii. Plan and deliver this **Issue Awareness Project** after completing and reviewing your PDS Community Issue Activity or project.

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

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

# Preview

# Draft Sample:

# Do Not Copy

#### Task requirements



Specifically, for this **Issue Awareness Project**, you are required to complete these tasks.

1. Plan a project to promote awareness of a complex environmental, cultural or social community issue that you have negotiated in consultation with your teacher.
2. Use a variety of communication strategies as part of this activity (i.e. a communication 'campaign'). The suitability of these must be negotiated with your teacher. Your communication strategies must include 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. Your communication strategies are likely to vary depending on your issue, and your community focus. So identify and list the key steps you will take, including drafting and feedback, at Stage 2 of the *Issue Awareness Project pro-forma* (opposite on p.167).
4. Develop a process to collect feedback about the effectiveness of the communication strategies used in your 'campaign'. Use at least 2 different feedback collection tools.
5. Complete a brief report that evaluates the effectiveness of the **Issue Awareness Project** based on the feedback you have collected.



Name(s):

Key dates:

AT3: Issue Awareness Project - Tasks	Re- quired	Due by	Done	Teacher initials
<b>Stage 1: Planning the Issue Awareness Project</b>				
i. Negotiate the task details with your teacher.	✓			
ii. Create a plan for the Issue Awareness Project.	✓			
iii. Create a timeline for the Issue Awareness Project.	✓			
<b>Stage 2: Creating the Issue Awareness Project</b>				
i. Identify potential communication strategies.	✓			
ii. Identify potential digital technologies to be used.	✓			
iii.	✓			
iv.	✓			
v.	✓			
vi.				
vii.				
viii.				
ix.				
x. Prepare a final draft of your awareness project.	✓			
xi. Have your teacher check the final draft; get feedback.	✓			
xii. Refine your final communication materials.	✓			
<b>Stage 3: Completing the Issue Awareness Project</b>				
⇒ Prepare your final awareness project using ICT.	✓			
⇒ Deliver your communication 'campaign'. 	✓			
⇒ Obtain feedback of your communication 'campaign'.	✓			
⇒ Present or report to the class or other audience. 	✓			

Additional information:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## 8.15 Team/Individual Evaluation

### Team Member/Individual Evaluation

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 team 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 and 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 with team members .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Communicate with others .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Solve problems .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Resolve conflict .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. 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: \_\_\_\_\_

# Personal Development: Problem-Solving & Decision-Making <sup>9</sup>

## Contents

9.01 Effective Problem-Solving .....	170	9.15 Assessment Task 4 .....	184
9.09 Decision-Making.....	178	9.17 Self-Reflection .....	186
9.11 Effective Decision-Making.....	180		

Activities 9: Problem-Solving & Decisions		p.	Due date/Done?	Comment
9.02A Brainstorming	171			
9.02B Problem-solving tools research	171			
9.03C IASM	172			
9.04D IASM in action	173			
9.06E Do the drive	175			
9.08F Community issue or problem	177			
9.11A Which decision-making style?	180			
9.12B Which style for us?	181			
9.13C A heart decision to make	182-183			
AT4 What's the Problem?	184-185			
9.17 Self-Reflection	186			

Comments:

Preview  
Draft Sample:  
Do Not  
Copy

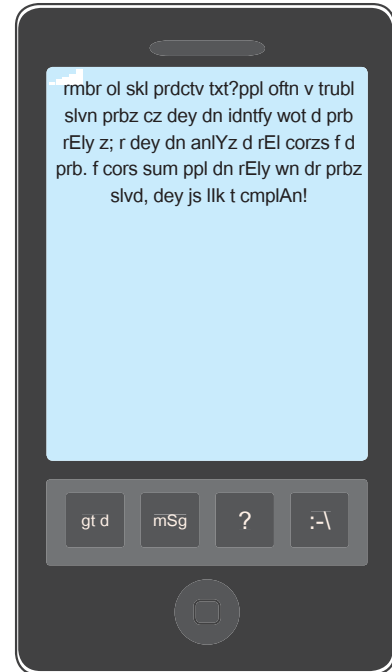
## 9.01 Effective Problem-Solving

### 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 get up”, 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 Issue Activity or project. You might have already been introduced to some of these in WRS.



# Preview

## Draft Sample:

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

# Do Not Copy

### Brainstorming

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

### Checksheets

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

### Drilling-down

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

### 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.



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.)






Preview

Draft Sample:

Problem-solving tools research

B

Research one of the problem-solving tools in r1. Or, find 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.



Do Not

Copy

---

---

---

---

---

---

---

---

---

---

## 9.03 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.
- ⇒ This will require some 'unpacking'.
- ⇒ Write this problem in a concise single sentence.

#### 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' (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 that 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.

WRS  
SUPER  
SKILLS

Preview  
Draft Sample:  
Do Not  
Copy



Use the IASM problem-solving process to help deal with a problem you are facing in relation to planning and organising your PDS Community Issue Activity or project.

*1. Identify the problem*

*2. Analyse the causes/facts*

**Preview  
Draft Sample:  
Do Not  
Copy**

*4. Manage the chosen solution*

## 9.05 Effective Problem-Solving

### Drilling-down

Do you recall how the best way to tackle large goals is to break them down into smaller, more manageable, bite-sized chunks? Well the same applies for problem-solving.

Many problems loom large and seem too hard to overcome. However, if you can break a problem down into its smaller components, then you are well on the way to identifying the key causes of that problem. This will make it easier for you to tackle the issues and try and solve that problem.

