

PERSONAL DEVELOPMENT Activity & Project Planner: Intermediate

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Personal Development Activity & Project Planner: Intermediate

By Michael Carolan

DELIVER Educational Consulting (978-1-925172-62-1)

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- Literacy - Senior 2ed (2019)
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- Work Placement Journal (2015)
- Work Experience Journal (2014)
- Personal Development Activity Planner - Foundation (2020)
- Personal Development Activity/Project Planner - Intermediate (2020)
- Personal Development Project Planner - Senior (2020)

Available for industry-specific work education

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

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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.

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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

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WACE: Career and Enterprise	Printed text	e-version master	Total
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	_____

Careers, Work Education & Personal Development	Printed text	e-version master	Total
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	_____

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

Industry and Enterprise (New editions 2019)	Printed text	e-version master	Total
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	_____

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

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Introduction

Welcome to the Personal Development Activity & Project Planner. This resource has been developed to help support you in all stages of planning, organising, doing and reviewing a complex Personal Development Activity or project.

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

This book also acts as a record of your participation in your activity or project and is a great evidence journal.

1. Plan

In the first stage you should:

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

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

2. Organise

In the second stage you should:

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

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

3. Do

In the third stage you should:

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

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

4. Review

In this stage you should:

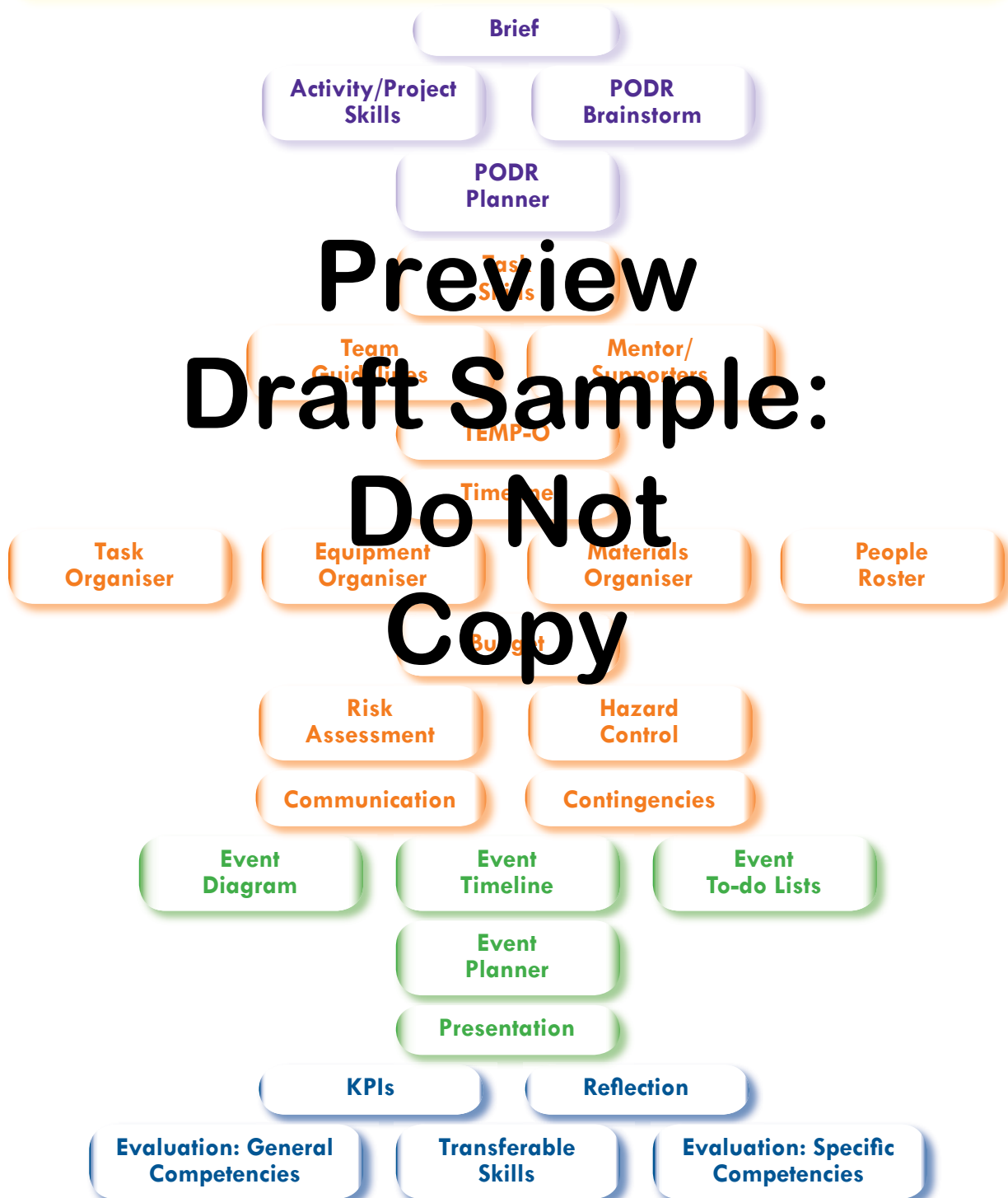
- ⇒ check what you've done, make sure you are doing the right things, and make any changes if necessary
- ⇒ seek feedback and also self-assess.

