

# Personal Development: Senior Workbook 3ed.

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#### Personal Development: Senior Workbook (3ed)

By Michael Carolan

**DELIVER Educational Consulting (978-1-925172-58-4)**

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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.
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- ✓ 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).
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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.

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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
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- ⇒ 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)

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- > I&E Unit 1: Workplace Participation 4ed (& e-version) (2019)
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- > 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)

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- > Retail Intermediate

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- > Career and Enterprise Foundation 12
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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>
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<b>*WRS Intermediate 4ed. (Updated 2020)</b>		_____ @ \$42.50	_____ @ \$27.50	_____ @ \$275	_____ @ \$99	or _____ @ \$330	na
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## 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 folios 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.



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

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# Personal Development: Planning and Organising

1

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1.10A PODR planning	10	<input type="checkbox"/>	
1.11 PODR Journal	11	<input type="checkbox"/>	
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Comments:

## 1.01 Personal Development Senior - Introduction

### Where are you at?

Welcome to Personal Development Skills Senior, this final step on your journey through secondary school. Some of you might have come from PDS Intermediate last year, while others might be new to a VCAL program.

Whichever the case, you will soon find that a major factor in your potential success this year will be your ability to set, manage and achieve various personal development goals and objectives.

Throughout PDS Senior you will undertake projects 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 how they relate to your own personal development, and discuss these personal development focus areas as a class.

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### Self-Development, Esteem, Resilience and Efficacy

Positive self-development relies on personal, social and emotional maturity, a willingness and ability to accept responsibility, improved emotion intelligence and empathy, efficacy (developing effective ways to achieve goals) as well as other 'human' elements. Together these help us become well-rounded, supportive and productive adults.

A key aim is you now achieve a more positive self-image by reflecting on your positive traits and celebrating your triumphs. But this needs to be balanced against the increasing incidence of 'narcissism' (fuelled by social media interaction), arrogance and the marketing-driven 'self-love' epidemic.

In life people fail. They don't get what they expect, they experience relationship break-ups. They lose sporting contests. Their businesses go broke. And sometimes things that are much worse!

And people often just get things wrong - and sometimes this isn't even really their fault! So it is important that you build resilience. Not everything will go perfectly to plan!

Just about all successful people credit their failures for helping them to grow and learn, to do better next time, and the time after, and the time after that! So don't get caught in the 'succeed or fail' trap. Not everything is win/lose.

So ask yourself, "What person do I want to be?" And even more importantly, "Why?" Then you can move on to, "How will I get there?"; and "What back-ups do I have in place?", for when things don't go quite as you would have hoped.



### Health and Wellbeing

It is important that you develop into adulthood in a healthy way, and that this involves a balanced approach to physical, emotional and mental health and wellbeing.

Some key issues include diet and nutrition, lifestyle, physical fitness, drug and alcohol use, participation in society, dealing with anxiety (especially related to social media), medical health, emotional support, recognition of mental health concerns, and access to support services.

Building resilience, making informed choices, and seeking professional support are ways to help deal with health and wellbeing issues.

And of course you can develop an action plan now, to start improving your overall health and wellbeing - even as early as today!



### Family and social responsibilities

People develop their skills through life experience by performing, managing and embracing family responsibilities including helping with household chores and duties, looking after other family members, achieving work/life balance, budgeting and managing finances, household management and more tasks. One issue facing many families is the growing incidence of family members acting as carers, including an increasing number of young people in that role.

Social responsibilities arise from people looking outwards and developing and maintaining positive social relationships; being engaged and active members of the community; participating in education, sporting, recreation, arts and cultural activities with others; joining and leading community, volunteer and other social groups; sharing bonds, experiences and networks through extended family and kinship, cultural ties, religion and spirituality and geography; through shared social values; and via many other socially positive experiences.



### Environmental responsibilities

Environmental issues are becoming the number one area of concern for young people. Key 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.

All of these impact globally and nationally; and some of these are more acutely relevant in specific local areas.

So how do you feel about this?



### Democratic Participation

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

It 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.

### PDS Unit 1 requirements

A

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

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

## 1.03 Personal Development Senior - Introduction

### Self-growth

Life can be quite demanding. Indeed, at times, life can be very demanding! People face all sorts of **pressures** in their personal, family, social and work-related situations. But how you respond to pressure (and the associated **stress** that you might feel when under pressure) is up to you! (How you...!)

It is important that you focus on things that are within your **locus of control**. That is, concentrate on dealing with the situations and the outcomes that you can **influence**. (How you...!)

This means focusing on your expectations, your attitude, your behaviours, your skill levels (including **interpersonal skills** when dealing with other people), how you respond to challenges, how you help and support others, how you contribute to your local and broader communities; essentially how you **act** and **react** to pressure situations. (How you...!)

Sometimes it's not all about you. At other times it might be. Sometimes you might not be the cause of a problem impacting on you. At other times you might be the one causing the problem. Sometimes it might be good just to help and support others with no expectation of reward. At other times you might be the one who could do with some help and support. (How you...!)

You may not be able to change the past, but the future is only ever one breath away!

# Draft Sample:

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### The pedestrian light principle (PLP)

Have you ever been waiting at a pedestrian crossing and the traffic light seems to take ages to change to 'walk'?

You might have noticed that some people will hit the button over and over and over again trying to get the light to change. Others will go and check and give the button one more push 'just in case'.

Which type of person are you?

So the traffic light finally switches to red and you get a green walk signal. So which push of the button caused the lights to change? Your first push? Your second 'just-in-case' push? Or that other person's first, second, ninth or 28th push?

What you need to understand is that once the call is recorded from the first button push, pedestrians have no influence over when the lights will change. That cycle is pre-determined and programmed into that crossing's traffic light, regardless of whether it is you, or anyone else, waiting, and irrespective of how many extra times the button is pushed.

In life you have to focus on the things over which you have influence - these are the things within your **locus of control**. This is how you can **develop** personally, **mature** into adulthood, build **patience** and develop **resilience**. It's nothing personal if the lights take a long time to change. The traffic lights don't have a grudge against you. Sure it can be frustrating, but it's not about you! It's about the traffic lights.

So how did you think that 'repeat button pusher' feels? "Finally! Lucky I pushed it 28 times. Next time I'll push it 56 times and it might change twice as fast!" Will their extra effort change the outcome? What a waste of nervous energy!

There's bigger and more important things in life to sweat about. Do you agree?



## The basketball hoop principle (BHP)



Imagine you have a teacher at your school, Mr Jordan, who is a basketball wizard. He challenges anyone in your class to beat him at a 3-point shooting challenge. The rules are simple. First to miss (based on equal shots of course) loses. Maxi's not so hot at BB but steps up to the challenge. Mr Jordan even allows Maxi a warm-up shot as goodwill. Of course Maxi fails. So the real comp begins. Mr Jordan spins the ball, dribbles, does some fancy Labron moves, pops his shot, but it hits the ring and bounces out. Maxi steps up, and using an awkward style makes a clean throw. The class goes wild and a red-faced Mr Jordan says it's not fair, he didn't get a warm-up shot. What has gone on here?

The bell rings to end recess and a still miffed Mr Jordan challenges Maxi to another comp tomorrow. Best out of 10. Should Maxi retire as the undefeated 3-point champ of Personal Development Secondary College? Or should Maxi have another crack tomorrow? What would you do?

Maxi takes up the challenge - so what do you think Maxi would do that evening? Why so? And how might this make a difference? And who do you think will win tomorrow? Why so?

Sometimes we can succeed at what we do through some luck, and perhaps a bit of over confidence from someone else. That's what happened to Maxi. But if we want to repeat that **success** then we are going to have to improve our **skills** through **commitment, practice** and **training**. That requires **discipline** and **sacrifice**. If Maxi wants to beat Mr Jordan, again, and in a contest that involves an extended period of time, Maxi is going to have to get better.

That's a bit like life really, it's not a short-term race. Don't rely on luck. If luck happens - well good for you - but don't expect it to happen again. And does it really matter if Maxi loses?

Your class could try some BHP challenges. Pit the best vs the worst in a first to miss contest. Then in an extended contest. The results might be quite different. Get the best basketballers in the class to coach the worst; do the results change? And what impact does pressure have on the results? And when does the competition stop being fun?

Preview  
Draft Sample:  
Do Not  
Copy

## Personal development

B



1. Discuss these 2 principles, 'PLP' and 'BHP' in small groups. Where do you sit in relation to these?
2. Come up with 3 clear statements that communicate, in your own words, the lessons of the 'PLP'. And develop another 3 for the 'BHP'. Report back to the whole class.

Pedestrian light principle (PLP)	Basketball hoop principle (BHP)



## 1.05 Goal-Setting

### Goal-setting

In order to support your ongoing personal development it is vital that you are able to identify suitable goals, and then manage yourself effectively, in order to give yourself the best chance at achieving those goals. This means that you have to become skilled at personal goal-setting.

It is quite possible that some people might have similar goals to you. Others might have widely varying goals and objectives from you. These similarities and differences are likely to be influenced by either shared or differing **values**.

When working on projects during this year, it might at first seem easier to work with people who have similar interests and goals to you.

However, over time, you will likely discover that it could be more in your interest to work with people who have different goals and values from you. Why so?

### Me and My Goals?



PDS is part of the next step in the rest of your life.

# Preview

# Draft Sample:

# Do Not

## The (R) of Goal Setting

### Achieve

- ☐ Ask yourself, "Just what is it that I want to achieve?"
- ☐ Your goals must reflect your own values; otherwise you will act in a misguided way.
- ☐ So make sure these goals are indeed 'your' own goals.
- ☐ 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, but instead ask yourself, "Why do I want to achieve that?"

### Realistic

- ☐ You must make sure that your goals are neither impossible, nor too easy to achieve.
- ☐ The achievement of grand goals (sportsperson, actor, singer, etc.) require special skills, years of training, commitment, dedication and sacrifice. These don't happen by accident.
- ☐ Don't just take the easy way out, because if you aim low - that's what you get.
- ☐ You need to find a balance between realistic, achievable but challenging, goals.
- ☐ Most people can, over time, tackle gradually more ambitious goals, as long as they take the right steps to improve their lives.

### Timeframe

- ☐ Strategic, long-term or life goals may take many years to fully achieve.
- ☐ Break your long-term goals down into 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.
- ☐ Prioritise urgent tasks. Over time all tasks will naturally move up the order.