Drilling-down allows you to make a choice between different courses of action. You might have even used this method as part your previous work in PDS.

### Which way should I go?

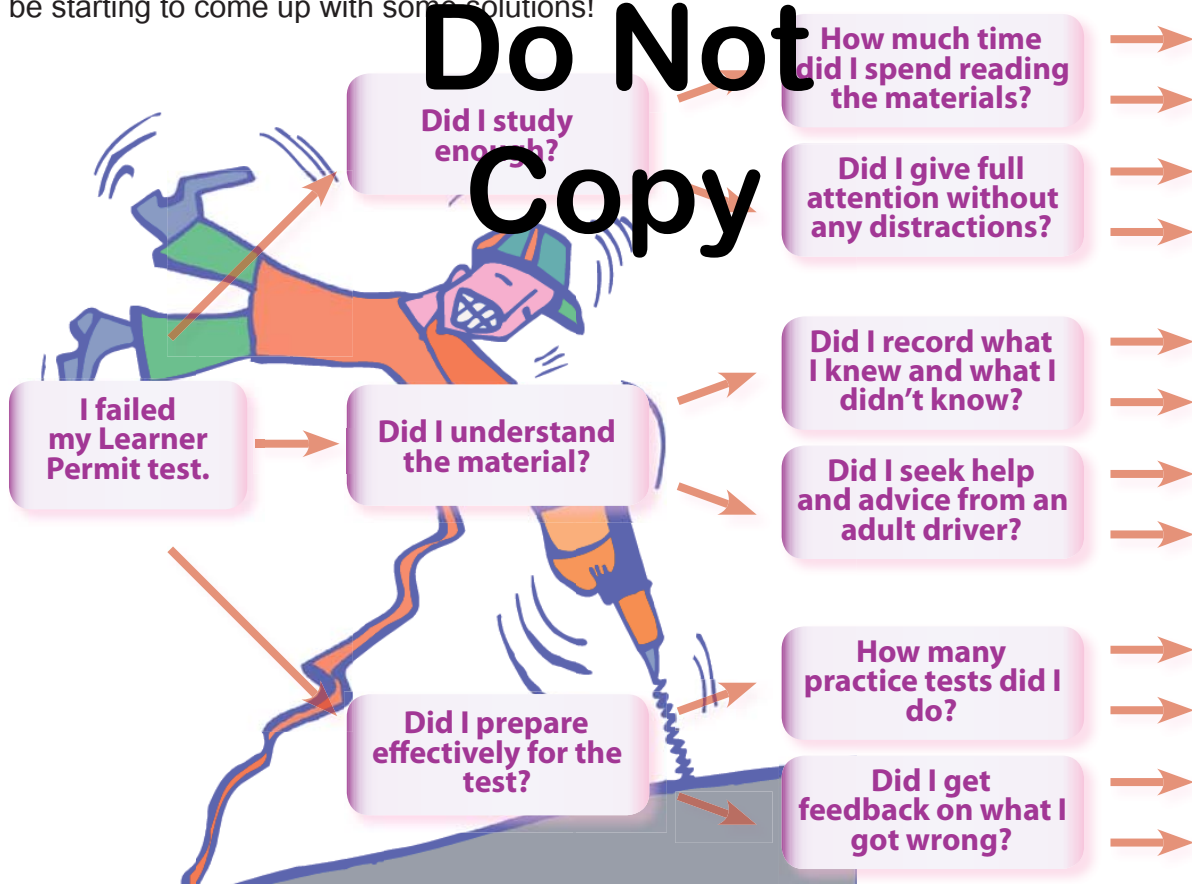
Drilling-down breaks complex problems into progressively smaller parts. This makes big problems a little easier to solve. Drilling down can then be used in conjunction with another method to help tackle the problem.

When you drill-down a problem you will see that as you get closer to the right-hand side, you might even be starting to come up with some solutions!

### Effective drilling-down

- ⇒ Identify your 'big' problem and write it at the left of a sheet of paper.
- ⇒ List the main points, issues or questions that make up this larger problem. Try for between 3-5. If stuck, answer 'why' or 'why not'?
- ⇒ List any points, issues and questions that influence these new issues. Try for 2-3. If stuck, answer 'why' or 'why not'?
- ⇒ Finally list some factors for each of these. If stuck, answer 'why' or 'why not'?
- ⇒ Start to analyse the right-hand side for some possible solutions.

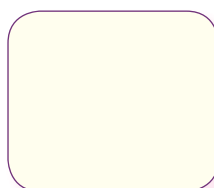
WRS  
SUPER  
SKILLS



Use drilling-down to help unpack an environmental, cultural or social community problem.  
(You should make a copy of this page before beginning and possibly enlarge it to A3.)