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

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Your teacher will direct you to complete some or all of these tasks depending on the scope and complexity of your activity or project. Use this activity/project planner to:

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



Activity/Project Planning Steps

Your teacher will direct you to identify the steps required for your activity/project.

	Activity/Project Step	Page	Information	Required?	Date	Done?
PLANNING	1. Activity/Project Brief	4-5				
	2. Activity/Project Skills	6-7				
	3. PODR Brainstorm	8-9				
	4. PODR Planner	10-13				
ORGANISING	5. Activity/Project Task Skills	14-15				
	6. Team Guidelines	16-19				
	7. Mentor/Supporters	20-21				
	8. TEMP-O	22-23				
	9. Timeline	24-25				
	10. Task Organiser	26-27				
	11. Equipment Organiser	28-29				
	12. Materials Organiser	30-31				
	13. People Roster	32-33				
	14. Budget	34-35				
	15. Risk Assessment	36-37				
	16. Hazard Control	38-39				
	17. Communication Strategy	40-41				
	18. Contingencies	42-43				
DOING	19. Activity/Project Event Timeline	44-45				
	20. Event Diagram	46				
	21. Event To-do Lists	47				
	22. Event Planner	48-49				
	23. Presentation	50-51				
REVIEWING	24. Key Performance Indicators	52-53				
	25. Reflection	54-57				
	26. Transferable Skills	58-59				
	27. Evaluation: General Competencies	60				
	28. Evaluation: Specific Competencies	61				
	Other Information	62-63				

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1. Activity/Project Brief

The first stage of any activity or project is the overall activity or project brief. An activity or project brief involves an outline of the key activity or project requirements. Everything that you subsequently do as part of the activity or project will be done to try and meet this brief. Your teacher will discuss the Activity/Project Brief with you and your class. Use short sentences to record key activity or project details.

1. What does the activity or project involve?



2. Who are the key stakeholders involved in this activity or project?



3. Why are you doing this activity or project, what are the benefits?



4. What are some prohibitions/exclusions that you are not allowed to do?



5. What are the key activity/project requirements, milestones or timelines?



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Activity/Project Employability Skills

A key aim in doing this activity or project is to develop your employability, enterprise and other skills. These are skills that are expected of all potential employees for all occupations. Many of these skills are also personal and social competencies. By doing this activity/project you can develop a suite of transferable skills that you can apply to different personal, social and work-related situations.

Employability skills		
Employability skill	How have I demonstrated skill previously?	How might this skill be needed for the PDS Activity or project?
e.g. Learning	<i>I completed my Certificate in Food Hygiene as part of my VET course.</i>	<i>For our cultural luncheon activity we will need team members who have their Certificate in Food Hygiene.</i>
Communicating		
Problem-solving	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>	
Working cooperatively		
Using technology		
Planning and organising		
Showing initiative and enterprise		
Learning and developing skills		
Showing self-awareness		

2. Activity/Project Skills

Skill	Other transferable skills	
	How have I demonstrated this skill previously?	How might this skill be needed for the PDS Activity or project?
e.g. Being flexible	For my work at IGA I work after hours and on weekends on a flexible roster.	For our project we are going to need to have team members available at different times and to complete work outside normal school hours.
Setting and meeting goals		
Working safely		
Being flexible		
Negotiating with others		
Seeking and using feedback		
Managing and leading		
Making decisions		
Resolving conflict		
Managing stress		
Building resilience		
other		
other		
other		

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Planning

Now it is time for you to start actively planning your activity or project. Effective planning involves developing a strategic timeline to assist you to achieve the goals and objectives associated with your activity/project. Planning and goal-setting is always more successful when you break your overall goals into smaller, achievable 'bites'. Generally we can establish three key planning timeframes.

Long-term (or strategic) **planning** which reflects the overall timeline of the activity or project.

Mid-term (or operational) which should match key deadlines associated with **organising** your activity or project.

Short-term (or frontline) which should detail specific tasks and deadlines associated with successfully **doing** your activity or project.

At all stages of your activity or project you should be **reviewing** your progress to make sure you are actually achieving your goals and objectives.

Now look at these four bolded words. **Planning, organising, doing and reviewing.**

These four, together, provide a very useful planning process that you should follow to achieve your activity or project: **PODR**. The PODR Process is a continuous process. Planning leads to organising, which leads to doing, which leads to reviewing, which leads back to planning and so on. Also, each of the 4 stages of the Plan-Organise-Do-Review process are not discrete. As part of planning you might be organising - which is doing, or doing, which is checking things - which is part of reviewing, and so on.