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**Where are you at? A**

1. Complete the table below. (If new to VCAL then respond based on where you are at now.)

As a result of doing PDS Intermediate	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...					

2. Get up out of your seat and chat to your class members about their goals. Find examples for each of the prompts. You may want to give each class member.

[illegible]

## 1.07 Goal-Setting

### Planning 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, or buying a house. 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 an entry-level job.

Other goals are more immediate or **short-term** and might occur on a daily basis, such as finishing your chores, or doing your homework.

Timeframes also change depending on the length of a project. Planning, organising and doing your PDS Project for this unit might extend over a few months as your 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.

#### 1. Short-term (frontline)

Frontline goals are those that need to be completed on a week-to-week, day-to-day, hour-to-hour, or even shorter timeframe.

These are those things that need to be done immediately, or as soon as possible, hence they are short-term and often urgent.

#### 2. Mid-term (tactical)

Tactical goals are those that need to be achieved on a 6-month, three-month, monthly or even weekly basis.

These are the intermediate things, that once done in the mid-term, contribute to the achievement of strategic outcomes.

#### 3. Long-term (strategic)

Strategic goals are those that match a long-term vision, and represent the overall goal being attained. These might be 3-5 years, 1-2 years, 6 months or even 3 months depending on the overall timeframe. These are the things, that when finally achieved, represent the attainment of the overall, long-term goal.

### B Goal timeframes

Timeframes for various goals will alter depending on the timeframe for the overall, or 'big-picture' goal. For each of these examples, identify the actions that might be required in each of these timeframes so as to achieve this goal.

Goal	Short-term timeframe	Mid-term timeframe	Long-term timeframe
<i>Buying a car</i>			
<i>Getting into your preferred career</i>			
<i>Starting a family</i>			
<i>Your choice...</i>			

## Developing yourself: Hosting others



### Hosting others

Are you a good host? Do you help those at your soiree's mingle and thrive? Or would your party bomb coz everyone stands around shuffling their feet? Try these minglers...

- 💡 "So have you met (...whoever?)."
- 💡 "You do paste-ups don't you? (or whatever?), Bugulugs is also into street art."
- 💡 "This looks good (the food), why don't you ask (that person) if you can get them something?"
- 💡 So, how about you list 2 more?

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### Tips and hints

- 😊 Introduce people by name. Repeat names 3 times so that they can be remembered.
- 😊 Take single people over to meet groups.
- 😊 Introduce couples to other couples.
- 😊 Shift people about, get them circulating.
- 😊 Ask people you don't know, "What brings you here?" and then introduce them to people you know with a similar (or different) background.
- 😊 Have three 'icebreakers' ready that you can ask of people.
- 😊 Ask questions of people that you already know the answer to, so as to break the ice for the 'new' person. "So Bugulugs, didn't you just come back from NZ...?"

### And also...

- 😊 Monitor both the 'bore' and the recluse. We all know them and they don't always click with everyone. So don't let someone get their ear chewed off all night. Give them a job. Mix people.
- 😊 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; and if needed stand in the centre of a group to get them to open up and let in someone new.
- 😊 Don't drag people around, but insist politely.
- 😊 Mix up gender, race, interests, age; that's what a culturally diverse Australia is all about!

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If people aren't mixing, then put on a bouncy song and start to dance like a monkey.

## 1.09 PODR Planning

### PODR

Let's face it, effective planning is a PODR life. Many people go through life just shuffling from one shambles to the next. We each have 24 hours available to us every day, seven days a week; how we use that time is a whole other matter. Successful people consistently identify that practical **goal-setting**, combined with effective planning, are the keys to taking charge of one's life and achieving success.

One of the most effective tools that can help you with this, is the **PODR planning process**. Many of you would have been introduced to this before as part of your VCAL program, or perhaps in other subjects. Once again you will use it this year as a basis for your planning.

### PODR Planning Process

#### Plan-Organise-Do-Review

Different task skills are needed at different stages of a project.

- ⇒ Goal-setting skills when first starting or initiating the project, as part of the **planning** stage.
- ⇒ Time management skills, such as rostering in the lead-up to the project as part of the **organising** stage.
- ⇒ Technical skills during the project, such as using equipment safely as part of the **doing** stage.
- ⇒ Evaluation skills, such as getting feedback during and following the project as part of the **review** stage.

So a good planning tool that helps 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 planning projects and when making decisions.

#### 1. Plan

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

#### 2. Organise

- ⇒ Break your overall goal into a series of smaller, achievable, bite-size 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 discrete, so you should be reviewing throughout the whole project process.

It all starts with a plan.



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1. Complete the table by outlining real examples (within the previous 6 months) when you have planned, organised, done and reviewed in either your personal, school or work life.

PODR stage	2 examples from either personal, school or work life.
<i>Planning</i>	
<i>Organising</i>	
<i>Doing</i>	
<i>Reviewing</i>	

2. Outline the key tasks and skills that might be needed at each of the PODR stages for PDS Projects.

PODR stage	Tasks and skills required.
<i>Planning</i>	
<i>Organising</i>	
<i>Doing</i>	
<i>Reviewing</i>	

## 1.11 PODR Planning

PODR Journal Pro-forma			
(Complete one of these journal records for each day that you spend any time on your PDS Project.)			
Name: _____		Project: _____	
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 lists. ⇒ 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: _____	

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1. List 5 goals that you are aiming to achieve over the next 6 to 18 months, and their timeframes.

Goals I am aiming to achieve...	Timeframe
i.	
ii.	
iii.	
iv.	
v.	

2. Chose 2 of your goals. Identify some of the tasks you might need to do to achieve these goals at each of the 4 stages of PODR.

	Goal 1...	Goal 2...
Plan	<h1 style="text-align: center;">Draft Sample:</h1> <h1 style="text-align: center;">Do Not</h1> <h1 style="text-align: center;">Copy</h1>	
Organise		
Do		
Review		

## 1.13 Problem-Solving

### Problems

We've all got them, so how do we deal with them? Some people go through life and appear to be all cruisey without seeming to have too many problems. What's their secret? Can it really be that they don't actually have any problems, or are they just better at dealing with the problems that they do have?

🧠 So how do you score on this? Are you overwhelmed by your problems? Or are you able to get it together and deal with your problems? But here's one free tip for you. Many people who go on and on about their problems often don't want them to be solved. Instead they would just rather complain. So don't waste your time trying to help the unhelpable!



"Well you think you've got problems, Just the other day I..."

### What or how?

Now that you've reached this stage of your life, it is important that you have a wider range of problem-solving skills available to you.

You've probably seen those that are listed on p.15 before, as well as the IASM process on pp.16-17. These tools are all really very useful and you will continue to develop and apply these problem-solving techniques throughout the course of this year.

However, pretty soon some of you are going to be starting to live on even living independently. You will be making the types of decisions for yourself that steer you in various directions for many years to come.

Given this, a further tool that can help you with problem-solving is the 'what/how question'. Try it for yourself after reading the Super skills below. It can help you to cut right through to the heart of the problem.

#### What...to do?

- ☹️ Essentially this is a problem based on ignorance. "I am clueless, I've got no idea what to do." (Generally we don't say this out loud!)
- 😊 Ask for help.
- 😊 Ask for advice on where to get help.
- 😊 Ask an expert.
- 😊 Get trained, supervised or coached. Get skilled-up.
- 😊 Find out what you need to do; and when you do, then half the job is done!



#### How...to do it?

- ☹️ Essentially this is a problem based on a lack of skills. "I know what to do, it's just that I don't know how to do it?"
- 😊 Ask yourself, "Why am I unable to..?" Is the inability due to a lack of skills, time, commitment, \$, resources, support, permission, other; or a combination of these?
- 😊 Once you clarify the main cause(s), then take steps to rectify the problem. These can include those actions in the 'what' box.

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### IASM process

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

#### Brainstorming

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

### Problem-Solving Tools

#### Drilling-down

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

#### Checksheets

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

#### SWOT analysis

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

### Preview

#### Flowcharts

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

## Draft Sample:

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### Problems

A

Consider each of the case studies below. Apply the *what, why, how* question to each one. Use another of the problem-solving tools to suggest some ways of dealing with the problem. Your teacher might add a couple more relevant problems. (More space? = Use workbooks!)

Nitza never has enough money to buy all the things that she wants. She is doing Senior VCAL, works 12 hours a week at Foolworths and she also does some odd baby-sitting for neighbours and family for \$10 an hour.

Reminy, 18, has just left school and wants to be a musician. He practices the guitar 2 hours a day playing Led Zeppelin covers, but has never been in a band. He himself says he can't sing (and he can't) he is too nervous to play in front of anyone else, and has never had a gig.

Julius wants to be a physiotherapist and he's doing the right maths and science subjects in Year 11. However, his marks are not that strong because he rarely completes work at home and he struggles with sophisticated maths and science concepts. He is doing very well at PE though.



## 1.15 Problem-Solving

### B IASM



IASM can help you to deal with difficult situations. First you should clearly identify the problem by determining if it is a 'what', or a 'how' problem. 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.

#### 1. Identify the problem

- ⇒ Clearly identify what the 'real' problem actually is.
- ⇒ Use 'what/how' problem-solving to clarify the problem.
- ⇒ Write this problem in as clear and concise a sentence as possible.

#### Problem:

- ☠ "I have to clock up 120 hours supervised driving for my P's!" But is that really the problem? You know what you have to achieve, you can't change it - there is no way out. This is not a 'what' problem, but rather, a 'how' problem. So perhaps the problem would be better expressed as...
- ☠ "I am unable to complete 120 hours supervised driving by my 18th birthday."

#### 2. 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 food is cold, because it is taking too long to get to the shops).
- ⇒ Try to list 3-6 main reasons.

☹ I am working evenings when my parents are free

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#### 3. 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.

☹

☹

☹

☹

☹

☹

#### 4. Manage the chosen solution

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

☹

☹

☹

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SKILLS

Use IASM to help deal with a problem you are facing in relation to your personal, social or educational life.

1. Identify the problem (Don't forget to use what/how!)

2. Analyse the causes/facts

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3. Suggest possible solutions

4. Manage the chosen solution

## 1.17 Resource Management

### Project resources

As part of this unit, you will have to plan and organise a complex project. A key part of this involves effective use of resources to support the success of the project.

When you start to plan your resource requirements, it is vital that you are aware of different resources that exist. One way of classifying these is by using four categories: **people**, **inputs**, **equipment** and **capital**. You may have been introduced to these categories in WRS last year.