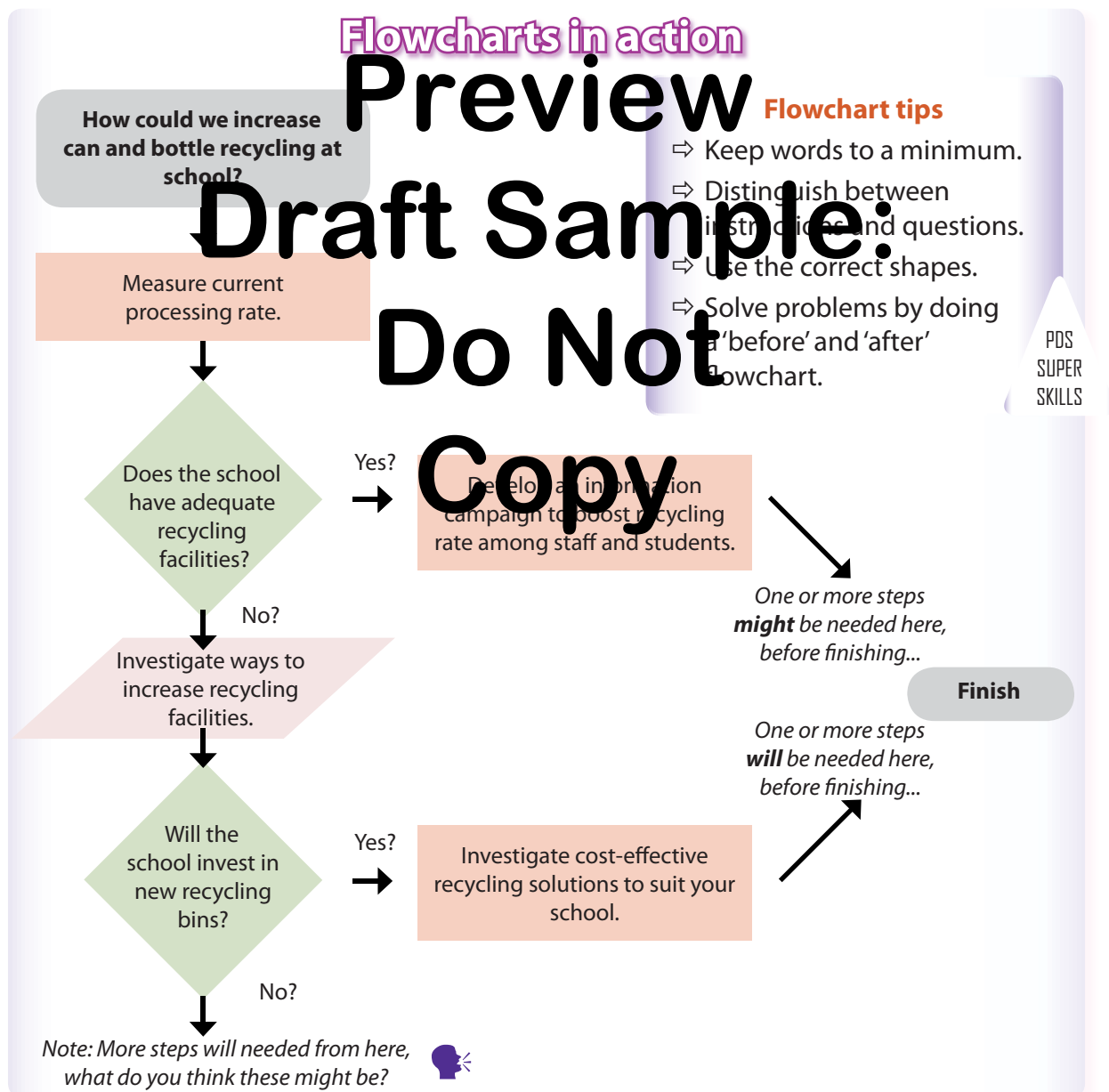
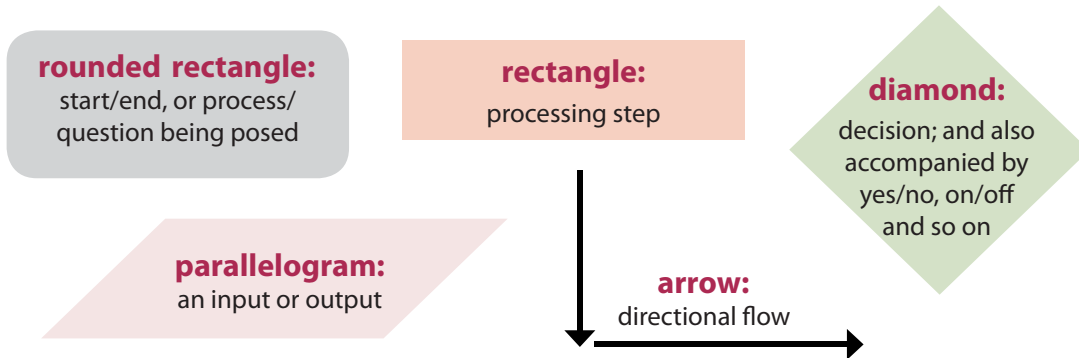
**Preview  
Draft Sample:  
Do Not  
Copy**



## 9.07 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.



**Community issue or problem F**

Use the IASM problem-solving process to help manage an environmental, cultural or social community problem. Develop a flowchart to map out the issue/problem; and also utilise one other problem-solving tool. Use your workbooks for more space.

*1. Identify the problem*

*2. Analyse the causes/facts*

**Preview  
Draft Sample:  
Do Not  
Copy**

*3. Suggest some solutions*

*4. Manage the chosen solution*

## 9.09 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, 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 workplace situation autonomous decision-making is often used by autocratic managers. They feel no need for consulting others because rules, procedures and guidelines are already set down. e.g. A manager decides who gets which shifts on a roster.

"I shall wear flares until they come back in season"

#### 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.



"We've decided to dress corporate to impress our clients."



**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.



# Preview

## Draft Sample:

**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.

**6. Chance**

- ⇒ People who are not willing to take responsibility for their actions put their trust in chance and fate.
- ⇒ They might flip a coin, throw a dart, consult a fortune teller, or even ask an octopus, a fish or some other critter.
- ⇒ This is not a good decision-making process.

## 9.11 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 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. Sadie, a student, suggests that they put it to a vote.			
Turlough 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.			