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

3. Activity/Project PODR Brainstorm

List the main tasks that might be required in each of the 4 PODR stages for your Personal Development Activity or project.

1. Planning Stage

2. Organising Stage

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3. Doing Stage

4. Reviewing Stage

4. Activity/Project PODR Planner

Use this planning pro-forma when organising an activity or project.
When finished present this to your teacher for checking and discussion.

i. Planning stage (For your overall PDS Activity or project.)

Write a one sentence description of your activity or project.

List key goals/objectives associated with the activity or project.

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

4. Activity/Project PODR Planner

ii. Organising stage (For your overall PDS Activity or project.)

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

Which external stakeholders might be involved, including a mentor?

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

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

List potential safety hazards, legal and ethical requirements and permissions?

4. Activity/Project PODR Planner

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

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

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

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

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

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Who? & When?

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Who? & When?

What?

Who? & When?

What?

Who? & When?

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4. Activity/Project PODR Planner

iv. Reviewing stage

(For both your overall PDS Activity or project, and the specific outcome or event.)

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

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

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Feedback on PODR planner

Task Skills

It is important that you are able to identify the types of specific task skills that may be required to plan, organise, do and review the activity or project.

When considering these task skills, think about and discuss these three questions.

- Who is involved in the activity or project, and what skills do they bring to the activity/project?
- Which skills does your team lack; what are possible training options to address these skills gaps?
- How can someone experienced act as a mentor and/or supporter for the activity or project?

Potential activity or project task skills. (Tick/add others specific to your activity or project.)

<input type="checkbox"/> allocate tasks	<input type="checkbox"/> organise team members	<input type="checkbox"/> take minutes	<input type="checkbox"/> prepare written information
<input type="checkbox"/> organise travel times	<input type="checkbox"/> negotiate permissions	<input type="checkbox"/> plan timelines	<input type="checkbox"/> organise transportation
<input type="checkbox"/> organise resources	<input type="checkbox"/> communicate responsibilities	<input type="checkbox"/> make appointments	<input type="checkbox"/> plan budgets
<input type="checkbox"/> hire rooms and facilities	<input type="checkbox"/> organise music	<input type="checkbox"/> write a speech/presentation	<input type="checkbox"/> develop marketing materials
<input type="checkbox"/> resolve conflict	<input type="checkbox"/> organise guest speakers	<input type="checkbox"/> ensure safety	<input type="checkbox"/> use multimedia
<input type="checkbox"/> brief team members	<input type="checkbox"/> handle and collect money	<input type="checkbox"/> estimate quantities	<input type="checkbox"/> prepare visual aids
<input type="checkbox"/> confirm attendance	<input type="checkbox"/> make posters	<input type="checkbox"/> fill in forms	<input type="checkbox"/> develop web materials
<input type="checkbox"/> organise guests	<input type="checkbox"/> wrangle people	<input type="checkbox"/> hire equipment	<input type="checkbox"/> confirm appointments
<input type="checkbox"/> organise rosters	<input type="checkbox"/> print handouts	<input type="checkbox"/> operate ICT equipment	<input type="checkbox"/> record a presentation
<input type="checkbox"/> introduce guests	<input type="checkbox"/> contact people	<input type="checkbox"/> complete evaluations	<input type="checkbox"/> make announcements
<input type="checkbox"/> troubleshoot technical issues	<input type="checkbox"/> return equipment	<input type="checkbox"/> clean-up location	<input type="checkbox"/> prepare food and refreshments

ORGANISING

c. Mentor/External supporter(s)

Who might be able to assist your activity or project as a mentor; or as supporters?

Team Guidelines

You have completed a **PODR Activity/Project Planner** and also identified likely task skills. Now you need to make sure that you develop clear and consistent guidelines for your project team. These guidelines will enable you to undertake the organising and doing stages of the activity or project more effectively.

Discuss each of these eight questions, and document appropriate responses that will apply to your activity or project requirements.

Then develop a list of **Activity/Project Team Guidelines** (or personal guidelines if it is an individual activity or project).

Also included on p.18 is a **Meeting Agenda** pro-forma to help plan effective meetings, and to support the taking of minutes in meetings.

ORGANISING

i. Which leadership and management styles best suit the team?

ii. How will roles and responsibilities be allocated and communicated?

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Tips

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

What would you do?

Dixie is the project leader for a team planning a school dance battle. She says that things will be better and run smoothly if everyone just follows her instructions because she has been dancing all her life.

6. Activity/Project Team Guidelines

iii. How will the team determine leadership and management roles and duties?

iv. How will decisions be made and communicated?

v. How will the team organise, run and document meetings?

vi. How will negotiation skills be developed and applied?

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vii. What problem-solving strategies will the team use?

viii. How will the team deal with stressful and conflict situations?

Meeting Agenda

Meeting Agenda

Group/team/project title: _____

Location: _____ Day & Date: _____ Time: _____

Chaired by: _____ Minutes by: _____

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

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

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

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

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

4. Reports (Reports from those with designated responsibilities (e.g. 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.)