#### People (human resources)

- ⇒ These are the staff and other people who perform the work tasks.
- ⇒ These might include subordinates (employees), colleagues and superiors (managers & employers).
- ⇒ These can also include people who can give advice (i.e. OH&S); or specialists to whom you might outsource tasks (such as printing, marketing or ICT).
- ⇒ In a PDS Project, people resources are your team members and other people and suppliers who you need for help and support.

#### Inputs and components

- ⇒ These are the consumables and materials that are used up to provide a good or a service.
- ⇒ Materials inputs normally have an associated cost. Time (labour) can also be considered an input.
- ⇒ e.g. A potato chip manufacturer uses potato, oil, salt, water, electricity, packaging and so on. A hairdresser will use water, shampoo, conditioner, dyes, chemicals, coffee, power and so on.
- ⇒ In a PDS Project, inputs are all the materials you need, or consume.

#### Equipment

- ⇒ These are all the tools, machinery, vehicles, ICT devices, furniture and so on, used to provide a good or service.
- ⇒ e.g. A carpenter will use hammers, nailguns, various hand and power tools, ladders, a vehicle and so on. A hairdresser will use dryers, styling tools, seats, EFTPOS terminal, and so on.
- ⇒ Safety, training, utility and cost are four key issues to manage with 'equipment'.
- ⇒ In a PDS Project you might use your own ICT devices, as well as specialised equipment, such as a DJ mixing system set-up.

#### Capital (financial)

- ⇒ Capital resources refer to the financial investment needed to fund the completion of a project.
- ⇒ Funds are contributed by participants, owners, shareholders, financiers (such as banks) or others (such as crowd funding), and are used to pay overheads, to buy inputs, to invest in equipment and to pay people.
- ⇒ In a PDS Project you might use your own finances to fund a project; and you will also have to estimate and budget carefully.



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### Time management

As you start to plan and organise your complex Personal Development Project related to an environmental, cultural or social issue, you should realise that one other important resource to manage is time.

There are a number of time management strategies that you can employ to improve your self-management skills.

If you are working with others in a team-based collaborative situation, then you will need to both develop, and apply, some complex time management strategies.



### Resourcing 101

A

Choose a group project such as a sports coaching clinic, meals and party planning, cooking demonstrations, ICT device installation, home maintenance training or a subject-specific tutoring program for kids or for elderly people.

1. Identify some of the key resources needed and classify them as either; people, inputs, equipment or capital.
2. Briefly outline some of the key time management issues.
3. As a class, discuss the sustainability of these projects as 'one complete project'. Suggest

The proposed group project for this task is...

people  
resources:

inputs  
resources:

equipment  
resources:

capital  
resources:

time  
management  
issues:

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## 1.19 Resource Management

### Planning

One of the major requirements of this unit involves you planning and organising a complex Personal Development Project. Some of you might have completed a similar project back at Intermediate level. However, for this project, you will be expected to develop and apply some high-level project skills.

The type of project you will have to do at this senior level will depend on your school's VCAL program. The project will reflect one (or more) of those five personal development contexts from pp.2-3.

In most cases you might have to complete a number of smaller, step-by-step tasks, that together, will form the overall project. Your teacher will let you know your school program's requirements, and whether you will be working with others and/or in a team.

Later, in your final VCAL semester as part of Unit 2, you will be required to undertake an even more sophisticated community project that involves the development of many self-management, project-based and team skills.

### B Action stations

Listed below are 4 stages for completing a project. For each stage list some action statements (like the examples) that can help you successfully manage a project.

Step	Action words
1. Develop a <b>plan</b> for a Personal Development Project.	<ul style="list-style-type: none"><li>- consider alternatives</li><li>- ask</li><li>-</li><li>-</li><li>-</li></ul>
2. Identify, <b>organise</b> and use appropriate resources, including people, to do the project.	<ul style="list-style-type: none"><li>- investigate equipment</li><li>- test</li><li>-</li><li>-</li></ul>
3. Work effectively to successfully <b>do</b> and complete the project.	<ul style="list-style-type: none"><li>- plan a roster</li><li>- finish</li><li>-</li><li>-</li><li>-</li></ul>
4. Use processes for reflection, evaluation, self-improvement and <b>review</b> of the benefits of the project.	<ul style="list-style-type: none"><li>- liaise with a mentor</li><li>- prepare</li><li>-</li><li>-</li><li>-</li></ul>

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Project Planner AT1i

Your teacher will introduce and discuss your requirements in relation to the complex project that you will have to undertake for PDS Senior: Unit 1. Use this planner to record all the important information. You should add to this as you find out other information.



*What sort of project am I required to complete?*

*What stages are involved in planning and completing the project?*

*What are the approximate dates by which I must complete these stages?*

i.

ii.

iii.

iv.

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*What are some resource requirements?*

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

**Some possible projects I might undertake could be...**

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

PERSONAL DEVELOPMENT  
Project Planner  
Senior

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

## 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?

→ \_\_\_\_\_

→ \_\_\_\_\_

To what extent did I build and apply my personal development skills this unit?

<b>0</b> not shown	<b>1</b> low	<b>2</b> reasonable	<b>3</b> good	<b>4</b> very good	<b>5</b> 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: \_\_\_\_\_

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# Personal Development: Understanding Issues

# 2

## Contents

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2.11 Environmental Issues.....	34	2.27 Evaluation Report.....	50
2.17 Cultural Issues .....	40	2.29 Self-Reflection.....	52
2.23 Digital Media Technologies...	46		

Activities 2: Understanding Issues		p.	Due/Done?	Comment
2.06A	So what's the issue?	29	<input type="checkbox"/>	
2.09B	Learn and earn together	32-33	<input type="checkbox"/>	
2.16A	So what's the issue?	39	<input type="checkbox"/>	
2.22A	So what's the issue?	45	<input type="checkbox"/>	
2.24A	Using digital media responsibly	47	<input type="checkbox"/>	
AT1	Personal Development Issues Research Project	48-51	<input type="checkbox"/>	
2.27	Complex Project Evaluation	50	<input type="checkbox"/>	
2.28	Team Member/Individual Assessment	51	<input type="checkbox"/>	
2.29	Self-Assessment	52	<input type="checkbox"/>	

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Comments:

## 2.01 Social Issues

### Values

A value is something that you believe in; something that influences you when making a decision. The things that you value will often dictate your action (or for some people, inaction). Values may be said to be the guiding principles upon which you live your life.

- 👍 People who value **family** tend to place this as the most important thing in their lives.
- 👍 People who value **money** and **wealth** tend to place this as the most important thing in their lives.
- 👍 People who value **leisure** tend to place this as the most important thing in their lives.
- 👍 People who value their **health** tend to place this as the most important thing in their lives.
- 👍 People who value their **community** tend to place this as the most important thing in their lives.

As people, we have different **expectations**, we demonstrate varied attitudes, and we value different things. However, at the same time, as members of communities within society, we often value similar things as well. In essence, people are more similar to each another, than they are different from one another!

Our values guide us in our decision-making, and shape our **attitudes** towards different issues. These values influence the way we see the world, the way we interact with the world, and what we want out of the world. We are all people, we are all **stakeholders**, we all hold certain attitudes that are shaped by our values.

But as people we are not the same, and as stakeholders we are not the same. Given this, our values and attitudes often change depending on our role as a stakeholder.

### Social values

A **social value** (**societal value**) is a shared belief held by a group of like-minded stakeholders. Stakeholders such as community members, residents, employees, employers, unions, shareholders, the government, pressure and lobby groups, and others, may share a social value.

A social value emerges as a result of shared beliefs, attitudes or expectations that unify people behind a common cause. For example, the ACTU campaigns strenuously for equal pay for women, a social value shared by nearly all people in society.

Other stakeholder groups may have opposing social values based on different attitudes to workplace issues. For example, business owners and workers may have different expectations about wage rates and other workplace conditions.

Social values may even differ within stakeholder groups. Not all workers hold identical social values. Some people value income and power, while some value leisure time and a sense of purpose. Different levels of government, such as the states and the Commonwealth, may have conflicting values on the environment, and on social welfare and support.

Some people value community engagement and connectedness and are active volunteers.



## Social issues

Differing social values can lead to **conflict** between stakeholders, because **commercial** and **non-commercial decisions** can impact on **stakeholders** in a variety of ways. The result is, literally, thousands of different social issues, that might impact on varied members of communities, or on parts of society, and even on Australia (and the world) broadly.

Community members, such as **pressure** and **lobby groups**, hold certain social values and may agree or disagree with a particular commercial or government decision. Consider ongoing protests over whaling, live animal exports, or over climate change. Basically, overall acceptance of commercial decisions will depend on the **viewpoint** or **attitude** of stakeholders within a '**community**'.

Some social issues are **work-related** and may advantage some stakeholders, while at the same time disadvantaging other stakeholders. For example, extended retail trading hours create opportunities for casual employees who are usually younger, but place pressure on full-time employees with families who are usually older. A new beachfront tourism development might create significant investment and local jobs, but it might ruin small local hotels or degrade the natural environment.

Just because someone holds a different social value to you, it doesn't make them a bad person. And just because someone agrees with you it doesn't make them a good person. Do you agree? (And does that make you a good or bad person?)

### A world at war with itself

Sometimes **social issues** cause conflict within a community, and conflict between different communities. Social issues arise because some members of the community are finding that their needs are not being met. This can be caused by social **isolation**, cuts to funding and services, a lack of voice and recognition in society, unintended consequences arising from government and commercial decisions; stretching all the way through to neglect, commercial exploitation and even downright discrimination.

**Community activists**, pressure groups and lobby groups often have to threaten, or use conflict, in order to be heard, or to achieve their aims. So should resolving conflict mean that they have to go to 'war' with their opponents? Some pressure groups do seem to wage a campaign of conflict, especially online. Is that the best way to deal with social issues?

What we are all experiencing more and more, is people, who hold differing social values, abusing and SHOUTING at each other on social media. However, telling someone that they are wrong, a bad person, or even stupid, will not change their attitude. In fact this confrontational approach can cause some people to dig in even harder.

This form of confrontation is leading to increased **tribalism**, with people becoming fractured into different camps - the rise of the **digital mob**. "If I'm right then you are wrong." "And if you are wrong then I am right." "And what about her? Well we both agree that she is wrong - so let's get stuck into her - at least we can agree on that!"