Preview  
Draft Sample:  
Do Not  
Copy

## Which style for us? B

Identify which decision-making styles might best suit your team for its complex Community Issue Activity or project. Explain advantages and disadvantages. Perhaps first discuss these as a class, and then definitely discuss these with your team mates.



Which decision-making style would I generally prefer to use?	Why so? What is an advantage?	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!)		

**Preview  
Draft Sample:  
Do Not  
Copy**

## 9.13 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 running 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 illness, stress and trauma.

#### Olivia Oglethorpe 3rd

- ⇒ 52 years old, been waiting 11 months.
- ⇒ Her husband is a Top 100 Company Director, and both their children are at university.
- ⇒ Her family owns extensive media interests.
- ⇒ She is active in the social scene and a well-known dancer, 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, 70, 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.

Preview  
Draft Sample:  
Do Not  
Copy

### ⇒ 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
<p>What was your role in this activity? What decisions did you have to make to carry out this role?</p>	
<p>Before the class did the activity, which of the 8 recipients would you have chosen and why?</p>	
<p>Describe the medical board's decision and reasons. Explain whether you agree or not.</p>	

**Preview  
Draft Sample:  
Do Not  
Copy**

## 9.15 Assessment Task

### AT4 What's the Problem?

This assessment task might form part of the problem-solving component of your complex, teams-based **Personal Development Activity** or project focusing on a community **environmental, cultural or social issue or problem**. Alternatively, **AT4** might deal with a specific community issue or problem suggested by your teacher.

1. You are required to solve a problem associated with one of the following activities.

- ☐ An **individual** complex **Personal Development Activity** or project.
- ☐ A **teams-based** complex **Personal Development Activity** or project.
- ☐ A specific **problem-solving activity** or project as directed by your teacher.


As part of the planning for this task you must do the following.

- ⇒ You might have to negotiate some of these tasks with your teacher. Tick the tasks and add due dates for those you are required to do. Your teacher might add others.
- ⇒ Tick the tasks off as you complete them. Get your teacher to initial these.
- ⇒ Present your findings to your teacher to get feedback and advice.
- ⇒ Complete relevant *Problem-Solving Process Evaluation(s)*.

**Preview**

**Draft Sample:**

**Do Not Copy**

The community issue or problem I/we will solve/initial is:		Name(s)		
AT4: What's the Problem? - Tasks	Re- quired	Due by	Done	Teacher initials
1. Identify and explain a community environmental, cultural or social <b>issue or problem</b> .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Document a <b>brainstorming</b> process.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Carry out a <b>drilling-down</b> analysis.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Complete an <b>IASM</b> problem-solving process.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Use and apply one or more <b>other problem-solving</b> strategies.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Evaluate your <b>problem-solving investigation</b> into the community issue or problem.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Summarise your <b>recommendations</b> to address the community issue or problem.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Prepare a <b>report</b> that includes points 1-7.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. <b>Present</b> your <b>findings</b> to an appropriate <b>audience</b> . 	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Problem-Solving Process (or Tool) Evaluation	
The Personal Development Skills Activity or Project was:	
The community environmental, cultural or social issue or problem to be solved was:	
Those involved in the problem-solving process were:	
The problem-solving processes, tools and/or strategies used were:	
1. The issue or problem was clearly identified and isolated. How so/ why not?	
2. The most significant causes of the issue or problem were identified and analysed. How so/ why not?	
3. A range of suitable strategies and solutions were suggested. How so/ why not?	
4. Practical and straightforward solution(s) and strategies were investigated and developed further. How so/ why not?	
5. Evaluation strategies or measures were used to assess if the changes were addressing the problem. How so/ why not?	
6. There is evidence to suggest that the problem is being dealt with more effectively. How so/ why not?	
In summary, how well did the process work in assisting you to solve the problem?	
Other information:	
Signed: _____ Date: _____	

Preview  
Draft Sample:  
Do Not  
Copy

## 9.17 Self-Reflection

### Self-Reflection Pro-Forma

Which personal development skills did I develop during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

How have these personal development skills helped to improve my work readiness?

→ \_\_\_\_\_

→ \_\_\_\_\_

How have these personal development skills helped me in other ways?

→ \_\_\_\_\_

→ \_\_\_\_\_

How would I rate my performance (use a circle) in developing my personal development skills this unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

# Environmental, Cultural and Social Issues

10

## Contents

10.01 Who's World Is It? .....	188	10.13 Generic Evaluation .....	200
10.05 Cultural Diversity .....	192	10.14 Unit Self-Reflection.....	201
10.09 Food Glorious Food .....	196	10.15 Unit 2 Assessment Record .....	202

## Activities 10: Issues

	p.	Due date/Done?	Comment
10.01A Environmental issues	188	<input type="text"/>	<input type="text"/>
10.04B So what's the issue?	191	<input type="text"/>	<input type="text"/>
10.06A Cultural diversity	193	<input type="text"/>	<input type="text"/>
10.08B So what's the issue?	195	<input type="text"/>	<input type="text"/>
10.09A Food Issues	196	<input type="text"/>	<input type="text"/>
10.12B So what's the issue?	199	<input type="text"/>	<input type="text"/>
10.13 Generic Evaluation	200	<input type="text"/>	<input type="text"/>
10.14 Unit Self-Reflection	201	<input type="text"/>	<input type="text"/>

Preview  
Draft Sample:  
Do Not  
Copy

Comments:

## 10.01 Who's World Is It?

### Environmental issues

One of the most hotly debated areas of concern within the broader community centres on issues and problems related to the environment.