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6. Activity/Project Team Guidelines

Activity/Project Team Guidelines

After discussing management issues (as a team) prepare a series of agreed team guidelines that will apply to your activity or project.
Your teacher will give you feedback on these.

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Getting Support

A vital part of your Personal Development Activity or Project is finding, making contact with, and then working with an adult or peer mentor.

In choosing a suitable mentor (or supporters) you should be seeking a person (or people) who can provide some, or even all of these characteristics.

- ✓ Knowledge and experience.
- ✓ Skills and expertise.
- ✓ Patience and willingness to help.
- ✓ Guidance and support.
- ✓ Networks and community contacts.
- ✓ Feedback and constructive criticism.

So, consider where you might find a suitable mentor, including from your knowledgeable and experienced peers, from other teachers with specific expertise, from community members and from other people from your broader network.

Peers

Who? How could they help?

Teachers

Who? How could they help?

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Community members

Who? How could they help?

Others from your network

Who? How could they help?

7. Mentor/Supporters

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: _____

Mentor:		Organisation:	
Role/position:		Contact details:	

Meeting number:	Date:	Times:	Location:

Issues I need some help with...

Questions I should ask...

Advice I have been given...

Resources that can help me...

Next meeting...

Any other information?

Student signature:

Date:

Mentor's signature:

Date:

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Organising

You have completed your **PODR Activity/Project Planner** and your **Team Guidelines**, and had them checked and approved by your teacher. So it's time to start organising the key requirements of your activity or project. As part of this organising phase you should brainstorm the main resources required for your activity or project for these four key categories.

- i. Tasks
- ii. Equipment
- iii. Material
- iv. People

By completing a **TEMP-O** brainstorm you can identify and summarise key resources you might need to organise for your activity or project. Then, after presenting this **TEMP-O** for checking, you can go on to detail specific resource requirements for each of these four categories.

i. Tasks (What, when & how?)

What task?	When by?	How?
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ii. Equipment

What equipment?	When needed?	\$ Costs?

8. Activity/Project TEMP-O

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

iv. People (who does what?)			
Who is responsible?	Which task(s) are they responsible for?	Who supports?	Who checks?

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Feedback on TEMP-O

Organising Timelines

It is vital that you are able to plan and organise your activity or project according to key milestones and deadlines.

Careful timeline planning will allow you to manage your resources effectively. It will also improve communication, and help you break down your overall goals into smaller achievable objectives.

Discuss and answer these three questions related to organising. Then complete an **Activity/Project Timeline**.

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

ii. What is the availability of activity or project participants?

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

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Tips

- ⇒ Break your timeline into weeks (or days for short-term activities).
- ⇒ List key dates and a short summary of what is required by that date.
- ⇒ Get feedback from your teacher.

What would you do?

The project team doesn't know how to achieve their overall goal of raising \$500 for OXFAM to sponsor a child. All they have come up with so far is "Weeks 1-8: Do a fundraising project by May."

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

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ORGANISING

Organising Tasks

Organising your activity or project requires you to identify all the specific tasks that need to be completed as part of that activity/project.

When you have come up with a task list, put these tasks in the correct order for activity or project completion. Use the **Activity/Project Task Organiser** to list these key dates by week (or by day for short-term activities), and briefly outline what needs to be done to complete each task successfully. Note: Some weeks might have more than one milestone that needs to be met.

List all the tasks that you think are required for your activity or project.
Number them in the order in which they should be completed.

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Tips

- ⇒ Divide your activity or project into equal time periods.
- ⇒ Put tasks in the right order by carefully considering pre-requisite tasks that must be done first.
- ⇒ Perhaps develop a mindmap or flowchart to help you.
- ⇒ You might use a Gantt chart.

What would you do?

The project team put a deposit on a jumping castle as part of their role in a family fun day. However, it looks like the school is going to have trouble with the public liability insurance and the team's project might not be approved. The team didn't really carefully plan the order of the tasks they had to do.

ORGANISING

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Organising Equipment

For your activity or project you might have to use equipment, tools, and digital and other technologies. This requires you to consider these three issues.

- i. Identify the most effective equipment and technology for your activity or project, including digital technologies.
- ii. Plan and manage the costs associated with using equipment and technology.
- iii. Use all technology and equipment safely; and undertake suitable training and supervision.

Discuss these questions, then complete **Activity/Project Equipment Organiser(s)** as required.

ia. Which activity or project tasks require equipment, tools and digital and other technologies?

ib. Which specific items of equipment and technology will the activity or project require?

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ii. What are potential sources, costs, hiring and supply issues?

iii. What safety issues will exist; what training/supervision is needed?

Tips

- ⇒ Technology is only as good as the people who use it!
- ⇒ You might need training to use tools, equipment and technology effectively.
- ⇒ Think safety when using any tools, equipment or technology.