And meanwhile the problems keep on growing. What do you think?



Image: luna123/  
Depositphotos.com

## 2.03 Social Issues

### Role of government

The government is a key community **stakeholder** in leading and encouraging enterprising responses to changing social values and attitudes.

Governments at various levels make decisions for the benefit of society as a whole. They might make **laws** and **regulations** about education, health, the environment, fair trading, equal opportunity, as well as thousands of other issues. These decisions set the framework for the evolution of change in society.

Recent times have seen various governments leading the way in encouraging **social diversity**, **equal opportunity**, **gender equality** and a focus on leadership mentoring and the gender income gap, and **affirmative action** policies targeting under-represented groups.

However, it can sometimes seem quite strange that governments have conflicting social values. Commonwealth and state governments often have different viewpoints on commercial decision-making, such as over the use of **natural resources**. This sees a mismatch between various state governments, and the Commonwealth Government's emissions reduction targets and sustainability initiatives - mainly due to internal political factors (which have 'brought down' a Prime Minister or three in recent times.)

### Political power

The government's key role in driving change in social values is through its **political power**. The government is the key pressure group and decision-maker in the nation, and as such creates policies and laws that direct society.

Governments will allocate **funding** to areas that they want to support, and might withdraw funding from initiatives that they feel do not support the **social values** that they believe are important.

Many social services, support and welfare organisations that rely on government funding have to operate according to the government's broader goals and agenda, or risk losing their funding.

And strangely, some people complain that the government interferes too much in peoples' lives, and yet complains when the government doesn't do anything to prevent exploitation!

### Social services

Various levels of government provide **social services** for the public good. These public sector services are generally funded in order to provide a social or community benefit for the people of Australia to help deal with a social issue.

These types of services are often not provided for adequately by the **private sector** (such as parks and reserves), or they are services that the government feels should be subsidised (such as the Pharmaceutical Benefits Scheme) or in some cases 'free' (such as the NDIS and Medicare). Some of these services exist side-by-side with private sector services, such as education.

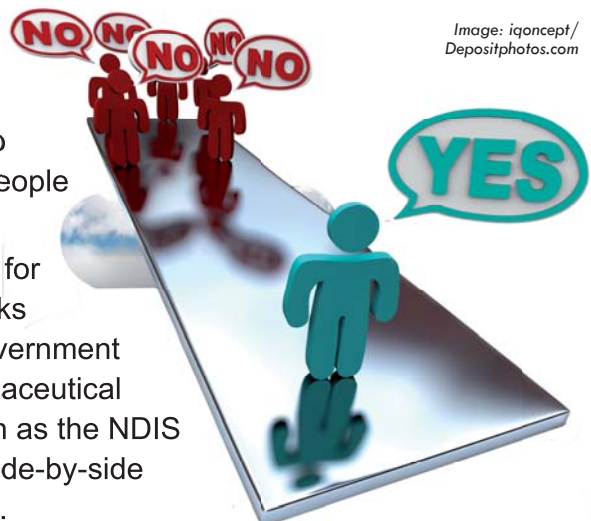


Image: iqoncept/  
Depositphotos.com



## Government support

Many community services might be provided by **not-for-profit** firms from the private sector, but using government funding and grants, such as with charities and welfare agencies. Sometimes these **community services** are provided to help people with limited economic power deal with social issues. Governments of all levels fund these services in line with their values.

However, recent years have seen a change in attitudes towards greater **accountability** in government funding, a shift towards more **user-pays** services, and more a competitive model for the funding of social services. Enterprises in industries such as health-care and community services, have had to develop operational models that are more reflective of a **commercial framework**; and they often now are required to tender for funding for their service-delivery. This in itself raises a range of social issues.

## Commercial responsibility

We know that large enterprises are an important part of the Australian economy and that they provide many commercial benefits. However, modern business practice emphasises a growing need for large businesses to act as good **corporate citizens** and to assist broader society, and communities, to deal with social issues.

Consider the following statement. “With great power comes great responsibility.” It may indeed be ancient wisdom, but modern large firms need to conduct their operations in such a way, so as to minimise harm on stakeholders of internal and external environments.



## Triple bottom-line

The triple bottom-line refers to enterprises operating responsibly to achieve **economic objectives** (profit), **environmental objectives** (planet), and **social objectives** (people). A key part of this is corporate **social responsibility**, whereby enterprises should operate ethically, be an active 'corporate' citizen and balance the needs of its stakeholders with its own objectives.

**Ethics** are a set of rules that are used to guide behaviour. Therefore, **ethical management** relates to an organisation doing the right thing by its stakeholders, and not exploiting them. Enterprising managers and leaders must balance the needs of different stakeholders, and in some cases protect the positions of 'weaker' stakeholders.

Ethical management can drive the development of changes to the types of products offered, as well as the work practices used to produce these goods and services. These changes can help deal with social issues such as **work/life balance**, **harmful products** and **exploitation** of people and workers.

Commercial organisations can respond positively and proactively to social issues by pursuing a more **sustainable** use of resources, developing employee-focused policies, ensuring fair and non-exploitative work conditions, and by becoming an active **community member** through funding, support and **community leadership**.

## 2.05 Social Issues

### What can I do?

When people are faced with social issues, many of which are big picture **macro issues**, they might often reply, "But what can I do?" This is an understandable response. Many social issues impact Australia-wide, or even on a global basis.

Factors causing these issues are **systemic** and **complex**; and seemingly well beyond an individual's **locus of control**. And solutions seem very difficult indeed.

One area of concern is that many people don't seem to want to actually tackle the problem. They'd rather complain, make noise on social media, personally attack and blame individuals and institutions with power - essentially SHOUT at anyone and anything, rather than do something to try and address the problem.

And as you have learned, they often do not even focus on the 'real' problem. A quick application of the **What/how process**, **Drilling-down**, the **80:20** rule and **IASM** can help you isolate, and therefore pinpoint, the 'real' problem.

🧠 So if you find yourself wondering, "What can I do?", just change the emphasis a little.

**What** can I do? **What can** I do? What can **I** do? What can I **do**? **What can I do?**

And you might find that you now start to have more answers.

### Community social issues

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

What can I do, you ask? Well RASME up and let's get started.

- 1. Recognise:** What's the issue? Why does it concern me? How can I help? What can I do?
- 2. Analyse:** Research the facts using credible sources (and not convenient sources). Find out the alternative points-of view so that you understand (and are ready for) other sides of the issue. Then, clearly identify what the problem actually 'is' - so you know what you are really tackling, or dealing with.
- 3. Strategise:** Plan to work out what you need to do. Organise to determine what you can do! Find out the resources you will need, and who can help you. Connect with others and develop an action plan. Aim for changes locally at the grass-roots level.
- 4. Mobilise:** All movements for change started with one enterprising person. But no social change was ever achieved by one person acting on their own. Connect with others face-to-face, in local community enterprises, by using suitable digital media platforms, and through local media. There is power in people!
- 5. Energise:** When the going gets tough, the tough get going! But save some time and personal care for you. Agents of change can find the task overwhelming, especially in the face of ongoing negativity, criticism and even downright abuse. Life is about balance.

POS  
SUPER  
SKILLS

So what's the issue? A

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.		
<div style="text-align: center;"> <h1>Preview</h1> <h2>Draft Sample:</h2> <h1>Do Not</h1> <h1>Copy</h1> </div>		
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		

## 2.07 Social Issues

### Let's Stick Together

We all saw Woolworth's Earn and Learn ads in 2019 (plenty of times) and who could resist a bunch of cute kids, banging away at their musical instruments, gently cajoling us to, "Let's Stick Together".

And it is hard to forget these ads because viewers (and yes people still did watch TV back then) would be exposed to the ad once, thrice or even a brace of times each night. So let's stick together indeed!

Back in 2017 Woolworth's Earn and Learn program was a resounding success and delivered over 300,000 pieces of 'amazing' equipment to primary school, secondary schools and early learning centres, to improve and enhance the learning experiences of pupils across ICT, sport, art, maths, English and a raft of other curricula.

Schools rightly celebrated their success, by communicating what seemed to be a similar (or was that identical?) thankyou statement to their communities.

In one particular case, a small NSW primary school celebrated its achievement in gaining a top 10 Australian ranking. Both the store manager and the assistant store manager - with a great sense of community pride and spirit no doubt - were overwhelmed by the pupils, teachers, admin staff, support staff, local media and other interested parties when the school was handed its hard-earned-and-learned free loot.

So in 2019, people once again had the chance to help their local school community. Even if they didn't have a charge or two on their card, a local learning institution. And in 2019 all it took was just \$490 of spending, perhaps four well-planned weekly shops - money is tight as we all know - to earn their school a \$2.95 per pupil.

Woolworth's Earn and Learn program, along with other loyalty and rewards programs (e.g. Fly Buys from Coles) provide positive benefits to users (i.e. shoppers) when they deliver a pay-off with a marginal extrinsic benefit. In other words an extra bonus for free. If a family does their weekly shopping at Woolworths, and they earn a 1-point sticker for every \$10 spent, just for doing what they already would have done anyway, then this can only be a good thing.

And then there are the other intrinsic benefits that arise. A shared sense of community, people of all ages and backgrounds working together to achieve a common goal, students getting the opportunity to learn about the real world of money, commerce and economics - these positive outcomes cannot be easily measured.

But economic concepts such as intrinsic and extrinsic benefits are more the learning domain of senior students, rather than those enthusiastic, community-minded little tackers dutifully affixing their family's stickers to their sticker sheet, or

cajoling unwanted stickers out of the wizened paws of pensioners struggling to afford bird seed for Alfie, their pet budgie.

But many secondary schools do participate in the program and benefit from the hard-won and much needed, 'pieces of equipment' they earn, especially those in regional and remote areas, as well as P-12 community schools.

One of the oft-cited benefits of the program is the learning experiences afforded to kids. I'm no maths wiz, but I can't argue with the benefits from enhanced numeracy learning.

"Well class,  $\$10 = 1$  sticker. And we need 199 stickers to buy the piece of equipment we need. Solve for X."

Thankfully, not too many Australian primary school students are expected to have mastered this type of algebraic statement, but let's see how you go. Well  $199 \times 1$  does  $= 199$ , so we need 199 stickers; simples!

But I think we are better off solving for 'why'? Each sticker came at a notional \$10 price point; (we must use the right lingo as the kids are learning about the real commercial world after all). So that's \$1,990. Let's round up to \$2,000 to keep the numbers simple, because, as there are too many zeros, we have to work the numbers on a calculator. Our \$490 is then after all.