The operation of **industry** and its ever-increasing appetite for **energy** has environmental consequences. So too does our **personal lifestyles** built on **over-consumption** and **waste**. The way we use our **natural resources** and the way we manage our waste has social, economic and environmental consequences for this current generation, and for future generations.

The environment is a key issue in Australia. Many surveys consistently rank the environment as one of the key concerns that people have. Younger people often rank the environment as much more of an important issue than the rest of the population generally.

According to an Australian Roy Morgan poll from September 2019, 78% respondents were concerned about global warming. 50% of respondents thought that, "If we don't act now it will be too late". Perhaps shockingly, 36% of respondents aged 18-24 thought that, "It is already too late". Find some current surveys to see how people are feeling now.

🧠 So what are your feelings on the matter, and how is the wider debate going lately?

#### A Environmental issues

One of the best ways to understand issues related to the environment is by getting to know the language associated with the concept. Create sentences to explain the meaning of each of these words/phrases related to the environment. You could use specific examples from your own experiences.

global warming

fossil fuels

greenhouse gases

over-consumption

single-use plastics

carbon footprint

externalities

renewables

recycling

e-waste

The Paris Agreement

government subsidies

Preview  
Draft Sample:  
Do Not  
Copy

## Environment: Some key issues

### Global warming

- ⇒ This is the term used for the projected increases in annual average temperatures brought about by the burning of fossil fuels. Climate change is said to result in melting of the polar ice caps, a rise in sea levels, irregular weather patterns, increased severity of flood and droughts, and other irreversible climatic changes.
- ⇒ Most of the world's energy needs are derived from burning finite fossil fuels such as oil, coal, natural gas and others. Significant emissions occur due to burning fossil fuels for energy. Affluent Western society creates most of the world's pollution.
- ⇒ Debate rages over the potential impact of global warming. However, most scientists say that the irregular weather patterns of the last 10 years are definite indicators of the effect of human life's lifestyle on the ecosystem; resulting in irreversible climate change.



"Look bro', I've seen enough evidence on the internet to convince me about unicorns, pixies and Bigfoot, and we all know that aliens are being covered up. But dude, until you show me the hard evidence on global warming I will continue to be a climate change sceptic!"

## Draft Sample:

### Over-consumption

- ⇒ Over-consumption of natural resources leads to the degradation of our environment.
- ⇒ Australia has long relied on the land as a source of mining and farming revenue. However, this is having irreversible environmental effects.
- ⇒ It is in producers' interests to manufacture items that don't last. We are encouraged to use disposable items as part of our throwaway society.
- ⇒ This means that consumers keep purchasing goods so as to generate income, employment and profits.
- ⇒ We continue to pursue a wasteful lifestyle. Over-consumption and built-in obsolescence clash with the idea of sustainability.
- ⇒ And our use of plastics, especially single-use plastics, continues to cause environmental harm.

### Sustainability

- ⇒ Sustainable resource use refers to using more environmentally-friendly types of power generation; and substituting green or renewable energy and power for non-renewable sources of energy.
- ⇒ Sustainability aims to make natural resources last longer. However, the very concept of sustainability clashes with the instinct of many humans - greed!
- ⇒ Australia needs to introduce more sustainable farming, fishing and logging methods, as well as reducing our reliance on mining of fossil fuels and 'dirty' minerals.
- ⇒ In our personal lives we also have to embrace sustainability by changing consumption patterns, by recycling, and by reducing our carbon footprint, including our product and food 'kilometres'. Uber that!

Preview  
Do Not  
Copy

## 10.03 Who's World Is It?

### Carbon footprint

- ⇒ An increasing number of stakeholders are trying to minimise their consumption of polluting non-renewables, i.e. by reducing their carbon footprint.
- ⇒ Each lifestyle and economic choice we make involves an environmental consequence. And industry often makes that choice for us without us having to do the 'dirty work'.
- ⇒ Carbon footprint reduction involves factors including green and solar power, recycling, less private transport use, consumption of fewer products including meat, carbon offsets; and other sustainability measures.
- ⇒ So do you know your carbon footprint?

### Renewables

- ⇒ Renewables are natural resources that are infinite, which makes them sustainable. Many renewable resources occur naturally throughout our world every day; including solar, wind and wave power as potential energy sources.
- ⇒ Over history humans have found it easier to dig up and burn non-renewable fossil fuels, rather than take the opportunity to develop renewable resource options.
- ⇒ Switching to renewable resource options is initially more expensive than using existing resource technologies, because those 'old' fossil fuel sources of energy have achieved economies of scale over time.

Preview

Draft Sample:

Do Not

Copy

### Australian energy generation

Australia is a highly-industrialised country with a voracious appetite for energy. Energy powers our work life, our homes and our recreational life. And it gets us everywhere we need to go on this vast continent, and beyond.

However, as at 2020, Australia is still one of the world's worst carbon polluters per person of any developed country.

Australia is blessed with an abundance of natural resources, including large stores of fossil fuels which we use for electricity generation.

For 2017/18, the Australian electricity generation industry sourced 83% of its power from fossil fuels (91.3% in 2009/10) and 17% from renewables (8.7% in 2009/10). At that time, coal-fired energy accounted for 60% of Australia's electricity generation and gas accounted for 21%.<sup>1</sup>

<sup>1</sup> Source: *Australian Energy Update August 2019, Commonwealth of Australia 2019*, available through: [www.energy.gov.au](http://www.energy.gov.au)

For the 2018 calendar year, the energy production from renewables had grown to 21.3%. The main energy sources were: hydro 7.5% (35% of renewables), wind 7.2% (34%), photovoltaic (solar) 5.1% (24%) and bioenergy 1.5% (7%).<sup>2</sup>

<sup>2</sup> Source: [www.cleanenergycouncil.org.au](http://www.cleanenergycouncil.org.au)

As industry continues to grow, and as our standard of living improves further, the amount of electricity needed in Australia is projected to grow by nearly 50 per cent between now and 2030. So find out the current figures (*Quarterly Update of Australia's National Greenhouse Gas Inventory*) and see if Australia's patterns of use have improved?