What would you do?

The project team has hired a digital data projector to play images and music as a backdrop to their fashion show. But on the day of the show, no-one in the team can get it to work from the iPad on which the slideshow has been prepared.

11. Activity/Project Equipment Organiser

Task (& date):	Task (& date):
Equipment/technology:	Equipment/technology:
Source (& contact details):	Source (& contact details):
Costs:	Costs:
Does it require bookings, training, supervision, transport, workplace safety, etc.?	Does it require bookings, training, supervision, transport, workplace safety, etc.?

Task (& date):	Task (& date):
Equipment/technology:	Equipment/technology:
Source (& contact details):	Source (& contact details):
Costs:	Costs:
Does it require bookings, training, supervision, transport, workplace safety, etc.?	Does it require bookings, training, supervision, transport, workplace safety, etc.?

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Organising Materials

Your activity or project might involve using materials, inputs, stock and other consumables. Organising materials also requires you to consider three key issues, just as you did with organising equipment.

- i. Identify the most suitable materials and inputs for your activity or project.
- ii. Plan and manage the costs associated with using materials and inputs.
- iii. Safely use and manage materials (with suitable training and supervision).

Start by discussing and answering these questions, then complete **Activity/Project Materials Organiser(s)** as required.

ia. Which activity or project tasks require materials, inputs or other consumables?

ib. What inputs, consumables and materials are required for the activity or project?

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ii. What are the costs associated with these inputs?

iii. What safety issues exist in handling and using these inputs?

Tips

- ⇒ Some inputs are better quality than others; you often get what you pay for!
- ⇒ Buying in bulk saves money, but not if you're left with excess materials!
- ⇒ Handling food inputs requires legal hygiene and safety requirements.

What would you do?

Bjork bought marked-down prawns in bulk at the Saturday market for the group's upcoming Seafood Spectacular. However, when the team went to prepare them on Thursday, they could really smell why they were so cheap - they had turned!

12. Activity/Project Materials Organiser

Task (& date):	Task (& date):
Materials & inputs:	Materials & inputs:
Source (& contact details):	Source (& contact details):
Costs:	Costs:
Does it require bookings, training, supervision, transport, workplace safety, etc.?	Does it require bookings, training, supervision, transport, workplace safety, etc.?

Task (& date):	Task (& date):
Materials & inputs:	Materials & inputs:
Source (& contact details):	Source (& contact details):
Costs:	Costs:
Does it require bookings, training, supervision, transport, workplace safety, etc.?	Does it require bookings, training, supervision, transport, workplace safety, etc.?

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Organising People - Rosters

A roster is a very effective way to organise people. But there are some guidelines you should follow when preparing rosters for your activity or project.

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

Brainstorm the key tasks required as part of organising your activity or project. Number these in the correct order. (Note: You might already have done this using your **Activity/Project Task Organiser** on p.27)

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

Key tasks involved in organising the activity or project are:

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What would you do?

Colin has responsibility for organising the rosters for his project team because he is good with spreadsheets. He accurately sets out all the tasks and timelines and allocates people to various roles. However, some people have been allocated to tasks at which they very little expertise, while other team members are rostered on for tasks when they are in other classes or have casual work commitments outside school hours.

ORGANISING

[illegible]

Budgeting

Careful financial management using a budget is vital to your activity or project's success. When you do a budget you will estimate a budget result, a surplus or a deficit, depending on whether revenue exceeds expenses, or vice versa.

But beware: If you record a deficit, you are likely going to have to fund any shortfalls yourself!

Income

Income could be from revenue from sales, donations, sponsorship, crowd-funding; and also any money contributed by the activity/project participants (which technically is 'capital' but should be included here as well). The activity or project's likely main sources of income are:

- ⇒
- ⇒
- ⇒
- ⇒

Preview

Expenses

Expenses might include costs such as inputs, materials, consumables, stock, equipment cost, printing, travel, administration, marketing and perhaps wages. The activity or project's likely main expenses are:

- ⇒
- ⇒
- ⇒
- ⇒
- ⇒
- ⇒

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Tips

- ⇒ Plan expenses first and find out costs associated with your activity or project.
- ⇒ Include 'other' for unanticipated expenses that might crop up.
- ⇒ Play safe: Overestimate expenses.
- ⇒ Underestimate potential revenues. (But there is no guarantee that your activity or project will even generate this revenue.)
- ⇒ If you end up with a deficit, where will the money come from?

What would you do?

The project team planned a detailed budget for their cultural-day lunch and estimated their expenses very accurately. Unfortunately, they only sold half as many meals as they estimated in their budget.

They are left with a deficit of \$95, which they have to fund.

14 Activity/Project Budget

Cash Budget/Financial Planner

Name(s): _____

Activity/Project: _____ Date(s): _____

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

Student signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

Risk Assessment

There are a whole range of safety, legal and ethical issues that you might have to consider depending on your activity or project. You need to:

- ⇒ identify potential safety, legal and ethical issues
- ⇒ develop strategies and procedures to deal with these issues, and
- ⇒ determine who has responsibility to ensure that each issue is dealt with properly.