"But Miss don't shops round down?"

"Depends. Anyway, what we want can be purchased for \$9.95. Let's round this up to \$10."

"But Miss don't shops round down?"

"I said it depends. So we need to do a percentage calculation. Ok.  $\$10$  divided by  $2,000 = 0.005$ .

And because this is a percentage we have to multiply by 100 and move the decimal point two places to the right, so that's 0.5%."

So the poor teacher, who may well be the school's mandated Earn to Learn Coordinator after all, on top of a growing list of everything else that they need to deal with in their day-to-day role, sighs and rewards themselves with a 'thumbs up' stamp that was kindly donated by \$2,000 of community support.

"Bananas...", critics might say, "...you're taking too cynical a view, even if I do believe that your maths is correct." (By the way an introductory numeracy 'money' book for the Australian Curriculum could be redeemed for 583 points. You can get half a year of maths tutoring for that amount of community goodwill (or should that be good shopping - equivalent). Or how about one extra teacher and a teacher's aide per class set?

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Apparently bananas are the most bought commodity item by shoppers. And kids like bananas. So, if any of Woolworth's competitors - be that the other retail giant, Coles, or supermarkets in the independent group, IGA, the budget provider Aldi, a local greengrocer, a farmers' market, or any other source of those potassium rich healthy treats - sell bananas at just 10c per kilo less, well that's a saving of 2c per banana. Which is about 2%. And again for the maths challenged at home, that's about 4 times the marginal benefit of collecting stickers.

But who can afford to waste precious time, not to mention petrol and other costs, shopping around for a 2% saving? People certainly wouldn't be attracted by catalogue specials, offering 'massive' 2% savings.

But even a moderate \$100 a week shop, at a 2% discount, delivers a \$104 benefit to the annual family budget. An equivalent Earn and Learn spend would deliver your local Earn and Learn participant somewhere between \$20-40. But of course Earn and Learn doesn't run for the whole year so the differences really won't be that great. But fold an entire supportive community's spend into the nine-week period of Earn and Learn, and you are looking at some pretty hefty amounts of changed shopping preference. That's free will a worry, isn't it? (or at least so free) market in action.

Opportunity cost might be the key economic concept at play in this whole situation. Opportunity cost is the next best thing you give up, when choosing between the alternatives associated with making a decision. Once again, this is usually on the primary school curricular, however, most teaching of social issues, especially surrounding the environment and climate change is taught through the lens of opportunity cost - even at junior levels.

Programs such as Earn and Learn provide a marginal benefit that pays off if people do nothing more than they ordinarily would do to receive that extra benefit.

But if people are changing their shopping habits to chase a less than 1% payoff; if people are spending time and money to 'acquire' stickers (on 2019 eBay sold listings, the going rate was about \$50 per 400 stickers, about 12.5c each, a premium of about 2.5 times the sticker's potential redeemable value); and if teachers and other staff have to add to their workload, or forgo other duties, to effectively cross-subsidise the commercial operations of a large corporation - then we are losing our understanding of the concept of opportunity cost.

There are many ways that large, medium and small enterprises, including both of the supermarket giants, contribute to the broader community and to local communities specifically.

They often provide programs, funding, grants and other forms of direct support that do real good - and which come at little extra cost for participants - beside a bit of loyalty.

But Earn and Learn is not one of these. It takes time, money and is a drain on paid teacher and other staff labour and expertise.

Should it replace, or even supplement in-class instruction, if it results in an opportunity cost borne by the school and the broader school and local community? More relevant in-class instruction might be to unpick and unpack the costs and benefits associated with being in the program in the first place.

It's true that kids like putting stickers on the sheets, and that they achieve a sense of pride in helping out their school. But it's fortunate that each branded sticker, that those eager little fingers affix dutifully to the reward sheets, is self-adhesive, as the costs of redeeming a 35 gram gluestick (75 points or \$750 of retail loyalty) might outweigh the benefits.

Schools consistently succeed at building a community focus, even without programs such as this. They have done so in the past, they are doing so now, and will continue to do so into the future.

Programs such as Earn and Learn can pay the price that there is no real opportunity cost in participating. If you collect your own stickers, and glue them on the sheet provided in-store, or get some eager littl'uns to take on this responsibility, then you are helping school to acquire something extra. This saves time and money (i.e. school printing costs add up big time!) and frees teachers to better deliver an already crowded curriculum.

But don't abandon your local butcher or fresh produce provider; who quite possibly support their local junior and senior football, netball cricket and soccer teams, as well as various community not-for-profit groups, week-in and week-out; year-in year-out; for no other reason than just to chase some extra stickers.

Don't switch your retailer just to 'earn' stickers, unless price, quality and convenience coalesce to influence your choice.

Hunt specials and use these savings to buy your kid that pen (it's probably 'cheaper' than the catalogue-sourced item anyway).

Use your money saved to buy and donate that \$15.95 synthetic footy to your school (399 points or \$3,990 of shopping dollar loyalty). I challenge anyone not to be able to source \$16 of savings, from \$4,000 of shopping, by using other retailers, and with little extra effort, over the nine-week period of Earn and Learn.

Many household budgeters report that they can easily reduce their weekly shop by 25%, just by

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## 2.09 Social Issues

shopping around, timing their purchases, and by employing substitution rather than adhering to blind loyalty.

Work with children and have them take responsibility for finding savings from print and online catalogues; and even encourage them to share their recommendations with their school community - now that's learning about the world of commerce - with a real community pay-off!

Collect stickers as a natural part of your normal shopping experiences so that perhaps your school or early learning centre can redeem 14,600 points (\$146,000 of loyal shopping) to get their hands on that 'cool' LEGO EV3 Starter Pack, which normally retails for about \$730 or so. Now, that is an extra item that the school would be very unlikely to afford, without the help of the Woolworths Earn and Learn Program.

But don't expect your community to take a \$146,000 hit to acquire that 'learning tool'. The creative 'advertising' agency behind the program; the talent, actors and the production teams making the ads and other promotional materials; the supplier responsible for providing most of the 'rewards'; the broadcaster and media firms earning a not insubstantial amount

of revenue from the ads; and Woolworth's themselves - despite all the almost-identical PR hype littered across the internet, from mummy blogs through to major media outlets - all expect and need to earn a living from this endeavour. I don't believe it's all pro-bono. But I could be wrong.

Many people struggle with percentage calculations when the answer drops below 1%. But if we have to move into 2 decimal points to truly assess the value of an easily earned, extra reward, one that is supported by so much unquestioned and readily-welcomed hype, well then, perhaps we are teaching the wrong sort of maths to our kids.

So will community members be ready and eager to welcome another bout of assistance through Earn in Learn in 2021 (or beyond)?

Or will many stressed families, parents and carers, overworked teachers and marginalised local retailers go on successfully building their local school community without the aid of such a selfless and generous benefactor?

# view

## B Learn and earn together

In groups, complete the following questions, then report back to the class.

1. This article is an 'opinion piece.' So does the author use opinions, or facts, to make their point? Explain using evidence.



2. What do you think is the overall message of the article?

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3. Some possible defensive responses to the article include: *“Why criticise families for trying to help their schools?” “Are you saying that teachers and parents are stupid?” “This program unites the community behind their school.” “Why knock a company that’s trying to help out the community?” “Kids are learning how to help their school through community engagement.”*

Develop statements to support each of these defensive responses. But then also develop statements to refute each of these defensive responses.

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4. What is your feeling (or attitude) to what the author is saying? Do you agree or disagree with the overall message? Why/Why not?

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5. Is this a community social issue that we really should worry about, or are their bigger and more important, issues to deal with?

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Research ways that corporations and local enterprises (such as Woolworths who is one Australia’s biggest employers, including thousands of young people) directly help their community to deal with social community issues.



## 2.11 Environmental Issues

### Environmental issues

The world is going through a marked shift in regards to its attitudes towards environmental issues. And you yourself might be proactively encouraging attitude change towards these socio-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, dividing stakeholders.

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. And what has happened since then?

So, what's your view on this issue of the environment, and what are some environmental issues impacting the day of your local community that need to be addressed?

### Environmental issues

- ⇒ climate change
- ⇒ greenhouse gas emissions
- ⇒ sustainability
- ⇒ pollution
- ⇒ use of renewables
- ⇒ use of fossil fuels
- ⇒ recycling
- ⇒ over-consumption
- ⇒ food waste
- ⇒ carbon footprint
- ⇒ single-use plastics
- ⇒ landcare
- ⇒ government policies
- ⇒ sustainable farming
- ⇒ water availability

Image: pogorelovaolga37/  
Depositphotos.com



### Global warming

- ⇒ Refers to 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 humankind's lifestyle on the ecosystem; resulting in irreversible climate change.

### 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.

### Australian energy generation

Australia is a highly-industrialised country with a voracious appetite for energy. Energy powers our work life, our home life 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 (down from 76% in 2009/10) 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)

This meant that in 2018, one fifth of Australia's energy generation came from renewable sources. That's a significant achievement for a country historically reliant on abundant, and therefore cheap, fossil fuels. The proportion has more than doubled in a decade.

This change is illustrating a long-term trend in moving away from coal. However, electricity generation is still Australia's largest source of carbon pollution, and is responsible for a third of all of Australia's carbon pollution.

But because Australia has had so much 'cheap and relatively' easy fossil fuels available, we have become reliant on just digging them up and burning so as to satisfy our ever-growing energy needs.

Also, the Australian Mining industry exports significant amounts of fossil fuels, especially coal, to Asia, and is loathe to repurpose this.

But questions remain. How does Australia compare to other similarly developed Western economies? Go online and find out.

And has Australia's share of energy generation from renewables grown since 2018? Find out the current proportions using the *Quarterly Update of Australia's National Greenhouse Gas Inventory*. (And note, the official figures will always have a time lag, but they are the 'real' statistics and can be trusted and are worth waiting for.)

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.

And remember, we cannot simply blame the government, industry, businesses or other 'big' stakeholders' for this problem. In the end it's us, all of us, who use power, or travel, or purchase goods and services made by producers. So what can you do about that?

Image: [soleilc/Depositphotos.com](http://soleilc/Depositphotos.com)



## 2.13 Environmental Issues

### Solar and wind power

It has been estimated that on an average day Australia receives enough sunshine to provide 25 times the nation's energy needs. Solar power works by using solar panels to capture and store the sun's energy. Solar power is said to offer a free, unlimited and totally renewable energy resource.