## So what's the issue? B

Describe 3 'specific' <b>environmental</b> issues that impact on communities.		
Issue 1:	Issue 2:	Issue 3:
How does each <b>issue</b> impact on your local community?		
Describe key <b>stakeholders</b> that are <b>contributing</b> to the issue occurring.		
Describe how community stakeholders are affected by the issue.		
Suggest some possible <b>strategies</b> to help <b>address</b> the issue, and its effects.		
What could <b>you do</b> to help <b>address</b> the <b>issue</b> and its effects?		
Other information		

Preview  
Draft Sample:  
Do Not  
Copy

## 10.05 Cultural Diversity

### Diversity

The word diversity refers to a recognition that people:

- ⇒ come from varied **cultural backgrounds** (e.g. ethnicity, language and religion),
- ⇒ have **different abilities** (e.g. disability and education),
- ⇒ have varied **demographic characteristics** (e.g. age, gender and family status).

These differences are part of what makes Australia a successful, diverse, progressive society. People from all walks of life come together to live, work, socialise, love, raise families, play sport, worship and do many other things with one another.

Acceptance of diversity doesn't mean you have to fall-in with what everyone else is doing. Instead it involves an **acceptance** that in many parts of life, people are expected to act in the same way - with respect and **tolerance** - under the law, with **freedom from discrimination**.

At times, some people will have different **values**, **beliefs** and **attitudes** from you. That's fine. We don't all have to agree with one another. However, once again an acceptance of diversity means that people will not be discriminated against because of their differences.

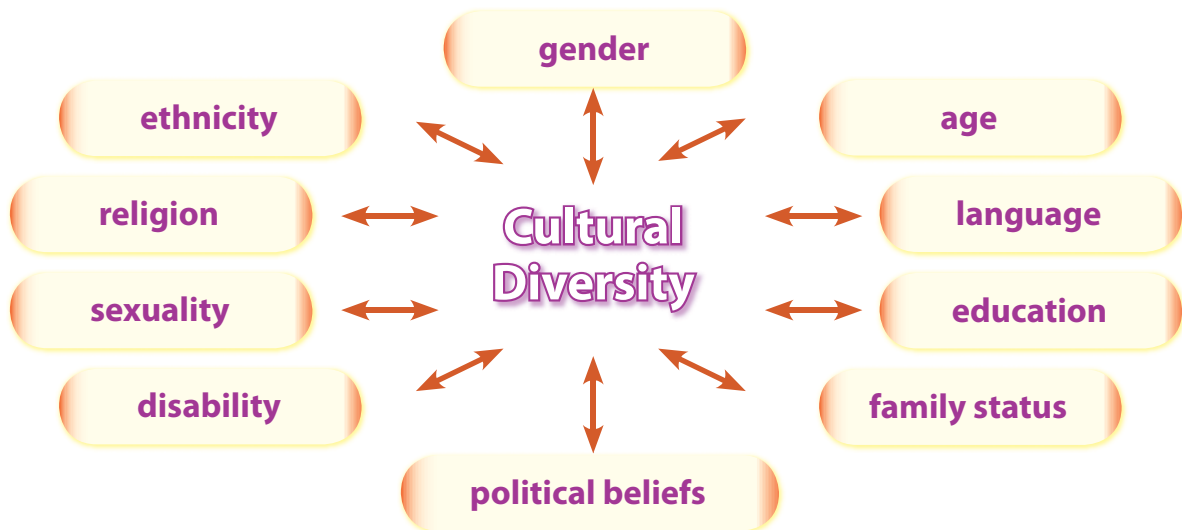
In some cases, an acceptance of cultural diversity results in programs that **recognise** that certain groups may be **marginalised** in broader society. This can result in specific targeted **affirmative action** programs to provide **assistance** and support for these groups; and to encourage, or even legislate, for **social change**.

One thing to note about diversity is that although people might seem 'different' from one another, most people, in fact, are actually very similar to each other.

This is due to having shared values (such as family), similar beliefs (spirituality), attitudes (the Australian 'fair go') and behaviours (being respectful and supportive of other people).



Image: nito103/  
Depositfiles.com



# Preview

Diversity A

One of the best ways to understand issues related to cultural diversity, is by getting to know the language associated with the concept.

Create sentences to explain the meaning of each of these words/phrases related to cultural diversity. You could use specific examples from your own experiences of diversity.

diversity

acceptance

**Do Not  
Copy**

tolerance

recognition

different values and beliefs

freedom from discrimination

## 10.07 Cultural Diversity

### Cultural diversity

We live in a culturally diverse society, and that diversity is reflected in community situations. Various communities are bound together based on their diversity. This comes about due to a number of reasons. Do you recognise any of these from your own

experiences?