Discuss each of these seven issues, and list key points related to your activity or project. You will need to consult with your teacher (and perhaps your mentor), as to how to deal with these issues.

i. OH&S/WHS Safety Rep

Who is going to be responsible for overseeing activity/project safety? You might appoint a person, or a pair, with safety expertise, as the Activity/Project Safety Rep(s).

⇒

⇒

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What are the main risks and hazards associated with the activity or project?
What strategies will you implement so that hazards are controlled effectively.

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⇒

⇒

⇒

⇒

iii. Safe procedures

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

⇒

⇒

⇒

15. Activity/Project Risk Assessment

iv. Permissions

You may need permission from internal (within your school) and external stakeholders in order to undertake and complete activity or project tasks. These include:

- ⇒
- ⇒
- ⇒

v. Legal requirements

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

- ⇒
- ⇒
- ⇒

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vi. Copyright and intellectual property

You might wish to use text, materials, images and intellectual property owned by other people. What potential copyright issues might relate to the activity or project?

- ⇒
- ⇒
- ⇒

vii. Ethics and social responsibility

Ethics relate to carrying out activities in a socially responsible manner. These can include digital privacy issues, environmental sustainability, and even the ethical nature of the activity or project itself. Some ethical issues related to the activity or project are:

- ⇒
- ⇒
- ⇒

Hazard Control

All activities or projects carry a safety risk. And because it is your activity or project, you are responsible for controlling any risks associated with potential hazards for both internal and external stakeholders. You will do this in consultation with your teacher or supervisor, and/or the WHS/OH&S Safety rep. A simple four stage safety process involves:

1. Identifying the hazard
2. Assessing the risk
3. Controlling the hazard (and the risk)
4. Reviewing and checking to ensure safe procedures are being followed.

You should complete a **Hazard Control** pro-forma for all the hazards and risks associated with your activity or project. These include work procedures, use of technology and equipment, and personal safety. You identified some potential risks on pp.36-37. (Your school may have its own pro-forma for you to use).

Answer the following focus questions.

Main hazard control and risk assessment procedures

☹ What are the most likely hazards and risks?

☹ Who do we consult with, in relation to WHS/OH&S?

☹ Who is responsible for WHS/OH&S within our activity or project team?

☹ What do we do in the case of an emergency?

Tips

- ⇒ Anticipate potential hazards and risks.
- ⇒ Ensure that safety comes first.
- ⇒ Get advice, support and feedback from your school's safety rep.

What would you do?

The project team booked a DJ for a school function they organised. But the school's safety rep wouldn't let him play because none of his equipment was tagged and tested. The DJ also won't return the deposit of \$200.

ORGANISING

What is the likelihood of occurrence? (H, M, L)

What is the potential for harm? (H, M, L)

Recommended controls for control of harm

States to be tested

50 at flow

has meter.

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Communication Strategy

Communication is about effectively delivering a message to a receiver. As part of your activity or project you will have to communicate with internal stakeholders such as your team members. You will also have to communicate with external stakeholders, such as customers and clients, suppliers, supervisors, safety reps and community members. You will have to develop varied communications materials. You are also required to prepare and make a presentation supported by digital technologies. As part of your communication strategy you need to consider how to most effectively utilise:

- ✓ verbal communication
- ✓ non-verbal communication
- ✓ appropriate communication formats and media/devices
- ✓ digital technologies, and perhaps social media.

Discuss these issues associated with communication, and then complete an **Activity/Project Communication Strategy**.

How can you make verbal communication more effective?

How is non-verbal communication an important communications tool?

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What format(s) and media would most suit the message/audience?

How can digital technologies (and social media) enhance the message?

17. Activity/Project Communication Strategy

1. What is the message?

2. What is the best way to communicate this message?

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3. How will you communicate the message effectively for the audience?

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4. How will you check that the message has been understood?

Contingencies

Now that you have pretty much planned and organised everything to do with your activity or project you have to be aware that things can, and do, go wrong. Outdoor events get rained out, technology doesn't work, team members don't show up. The list is endless! So what back-ups do you have in place if things don't turn out the way you expect?

A contingency (or back-up) plan is vital to ensure that you can anticipate and deal with potential problems. The contingency plan should consider the following.

- ☺ Which task(s) might be affected; and creating what types of problems?
- ☺ What is the likelihood of these problems occurring (low, moderate, high)?
- ☺ What would be the potential impact of this problem (low, moderate, high)?
- ☺ What back-up plans can you put in place?
- ☺ Is there any other information needed to support/explain this?
- ☺ Who is involved or responsible for the back-up?

Discuss and list these issues below and then complete the **Activity/Project Contingencies** pro-forma on p.43.