The main barrier to using solar power is the upfront cost of installing solar panels, versus the ongoing savings generated from these panels. Since 1980 the cost of creating solar power has dropped more than 95%. Government rebates have been used to encourage consumers and businesses to install solar energy systems.

Large European oil companies such as BP and Shell are investing heavily in solar power research. Australia is a leading world researcher, but has been slow to generate significant proportions of power from solar 'farms' and other sources. However, between 2017-2019 the amount of solar energy generation grew significantly, due in part to Commonwealth and State government rebate and incentive programs, and the commissioning of a number of larger-scale solar generation farms.

**Wind power** is the fastest growing energy industry sub-sector in the world. Large windfarms are being developed in open areas, and turbines are used to generate power. In 2017, the global 'wind energy industry' was estimated to provide more than 1 million jobs. In Denmark, large-scale investment in wind energy has resulted in the world's most successful new energy industry. Wind power is very popular in parts of Europe, China, India and the Pacific Islands. Australia has embraced wind power by developing wind-farms. As at the start of 2019, Australia had over 2,100 wind turbines, across more than 94 farms, mainly in SA, Vic and WA.

### Water affluenza

One of the most pressing environmental issues for Australia is industry and household use of water. Australia has a huge landmass with just over 25m people, and by world standards is very under-populated. However, Australia is the driest inhabited continent, and ongoing unseasonable weather patterns are adding to this problem.

In 2016/17 industry represented 88% of all water use in Australia (66% in 2009/10), with the agriculture industry accounting for approximately 63% of Australia's water use (65% in 2009/10). About half of this was used for livestock pastures. Households accounted for 12% (13% in 2009/10). *Source: ABS, 4610.0, Water Account, Australia 2016-17 Feb. 2019).*

Water is used in the production of goods and services by all industries on behalf of consumers. So consumers can't blame industry for using up all the water, because consumers are the ones actually demanding and consuming products made by industry. e.g. It's estimated that 1kg of beef equates to 15,000 litres of water use.

A 1999 study found that Australians need approximately 0.1 million litres per person, per year, for direct water use plus, another 0.4m litres to 0.9m litres/person, per year for goods and services produced on their behalf. (And yes this 'old' study is still being used for many current estimates). Households with higher average income levels require more water than households with lower average income levels, mainly because they consume more goods and services.



Image: stockshoppe/  
Depositphotos.com



Sustainability focuses on ensuring that our water reserves meet our needs. Government and industry stakeholders have introduced many initiatives over the last decade to improve water consumption, such as water restrictions, support for water-saving innovations and rebates for water-saving devices. And the battle over **'water rights'** continues to be hard fought.

### The ongoing fight

Over-consumption of natural resources leads to the **degradation** of our environment. Australia's over-reliance on the land as a source of mining and farming revenue is having irreversible environmental effects. Australian industry needs to introduce more **sustainable** farming, fishing and logging methods, as well as reducing our reliance on mining of fossil fuels and 'dirty' minerals.



"Come on, this is Australia.  
I can't afford to bathe in water!"

Image: Farina6000/  
Depositphotos.com

Some issues surrounding sustainable resource use, often seem to be slow to be taken on board and embraced, e.g. solar power is a key energy resource that is still being under-exploited in Australia. By the end of 2016, it was estimated that over 2 million homes had solar rooftop panels installed, which accounted for just over 20% of applicable Australian dwellings. That leaves another 8 million households still without solar panels, in one of the sunniest countries in the world. (But the number is growing due to government rebates.)

Other issues regarding sustainable resource use often lead to a clash of **social values**. e.g. There has been ongoing debate over the merits of wind power as a long-term and reliable source of renewable energy. This debate played out back in September and December of 2016, when South Australia (the state with the highest proportion of green energy sourced from renewables) experienced a series of power outages, as freak windstorms hit, causing damage to transmission lines and the subsequent 'shutdown' of most of the state's electricity supply network.

Different stakeholders hold different opinions about the long-term benefits of this power source, as well as the negatives associated with wind turbines as part of the landscape. And some issues end up in continuous debate and arguing, essentially become a **political football**. This can be seen with the ongoing to-ing and fro-ing over the carbon tax, emissions trading schemes, National Energy Guarantee. And that game of political football saw a number of 'coaches' (i.e. PMs) get the boot!

Sustained action by **pressure** and **lobby groups** has brought about a change in the Western world; and the developing world is also hungry for greener alternatives.

**Climate change** is recognised as a real and ongoing problem, so proactive community and industry leaders, and governments, who recognise green opportunities, can take steps to actively set, manage, lead and drive the environmental agenda.

Consider this simple problem. Australian consumers and producers are among the highest per capita 'emissions' polluters in the world. That's me and you; and 'them' (often for us)! We all need to take **responsibility** for our actions. It can start with you! 🗣️

## 2.15 Environmental Issues

### Anyone for soup?

#### Plastic turtle soup

Free-range Plastics continue to be a blight on our environment, in spite of bans on single-use bags, and the growing awareness of the dangers of bottles, drinking straws and the like.

Some plastic products are not only dangerous but also 'invisible'. This makes being socially responsible almost impossible for consumers.

Manufacturers and chemical engineers are endlessly inventive when it comes to creating cheap ingredients to add to food and personal products.

Micro-beads are almost invisible plastic particles used in cosmetics and toiletries (as well as other products) as an exfoliant or cheap filler.

They add bulk and body to products and are often claimed to be innovations in cosmetics.

"Bottikleen is made with Micro-beads, to give you that fresh feeling!"

The problem is that our sewerage systems cannot filter these particles out, so that they end up in our water systems. There is strong biological evidence that these substances are toxic to animals and humans.

As at late 2019, it is estimated that there are 5 trillion pieces of plastic currently littering the ocean.<sup>1</sup>

Although micro-beads have fallen out of favour in marketing terms, they are still being added to many products.

Aside from the toxicity, accumulated micro-beads form to create what has been described as 'plastic soup' that swirls around the oceans causing further hazards to sea-life.

These little plastics swarm together in the ocean, joining plastic bottles, bags and other discarded plastic products to form vast islands.

The largest accumulation of ocean plastic in the world is called The Great Pacific Garbage Patch. This huge environmental blight is located between Hawaii and California. Its estimated size is 1.6 million square kilometers, which is an area three times the size of France, with at least 1.6 trillion items of plastic.<sup>1</sup>

On our own 'turf', the 3rd 'largest', The South Pacific Garbage Patch, is located in the Southern Pacific Ocean between the east coast of Australia and South America. This patch is estimated to have an even bigger surface area, at 2.6 million square km<sup>1</sup> (bigger in size than India), although the concentration of plastic is less than in The Great Pacific Garbage Patch.

<sup>1</sup> Source: [www.theoceancleanup.com/great-pacific-garbage-patch/](http://www.theoceancleanup.com/great-pacific-garbage-patch/)

#### There is hope

The world has come a long way in taking initiatives to reduce or ban plastic products. This is not only through government-led action, but also through community awareness putting pressure on decision-makers to act responsibly on behalf of citizens.

For a long time, people didn't think much about their use of plastics. But how did we ever get to a situation where just about everyone was drinking water out of disposable bottles instead of taps, and where we couldn't seem to function without using a stash of plastic bags to store every single item?

Humans are inherently socially responsible and want the best for their world and for future generations. Look at all the climate action rallies happening around the world. Kids have got on board in a drive to reduce the use of plastic drinking straws, and many countries have banned the addition of micro-beads to cosmetic products.

Australia implemented a voluntary code of conduct in 2016, allowing manufacturers to phase out the use of micro-plastics. This seems to have been highly effective as it is estimated that over 90% of such plastics have now been eliminated. And bans on single-use plastic bags below a certain thickness in Australian states, have resulted in a 90%+ reduction in those products.

So you see, people want to do the right thing. They just need the knowledge, and some impetus, and then they will want to step in and call a spade a spade to environmentally hazardous practices and products.

But sometimes it's up to people like you to give them a little push in the right direction. And perhaps a greater and more voluminous 'plastic' issue, is the use of plastic packaging wrap for products; and strangely for fresh food, especially fruit and vegetables.


Does that seem at all natural to you? 



Image:  
[panaramka.ukr.net/  
Depositphotos.com](http://panaramka.ukr.net/Depositphotos.com)



## So what's the issue? A

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.		
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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		

## 2.17 Cultural Issues

### Cultural issues

Some social issues 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 remember that it is a positive term, that celebrates characteristics that both link and unite people. However, in a diverse society such as Australia, **cultural misunderstandings** may happen, which can result in cultural issues emerging.

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**.

Cultural issues can arise due to differing **values, customs, expectations** and **cultural norms** that exist from one culture to another. This can extend to **workplace culture**.

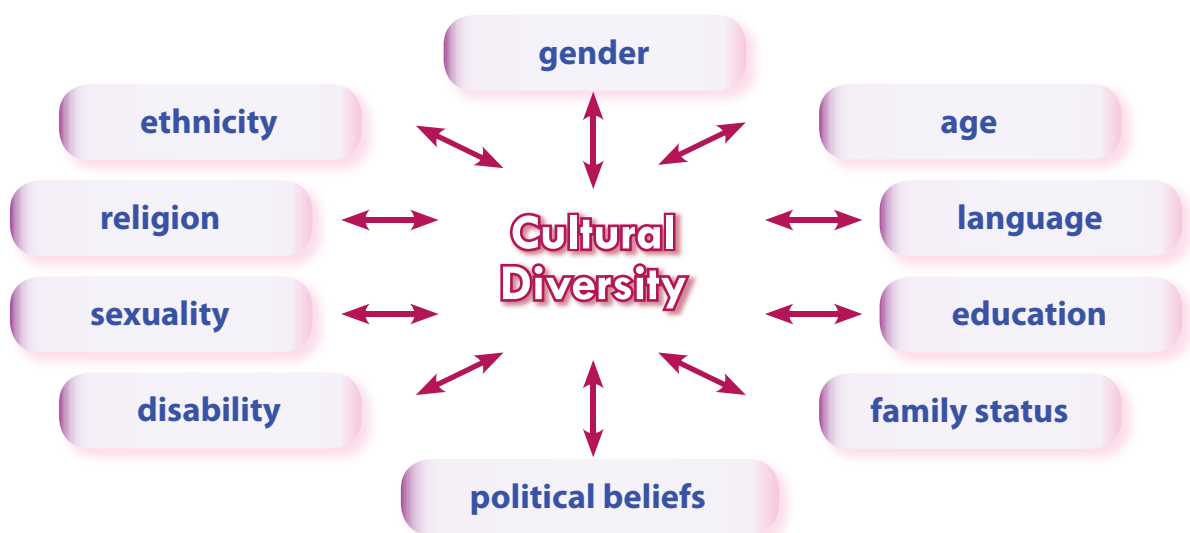
### Cultural issues

- ⇒ indigenous identity
- ⇒ Australian identity
- ⇒ youth culture
- ⇒ cultural diversity
- ⇒ cultural identity
- ⇒ homogeneity
- ⇒ equal opportunity
- ⇒ anti-discrimination
- ⇒ cross-cultural communication
- ⇒ stereotyping
- ⇒ cultural exclusion
- ⇒ community spirit
- ⇒ digital cultures
- ⇒ cultural funding

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Images l-r: delpieroo/FamilyF/Route55  
Depositphotos.com



### Ethnic and cultural links

Ethnicity is a way of categorising people that moves beyond simplified and overt racial biological traits, and extends to include ancestral, cultural, language, nationality and other traits. In essence, ethnicity refers to a person's identification of their background.