1. Patterns in **migration** may see people from the same **ethnicity** live in areas nearby extended families and other community members.
2. The availability of suitable and **affordable housing**, as well as needing to be near established community members who can **help** with caring, baby-sitting and dealing with local rules and systems, can see localised communities develop.
3. Cultural, language and religious factors will also see diverse cultures form into communities based on the availability of **jobs**, access to diverse **shops** and **services**, as well as having **schools**, and **places of worship** such as churches, temples or mosques.
4. Cultural and community bonding can lead to the creation of **education and training programs**, **sporting groups**, **community organisations**, **arts and cultural enterprises** and other **community activities** that help unite and support people from particular cultural backgrounds. Some of these organisations are set up specifically to cater for people from diverse backgrounds. These can help those people, who may feel alienated from 'broader' society, meet and mix with others who share similar diversity.

### Cross-cultural socialisation

Of course Australia has a rich history of cross-cultural socialisation. This means that Australia consists of many diverse peoples who interact together. This adds a richness to the layers of Australia's social development.

You might find that neighbours, local residents, customers, colleagues, team mates, and other community stakeholders come from varied and diverse backgrounds.

Mixing and living successfully with others is a normal and natural part of everyone just getting on with their family, work, educational and social lives!

**This big roo is a pretty laid back Aussie!  
But there's more to Australian culture  
than just football, meat pies, kangaroos  
and (imported) Holden cars!**

### So what's the issue?

Despite Australia's rich cultural diversity, problems can occur that lead to issues for communities.

Some people from diverse backgrounds and experiences feel **marginalised** and alienated.

**Discrimination** certainly still does exist, although significant steps are being undertaken to promote **equal opportunity**. Some people feel that Australia does not do enough to recognise and celebrate the 60,000+ years of living **indigenous culture**.

So what can you do to proactively promote cultural diversity in your community?

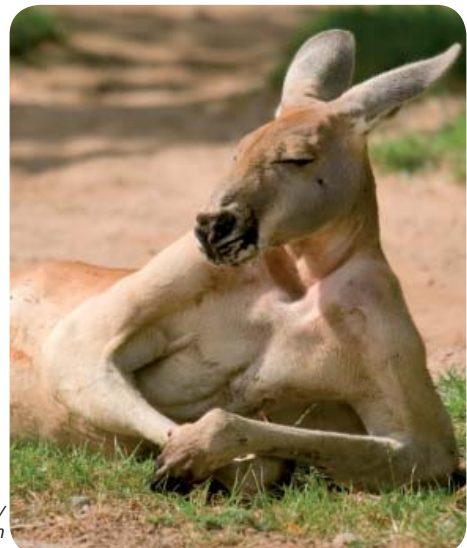


Image: Smileus/  
Depositfiles.com

So what's the issue? B

Describe 3 'specific' <b>cultural</b> issues that impact on communities.		
Issue 1:	Issue 2:	Issue 3:
How does each <b>issue</b> impact on your local community?		
Describe key <b>stakeholders</b> that are <b>contributing</b> to the issue occurring.		
Describe how community <b>stakeholders</b> are affected by the issue.		
Suggest some possible <b>strategies</b> to help address the issue, and its effects.		
What could <b>you do</b> to help <b>address</b> the <b>issue</b> and its effects?		
Other information		

Preview  
Draft Sample:  
Do Not  
Copy

10.09 Food Glorious Food

Food

Access to a **nutritious** and plentiful diet is one of the key markers of **standard of living** within Australian society.

We often hear of Australian society having an **obesity crisis** due to people **over-consuming** food and beverages, while not exercising enough to burn the energy they put into their (mainly **sedentary**) bodies.

There is also a growing social issue surrounding **food waste**. Many people **over-purchase** and throw out food. Growers see their fresh produce rejected by wholesale and retail buyers (including bananas that are too big and too bent!). This means they then have to ‘pulp’ perfectly good fruit and vegetables. And of course, it’s not only ‘fregans’ and dumpster divers who know the amount of food waste that gets thrown out daily by retailers, wholesalers, markets, restaurants and other stakeholders involved in food manufacturing, wholesale and retail enterprises.

Yet at the same time, many people in Australia are struggling to put together their next meal. And this **food insecurity** is not just a problem that affects the poorest members of our community, such as the homeless, resettled refugees, pensioners and other struggling people. Many families, including working families, are doing it very tough, and finding it harder to stretch their budgets to provide adequate nutritious food for their families.

Preview

A Food issues

Draft Sample:

One of the best ways to understand social issues related to ‘food’ is by getting to know the language associated with the concept. Create sentences to explain the meaning of each of these words/phrases related to food issues. You could use specific examples from your own experiences.

Do Not Copy

<b>standard of living</b>	<b>nutrition</b>	<b>sedentary lifestyle</b>
<b>over-consumption</b>	<b>obesity crisis</b>	<b>food waste</b>
<b>over-purchasing</b>	<b>food insecurity</b>	<b>food ‘banks’</b>



**E**ach week in Australia, many thousands of tonnes of food goes to waste, while hundreds of thousands of families and individuals do not have access to a regular, safe and nutritious food supply.

Wouldn't it be better if this food could somehow find its way to those in need?

In 2005, Ian and Simone Carson in Melbourne, Australia, formally established the fresh food rescue organisation SecondBite, because they could no longer watch good food go to waste.

SecondBite's vision is "Food for people in need."

SecondBite's aim was to help out people experiencing food insecurity by sourcing surplus nutritious, fresh food and produce - that would otherwise just go to waste - and then supplying this food to various agencies so that they got to the struggling disadvantaged and vulnerable people who needed it.

In its first year SecondBite was totally run and operated by three volunteers. But as the need for more food grew (the recipient demand in the community) SecondBite was able to source a greater supply of donor food.

However, the SecondBite crew realised that they would have to undertake some significant planning and organising in order to continue to provide their services in an enterprising manner.