Potential things that could go wrong include:

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Tips

- ⇒ Anticipate the most likely problems.
- ⇒ Make sure that each task has a second person who could also do the task, just in case.
- ⇒ Communicate problems immediately.

What would you do?

The project team had everything ready for their lunchtime outdoor BBQ, including all the food purchases and prep. But it didn't stop raining all day and their teacher told them they had no option but to cancel the event.

18. Activity/Project Contingencies

Contingency Plan					
Task/potential problem	Likelihood	Impact	Back-up plan	Other information	People
<h1>Preview Draft Sample: Do Not Copy</h1>					

Doing

When you get to the doing stage of your activity or project it might turn out be the shortest phase of all. Your previous planning and organising will have helped prepare you to deliver a one-off event as part of the activity or project, such as a fundraising raffle, a BBQ, an exhibition or some other outcome.

Although not all personal development activities or projects will involve actual 'events', many might involve community participation, or a presentation, or a report, or some other outcome. These should be treated like an 'event' for the doing stage.

Here are some key steps for this 'doing' stage that might apply to your activity or project.

- Plan and draw an **Event Timeline**.
- Develop a mindmap, flowchart, or **Event Diagram** that includes key roles, work stations, equipment location, safety issues and other information.
- Create and use **To-do Lists** (on paper or e-devices) for each team member.
- Develop an **Event Planner** that lists all the tasks, the times and the people involved in preparing, in doing and in cleaning-up (or de-installing) the event.

(Note: You might already come up with some of these when on your **Activity/Project Task Organiser** on p.27 and/or your **Activity/Project Roster** on p.33.

Brainstorm the specific tasks required for the actual 'doing' of your event. Number these in the correct order. Then do an **Event Timeline**, an **Event Diagram** (if needed); and allocate these tasks using **Event To-do Lists**. The final stage is to then carefully set out all the specific tasks for your event as part of your **Event Planner**.

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

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

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DOING

20. Activity/Project Event Diagram

b. Event mindmap, flowchart, or diagram

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DOING

21. Activity/Project Event To-Do Lists

c. Event To-do Lists

_____ 's To-do List

Task: _____ Date: _____

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

_____ 's To-do List

Task: _____ Date: _____

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

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_____ 's To-do List

Task: _____ Date: _____

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

_____ 's To-do List

Task: _____ Date: _____

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

DOING

22. Activity/Project Event Planner

d. Event Planner

Activity/Project/specific event):

[illegible]

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22. Activity/Project Event Planner

d. Event Planner (cont.)

[illegible]

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Doing

Presentation

As part of your Personal Development Activity or Project it is very likely that you will have to plan, organise, prepare, practice and make a presentation.

When you are planning and organising your presentation, you again need to consider the '4 Key Questions For Effective Communication' (shown below).

You can then use a storyboard to map out the presentation. Treat each of the 15 boxes as representing approximately 30 seconds. 10-12 boxes might each correspond with a PowerPoint slide; plus relevant introductory, concluding, and feedback 'box' sections.

In each box, identify what you will be communicating, how you will be communicating, who will be doing the communicating, which visual media and other communication tools you will use; and how you will allow for questions and feedback?

1. What is (are) the message(s)?

2. What is the best way to communicate the message(s)?

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3. How will you communicate the message(s) effectively for the audience?

4. How will you check that the message(s) are understood?

23. Presentation Planner

Presentation Planner		
Map out your presentation. Don't forget an introduction, conclusion and questions and feedback.		
1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

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DOING

Review - KPIs

As part of the ongoing review process for your activity or project you may need to develop a set of evaluation criteria, or key performance indicators (KPIs). These KPIs can be used to measure whether you are actually achieving the key activity or project goals and objectives.

In order to develop a suitable set of KPIs you need to identify just which type of activity or project outcomes to assess. Ask yourself, how will we measure or assess that we are actually achieving our goals and objectives? Your KPIs should always include both internal and external performance measures.

⇒ **Internal performance** of both yourself and your team, based on how successful you are at achieving the activity or project goals and objectives, such as meeting timelines, working within budget, communicating, working with others, using equipment, and so on.

⇒ **External performance** such as the quality of your products/service, customer and client satisfaction, and other relevant KPIs for your activity or project.

To help you develop a suitable list of KPIs for your activity or project, discuss and answer the following questions. Then get feedback from your teacher.

Own performance

How can I assess whether I have achieved my goals?

e.g. I will get feedback from the judge to see whether the promotional material I developed for our low-fat cupcakes is of a high standard.

Team performance

How can we assess whether our team has met its objectives?

e.g. Our project team will measure whether all tasks are completed within set timelines, such as baking times for the cupcakes.

Quality outcomes

How can we measure whether our product/service, and our activity/event is of suitable quality?

e.g. We will make a sample batch of our low-fat cupcakes and get a focus group of students to rate them for taste and price.

Customer/stakeholder feedback

How can we find out if our external stakeholders are happy with our product/service, and our activity/event?

e.g. We will hand all buyers a product satisfaction card which we will collate for overall feedback.