The Australian population consists of a wide range of ethnically diverse people of varied **cultural backgrounds** from over 200 distinct birthplaces. In the 2016 Australian census more than 76% of people identified with an ancestry other than Australian. 33% were born overseas, and more than 45% had at least one parent born overseas. Australia's first people, consisted of more than 240 distinct Aboriginal and Torres Strait Islander languages, tribes or nation groups of indigenous people. Indigenous Australians make up 2.8% of the population speaking over 50 Indigenous languages.

Early white **European settlement**, essentially from the United Kingdom and Ireland, was followed by Chinese and Europeans during, and subsequent to, the gold rush. Southern European migration grew both before and after the Second World War, featuring migrants from Italy, Greece, Malta, Serbia, Croatia, Macedonia, Turkey and other countries including the UK. Of course in more recent times Australia has also experienced immigration from Vietnam, Lebanon, from African nations, and from China; as well as continual ongoing migration from the Middle East, Europe, West Asia, South East Asia, New Zealand, the UK and the Pacific Islands.

This rich diversity of people has combined to create a multi-ethnic and culturally diverse Australia, but one which is united and which lives relatively harmoniously compared to other parts of the world.

People are likely to have **family members, friends** and **colleagues** from varied ethnic and cultural backgrounds, some of whom might be multi-generational, whereas others might be in their first generation of Australian residency.

Businesses, social services and community groups deal with **customers** and **clients** who are naturally culturally diverse. This connection is enhanced by the **socio-geographical patterns** that see many ethnically diverse people (especially those who are more recent arrivals to Australia) settle, live and work within close proximity to each other.

You yourself might also identify as ethnically or culturally diverse, which in effect, can enable you to emerge as a **cultural leader** of the future within your community. This is especially so for young Indigenous Australians, who as the custodians of their people's histories and traditions, are the future representatives and elders of their lands and communities.

Another enterprising opportunity for young culturally diverse Australians is to help guide and assist both new arrivals and older people from within the community, who might not have the innate confidence or adaptability to fully connect with other ethnically diverse cultures; or indeed the prevailing **anglo-centric** culture that dominates many of society's business and social institutions.



Image: wallidi/Depositphotos.com

## 2.19 Cultural Issues

### Generational differences

You've all heard it before. **Baby Boomers** did the hard yards, stayed loyal in the one job, worked long hours and scrimped and saved to build wealth so that they could wear their denim and fleece in their retirement. **Generation X** were the cynical and at-times idle slackers who felt alienated growing up in a post-recession world and who didn't put in enough. Unashamedly media-savvy and anti-corporate they reacted against the previous generation's blind workplace loyalty.

**Gen Y** are the Peter Pans! The me-generation with an overblown sense of ego and entitlement. Brand-washed, tech-addicted and image-conscious they jump from casual job to casual job between gap years! They want the world, but aren't prepared to do anything for it - accept that is, sponge off their parents (those Baby Boomers who they blame for locking them out of jobs and the property market, yet whose wealth they stand to inherit)!

And then there's the **Millennials**. Yours is the first generation to grow up completely within the digital age; with life's decision-making guided by smart devices and all of their associated pros and cons driving new ways of forming and maintaining relationships, communication, commerce and access to information. Facing the prospect of being over-educated (with big student debts) and underemployed you are emerging into a rapidly changing and globalised world, where it is hard to distinguish between truth and unreality, pressure and opportunity, and the very real prospect of lots of unpaid work (as interns) and the disappearance of many traditional employment options.

### Generational values

There are some clear generational differences in **values** and **attitudes** which manifest in age-based cultural issues in personal life situations throughout the community, and in the workplace.

Although some of these differences are **clichés** and not really valid points of difference, there certainly are varied patterns of behaviour in the way that some people from distinct generations of groups communicate, how they see their role in the community, and how they participate in the labour market.

One of the clear dividers is the growing (and some say unrealistic) **expectations** of younger people triggered by family and peer pressure; and especially propagated through social media platforms that encourage people to construct and share an idealised version of their true selves - essentially turn themselves into an attention-seeking media 'product'.

However, there are two things you can be sure of. The first, is that **stereotyping** does nothing to help the growing **ageism** emerging in society, and is causing a damaging cultural divide.

The second, is that every day people get one step closer (i.e. older) to becoming the very 'thing' they are criticising. And before too long, they find themselves on the other side of the 'ageism' debate.



Image: ijsphotography/  
Depositphotos.com

### Cross-cultural communication

Throughout your life you are going to deal with people from different cultures in a range of personal, social and work situations. You yourself might be proactive in changing attitudes and behaviours related to a greater acceptance of **social diversity**. And many people **travel** and work **overseas**, which in itself requires them to develop specific cross-cultural skills for diverse cultural situations.

**Cultural expectations** (the shared expectations held by a particular and identifiable group that influences their behaviour) are usually embedded over time. Cultural expectations often manifest through shared **social values**, and as such they determine **communication expectations** and 'rules'.

You need to consider how you could develop your cross-cultural **communication skills** to deal with diverse people, who might have different values and beliefs to you. Because, in essence they are doing the same thing when dealing with you.

Misunderstandings surrounding cultural expectations can occur when we rely on **generalisations** based on **clichés**, or when we are just not aware of potential differences (i.e. being ignorant rather than stupid). Effective cross-cultural training can help prevent these misunderstandings from occurring in the first place.

Mastering cross-cultural communication allows people to be more **adaptable**, more willing to take **responsibility** and to demonstrate **proactive** leadership as part of a drive towards a more accepting and tolerant society.

A strategy to assist in any cross-cultural communication situation is to consider and plan your communication according to seven key steps (explained below).

Consider this example. What would you do?

*Your principal visits your class and explains that in a week's time a Japanese education delegation will be visiting for a cultural exchange program hosted by your school. Your Personal Development Skills teacher asks for volunteers from your class to greet the delegation at the airport, and then lead the visitors on a tour of the school and its facilities, also showing some classes in action. The principal has asked your teacher to get PDS students to organise an informal lunch at school, and then a more formal dinner somewhere local in the evening.*

*They also ask you to plan for a local trip on Saturday to see an area or attraction of cultural, environmental or historical significance that the visitors might find interesting.*

*You're excited about the vote of confidence and the opportunity. But what do you plan, and what do you need to find out? And from whom?* 🗣️

### Cross-cultural communication

1. To whom are you communicating?
2. How might there be cross-cultural communication issues?
3. Where can you find out information about this particular 'cultural' group; or a subculture with a shared identity?
4. What should you do when communicating?
5. What should you not do when communicating?
6. What could you do to improve communication?
7. What other issues might need to be considered?



Image: tomwang/  
Depositphotos.com

PDS  
SUPER  
SKILLS



## 2.21 Cultural Issues

## Australia Day: What does it mean? Who is it for, and who cares?

## Australia Day, No Way by Kath E.

Flying the Australian flag, singing the national anthem and celebrating Australia on January 26. These are all emblematic of Australian life. Yet they are deeply divisive.

Many Australians find these demonstrations of nationalism to be offensive, excluding or insulting.

For Aboriginal and Torres Strait Australians, the day is seen as marking the invasion of this country. Violence, war and dispossession are realities that our first nations people associate with this day.

As a consequence, it is not surprising to find that many are deeply hurt by such celebratory displays and are calling for the date to be changed in respect of the great harm inflicted since that day in 1788.



**Proud to be Australian by Maj K.**

Australia day is a great chance to celebrate the founding of our nation. It is an opportunity to bring all Australians together and it is also a time when we welcome newcomers. The day has the potential to galvanise a sense of unity among diverse groups.

I became an Australian citizen on Australia Day in 2015 and it was a very proud moment for me and my family. We all love the barbecues, the fireworks and the public holiday, but the day is so much more than that.

It reminds us of the Australian values that we all share - a belief in egalitarianism, opportunity for all, peace and safety. Many people in the world cannot be guaranteed these things. We should see Australia Day as a time to reflect on these privileges.

**Warrick Wright from the Aboriginal and Local Knowledge**

"We call it Survival Day. Whitefellas pretty much celebrating invasion and killing our mob off - that's what it feels like for us."

Sources: Australian Aboriginal Day - Creating Spirit, reviewed from  
www.creativespirits.info/aboriginalculture/history/australian-day-in-a-day



## Aussie, Oi, Oi, Oi! by John

We have been celebrating Australia Day on January 26 since day dot. It's time to get together and do what Aussies do best - party!

We have a right to enjoy this great occasion, just as other countries mark their big day. Raising the flag, firing up the barbie, sharing a few bevs with mates and taking the day off reminds us who we are.

Some people want to spoil everything we've built by making the day about them. They'll be after our flag next!

I know that some people want to change the date of Australia Day, but why should we?

Everyone has the right to their own day but we got in first!

Either share our day or choose another one.

## Change or no Change? Nige L.

# Not

While there are many very valid reasons for this desire to obliterate the shame that many Australians feel about the invasion and violent decimation of our first Australians, the reality is that the attempts have been unsuccessful.