And then, once the enterprise had secured some seed funding, it employed its first paid staff member.

From those few humble boxes of surplus food, SecondBite has grown to become a fully national enterprise that operates to

provide fresh food and meals directly to 1,300 community, charity and social service agencies around Australia.

In 2018 it reached the milestone of 'providing for' an equivalent 100 million meals, represented by the rescue and distribution of 50 million kgs of fresh food and produce.

These items come from donors such as farmers, fresh food markets, wholesalers, supermarkets, retailers as well as catering and events companies.

Some of SecondBite's key supporting partners include Coles (nationwide), Montague (fruit), Barden Produce (fruit and vegetables), Chep (transport), PFD Food Services, 7 Eleven, Nando's, The Australian

Government's Department of Health and Department of Social Services, Rotary Australia, and many others; including a range of charitable and philanthropic organisations and foundations. SecondBite also operates with the support of thousands of active volunteers.



In 2018/19 Secondbite: <sup>1</sup> & <sup>2</sup>

- ⇒ rescued 19.4 million kgs of produce (up from 11m two years ago in 2016/17)
- ⇒ distributed produce equivalent to 38 million meals (up from 22m in 16/17)
- ⇒ attracted over \$6m in revenue (i.e. fundraising, donations, grants, etc.)
- ⇒ employed more than 75 people across transport, warehousing and administration/corporate services
- ⇒ made use of more than 25,000 volunteer hours.

Source: [www.secondbite.org](http://www.secondbite.org); <sup>1</sup> 2016/17 SecondBite Annual Report. <sup>2</sup> [www.secondbite.org](http://www.secondbite.org), 'Our impact', accessed Dec 6, 2019.

## 10.11 Food Glorious Food

SecondBite believes passionately in working collaboratively with other agencies.

It supplies fresh and nutritious food and produce to more than 1,300 diverse community partners. These community agencies and groups then make this food into meals; or distribute it directly to people and families who need it.

Some examples of its community partner charitable agencies include Sacred Heart Mission, National Street Soccer, The Smith Family and the Asylum Seeker Resource Centre.

These agencies provide community meals, food parcels, breakfast programs, outreach services and cooking classes to vulnerable Australians.

Partner agencies are guaranteed a regular supply and are supported with additional nutrition information and fruit and vegetable guides.

Community groups need to pursue enterprising ways of generating support and SecondBite faces many pressures that impact on its day-to-day survival. To facilitate this, SecondBite draws on three major categories of support.

1. Food donors such as farmers, markets, food retailers, caterers and food manufacturers.
2. In-kind supporters such as professional service providers, designers, transport services, equipment and consumable suppliers.
3. Supporters who provide donations, grants and financial assistance, media and publicity; and partnerships with government departments and agencies.

The operational model of SecondBite is a major logistical feat. Managing the process of food collection, sorting, packing and distribution requires a truly enterprising operation involving varied industry stakeholders.

SecondBite has developed into a national organisation with a local focus in each state. In 2017/18 it had to move its Melbourne

distribution centre and headquarters to a larger Heidelberg West site. It has even developed a research and development department to innovate new fresh food rescue models, food skills and nutrition programs.

The activities of SecondBite remove the need for community agencies to purchase food (often at retail prices). These community agencies can focus on providing meals much more cheaply; thereby increasing their scope to find and reach people and families in need. SecondBite says that it is able to provide the equivalent of 5 meals for every \$1 contributed. That is an extremely efficient use of funding and support to create a positive community outcome.

A secondary bonus is that SecondBite's program has seen the redistribution of more nutritious food options. This is important because many people suffering food insecurity have to choose cheaper, but less healthy and nutritious, food options.

Another positive environmental outcome is that millions of tonnes of produce are diverted from landfill each year. This reduces waste and also helps to reduce greenhouse gas emissions.

And another positive social outcome is the training, skill-development and experience that volunteers get. This helps many vulnerable and long-term job-seekers to gain valuable experience, as well as a sense of confidence and being able to contribute to the community. SecondBite also operates a traineeship program for people with disabilities.

So as you can see, SecondBite is demonstrating enterprising community behaviour on numerous levels creating a win-win situation. And SecondBite are not alone in this 'fight'. There are other major food redistributors that operate throughout Australia, as well as many local and community food 'banks'.

So why do we need enterprises like SecondBite? And should we need them? Perhaps that's for you to investigate?

## So what's the issue? B

Describe 3 'specific' <b>social</b> issues that impact on communities.		
Issue 1:	Issue 2:	Issue 3:
How does each <b>issue</b> impact on your local community?		
Describe key <b>stakeholders</b> that are <b>contributing</b> to the issue occurring.		
<h1 style="text-align: center;">Preview Draft Sample: Do Not Copy</h1>		
Describe how community stakeholders are affected by the issue.		
Suggest some possible strategies to help address the issue, and its effects.		
What could <b>you do</b> to help <b>address</b> the <b>issue</b> and its effects?		
Other information		

10.13 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"/>
x. ....	<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: \_\_\_\_\_

## Unit Self-Reflection Pro-Forma

Which Personal Development skills did I develop during this entire unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

How have the skills of Personal Development helped improve my personal life?

→ \_\_\_\_\_

→ \_\_\_\_\_

How have the skills of Personal Development helped me in other ways?

→ \_\_\_\_\_

→ \_\_\_\_\_

How would I rate my performance (use a circle) in developing my Personal Development skills this entire unit?

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
----------------	----------	-----------------	-----------	----------------	----------------

What were my strongest areas of performance, and what should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_

## 10.15 Unit 2 Assessment Record

[illegible]