24. Activity/Project KPIs

[illegible]

Reflection

Feedback, review and self-assessment are all important ways to identify your strengths and weaknesses. Honestly assessing the successes and challenges associated with the activity or project, can enable you to identify transferable skills you developed through activity or project participation. This assessment can also help you to develop a learning improvement strategy to help you develop further. Listed below are some questions that you are expected to answer so as to review and reflect on your experiences in Personal Development Activity or project. There are also evaluation pro-formas on pp.60-61.

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

Personal successes

Outline examples from your Personal Development Activity or Project, of how you achieved successfully.



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Personal challenges

Outline examples from your Personal Development Activity/Project of things or tasks that you found difficult or challenging.



25. Activity/Project Reflection

Personal communication successes

Use examples from your Personal Development Activity/Project to describe how you used communication to achieve a better outcome.



Personal communication challenges

Use examples from your Personal Development Activity/Project to describe how your use of communication didn't help achieve a better outcome.



**Preview
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Personal problem-solving and dealing with risks and other issues, successes and challenges.

Use examples from your Personal Development Activity/Project to describe how you effectively dealt with problems, risks and other issues.

Use examples from your Personal Development Activity/Project to describe how you didn't do so well at dealing with problems, risks and other issues.



Reflection

Team successes

Use examples from your Personal Development Activity or Project to describe how **teamwork** helped achieve a better outcome.



Team challenges

Use examples from your Personal Development Activity/Project to describe how **teamwork** didn't help achieve a better outcome.



Preview Draft Sample:

Team communication successes

Use examples from your Personal Development Activity/Project to describe how **team communication** helped to achieve a better outcome.



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Team communication challenges

Use examples from your Personal Development Activity/Project to describe how **team communication** didn't help to achieve a better outcome.



25. Activity/Project Reflection

Team problem-solving, and dealing with risks and other issues successes and challenges.

Use examples from your Personal Development Activity/Project to describe how **your team** effectively dealt with problems, risks and other issues.



Use examples from your Personal Development Activity/Project to describe how **your team** didn't do so well at dealing with problems, risks and other issues.



Preview

Personal improvement strategies

After discussing your performance with your teacher (and mentor), and getting constructive feedback, list 4 improvement strategies that can help you develop in the future.



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Team Improvement strategies

After discussing your performance with your teacher (and mentor), and getting constructive feedback, list 4 improvement strategies that can help you develop in the future, when working in a **team**.



25. Transferable Skills

A good way to self-assess, is to provide examples of how you demonstrated various skills as part of your active participation in your Personal Development Activity/Project. Some of these skills might even be directly transferable to your CV. These tables list activity, project and task skills that you may have been expected to demonstrate. For each relevant skill, briefly outline, using an example, how you successfully demonstrated this. Then your teacher will check and initial these.

Transferable skills		
How did I successfully...	Explanation/example	Teacher
<input type="checkbox"/> work with others?		
<input type="checkbox"/> contribute to activity outcomes?		
<input type="checkbox"/> manage my time?		
<input type="checkbox"/> get motivated?		
<input type="checkbox"/> manage stress?		
<input type="checkbox"/> manage conflict?		
<input type="checkbox"/> use active listening?		
<input type="checkbox"/> build resilience?		
<input type="checkbox"/> participate in discussions?		
<input type="checkbox"/> use research methods?		
<input type="checkbox"/> analyse an issue?		
<input type="checkbox"/> solve problems?		
<input type="checkbox"/> manage risk?		
<input type="checkbox"/> engage with the community?		

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26. Transferable skills

Transferable skills		
How did I successfully...	Explanation/example	Teacher
<input type="checkbox"/> make decisions?		
<input type="checkbox"/> negotiate with others?		
<input type="checkbox"/> work with a mentor?		
<input type="checkbox"/> use formal communication?		
<input type="checkbox"/> use informal communication?		
<input type="checkbox"/> use social media to communicate?		
<input type="checkbox"/> use ICT to communicate?		
<input type="checkbox"/> demonstrate leadership?		
<input type="checkbox"/> participate in team meetings?		
<input type="checkbox"/> demonstrate empathy?		
<input type="checkbox"/> help and support others?		
<input type="checkbox"/> develop communication media?		
<input type="checkbox"/> deliver a presentation?		
<input type="checkbox"/> show creativity?		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

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27. Evaluation: General Competencies

Evaluation: General Competencies

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

Student: _____

Activity/Project: _____

Student's role: _____

Evaluated by: _____ Position: _____

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

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

1. _____

2. _____

3. _____

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

1. _____

2. _____

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

Signed: _____ Date: _____

28. Evaluation: Specific Competencies

Evaluation: Specific Competencies

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

Student: _____

Activity/Project: _____

Student's role: _____

Evaluated by: _____ Position: _____

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

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

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

1. _____

2. _____

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

Signed: _____ Date: _____

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