Some municipal councils have called to put a stop to Australia Day celebrations, and put an end to citizenship ceremonies being held on this day. Mostly these moves have raised controversy but have gained little traction. This is mostly due to self-interest.

While people still enjoy the benefits of a long weekend, they are not likely to do anything concrete to make change.

It's a bit similar to the noise people make about issues such as digital privacy, or worker exploitation. Until it affects them directly, they won't act.

## What about you?

Read some accounts of the Australia Day debate cultural issue. Document some of the arguments for and against changing the date for celebrating Australia Day.



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.		
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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		

## 2.23 Digital Media Technologies

### Bait by click

The ease of access, the immediacy, and the reach of contemporary digital communication, has truly given people the potential to find out about issues and to connect with like-minded people to build a community of action. But what we are finding is that debate over environmental, cultural and social issues can bring out the best in people, and also the worst in people. And nowhere is this more evident than in how these issues are prosecuted (played out) through social media.

### Social communication

Contemporary forms of digital media communication is 'social' by its very nature. Pressure and lobby groups, community enterprises, and other interested stakeholders, can utilise digital platforms and social media to communicate about issues of concern to them. Facebook pages, 'simple' websites and Twitter feeds (and Instagram if the issue suits pretty pictures) are the most effective enabling tools to communicate a message, to build a community of followers, and to attract support.

People launch petitions about issues on **Change.org** with varying levels of success. It's hard to establish the credibility of this type of issue-awareness method, when you might see a petition calling for more council-funded animal desexing programs, struggling to get traction against the millions of clicks registered to vote the final season of *Game of Thrones*. And of course this also propagates the ever-increasing contemporary phenomena of **slacktivism**.

Many community organisations use digital fund-raising platforms such as *Pozible*, *GoFundMe* and *Kickstarter* to attract **crowdfunding**. This enables these parties to reach out to like-minded supporters, and to build a community of support through information sharing, and of course, through the donation of 'capital' funds.

But the greatest strength of digital communication - in that the 'internet' provides the opportunity to reach out to the entire world - also brings with it the greatest weakness of **mass-communication**. Just how do you get your message heard?

Unfortunately, what we are seeing is that many messages have become visual 'ads' or snappy soundbites. These are increasingly emotionally manipulative - where the 'truth' is conveniently (and necessarily) buried within a few **selective facts**, an **anecdote** or two, and a lot of **persuasive language** to **guilt** people into support.

Many community enterprises are increasingly turning to **PR** and **advertising** companies to create and tailor messages to attract followers and supporters. People are increasingly having to (and seemingly are very willing to) turn themselves into charismatic **community crusaders** in order to be heard. Unfortunately, this means that the issue becomes more about the person themselves, as opposed to what the issue actually is. So is this **ethical**? 🧠❌

And this also stymies open and clear debate - because most of the digital interaction ends up being about the **credibility** of the individual themselves, rather than the issue itself. Cue the trolls!



Image: Adapted from  
pongsuwan/Depositphotos.com

### Ethics

- ⇒ Ethics are a set of 'rules' that are used to guide behaviour.
- ⇒ Just because something is not 'wrong', does it make it 'right'? This is an ethical conundrum faced by people dealing with issues.
- ⇒ Ethics drive, and are driven by, social values.
- ⇒ Ethics are about choosing to do the 'right' thing, sometimes to your own personal detriment.
- ⇒ Sometimes ethical choices are not about what you do, but about what you don't do!
- ⇒ As people, we develop personal ethics based on our attitudes and behaviours. e.g. "I won't eat factory-farmed eggs." "I will never drive a petrol car." "I won't buy non fair-trade coffee."
- ⇒ Many corporations seem to disregard ethical commercial practices. They might often do things that are exploitative. They seem to 'ignore' their corporate responsibility. So who are they truly answerable to?
- ⇒ Sometimes people choose 'facts' selectively; and ignore certain 'truths' so as to better support their point-of-view and/or argument. Is this ethical - it's certainly human?!
- ⇒ People's carefully curated digital 'lifestyles' appear, (on the surface), to be much more 'ethical', than their personal lifestyles might actually be.
- ⇒ A lot of people throw ethics out the window when money is involved!

Preview

### Using digital media responsibly

A

Your teacher will lead a discussion about social and ethical implications of digital media communication that you need to consider in your complex Personal Development Project.

Form into groups to discuss the implications associated with these terms. (Add 2 more.) Develop strategies that you can use to ensure that you deal effectively (and ethically) with each of these potential problems. Continue in your work folios, then feedback to the class.

digital ethics	selective facts
persuasive language	credibility
echo chamber	reputation risk
plagiarism	privacy

## 2.25 Assessment Task

### AT1 Personal Development Issues Research Project

#### Overview

You are required to undertake a **Personal Development Project** investigating environmental, cultural or social issues.

In doing this project you will apply your chosen issue(s) to the context of one (or more) of these Personal Development 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**.

This assessment task acts as a pre-cursor to **AT2, the complex, team-based Personal Development Project**.

In effect you will be starting your research into a key issue(s) through **AT1** and analysing how the issue impacts on the personal development of relevant community members; and possibly on your own personal development. (This means that you are building your efficacy!)

You will also have to investigate the social and ethical considerations of digital media in relation to the community issue.

Then you will bring your knowledge of this community issue and apply this more fully to **AT2, the complex, team-based Personal Development Project**.

Your teacher will inform you of the focus area(s) and whether you will work alone, in pairs, or if you will start to work in your teams (as for **AT2**). Your teacher might also combine **AT1** with **AT2**; or even just move straight to **AT2**.

#### Requirements

When your teacher has finished explaining the details of this assessment task, summarise your Personal Development Project in 1-2 sentences. Note any other important task information below.

You could use the planning process on pp.70-71 to plan your project, 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 this self-directed PDS Project, record the specific organising and doing steps you will need to undertake, at 'Stage 2' on the project pro-forma on p.49.

You will also have to complete the *Evaluation of Personal Development Project* (p.50) in the form of a report.

*The Personal Development Project involves:*



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Name(s):

Key dates:

AT1: Personal Development Issues Research Project - Tasks

	Re-quired	Due by	Done	Teacher initials
--	-----------	--------	------	------------------

**Stage 1: Planning the Personal Development Issues Research Project.**

- i. Negotiate the task details with your teacher.
- ii. Create a plan for completing the issues project.
- iii. Create a timeline for completing the issues project.

**Stage 2: Organising and doing the Personal Development Issues Research Project.**

- i.
- ii.
- iii.
- iv.
- v.
- vi.
- vii.
- viii.
- ix.
- x.

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**Stage 3: Completing the Personal Development Issues Research Project.**

- ⇒ Prepare a draft report for the PDS Project.
- ⇒ Have your teacher check your draft.
- ⇒ Prepare your final report.
- ⇒ Present a report to the class (if required).



Additional information:

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

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



## 2.27 Assessment Task - Evaluation Report

### Evaluation of Complex Personal Development Project

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

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

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

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

#### 1. Planning and Organising: Evaluation

- For each team member and yourself, describe examples of how you performed effectively in planning, organising and doing the PDS project.
- For each team member and yourself, describe examples of what you could have done better when planning, organising and doing the PDS project.
- Obtain feedback from external stakeholders about your performance in the project.

#### 2. Issue Analysis: Evaluation

- Describe 3 examples to show how you effectively researched, analysed and summarised environmental, cultural or social issue(s) for your PDS Project.
- Develop 3-6 criteria to evaluate the strategies you developed and used to research, analyse and summarise the issue(s) for your PDS Project.

#### 3. Decision-making: Evaluation

- Describe 3 examples that illustrate the decision-making tools, models and methods that you, and/or your team, used to plan, organise and do the PDS project.
- Develop 3-6 criteria to evaluate the decision-making tools, models and methods that you, and/or your team, used when undertaking the PDS project.

#### 4. Communication: Evaluation

- Describe 3 examples that illustrate how you, and/or your team, effectively developed and used communication tools, methods and media, in your PDS Project.
- Describe situations when there were communication issues, either within your team, or with an external party. How did you solve these communication issues?
- Use examples to summarise the effectiveness of you, and your team, in using digital media technologies when undertaking the PDS project.
- Develop 3-6 criteria to evaluate the effectiveness of the communication strategy that you, and/or your team, developed and used for the PDS project.

#### 5. Leadership and Project Management: Evaluation

- Describe various leadership skills and styles that were used at different times, and in different situations, as part of the PDS Project.
- Describe how you (or your team) allocated responsibilities, including leadership, for different tasks.
- Develop 3-6 criteria to evaluate the effectiveness of your own leadership, as part of planning, organising and doing the PDS project.

#### Overall Evaluation

- Use reasons to describe how well you performed in the PDS Project.
- Use reasons to describe how well your team performed in the PDS Project.
- Complete the Team Member/Individual Assessment pro-forma on p.51.

## Team Member/Individual Assessment

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

Team member: \_\_\_\_\_

Overall project: \_\_\_\_\_

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. Demonstrate task skills .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Solve-problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Explain community issues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Analyse use of digital media.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Make decisions .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Communicate with team members...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Communicate with other partners.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Demonstrate leadership.....	<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 project.

1 \_\_\_\_\_

2 \_\_\_\_\_

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

## 2.29 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?

→ \_\_\_\_\_

→ \_\_\_\_\_

To what extent did I build and apply my personal development skills this unit?

<b>0</b> not shown	<b>1</b> low	<b>2</b> reasonable	<b>3</b> good	<b>4</b> very good	<b>5</b> 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: \_\_\_\_\_

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Do Not  
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# Personal Development Effective Decision-Making

# 3

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3.01A So how do you decide?	54	<input type="checkbox"/>	
3.02B Decision-making tips	55	<input type="checkbox"/>	
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Comments:

## 3.01 Making Decisions

### Making decisions

Believe it or not, one of the most difficult things to do in life is to make the right decisions. Essentially life is just a never-ending series of decision after decision after decision.

From the mundane, "What shall I have on my toast this morning?" To the uncomfortably emotional, "Should I text my partner when they are angry at me?" To the profound, "How can I be a better person?"

It is important that at this stage of your personal development that you understand, that ultimately, it is you who has responsibility for the decisions you make. You are not a child anymore; indeed some of you are now legally adults! So it is vital that you refine your skills of decision-making.

You will use the tools and strategies presented in this section as part of your Personal Development Project. However, each of these tools can also help you make more suitable, considered, timely and effective decisions as a part of your personal, social, educational and professional lives.



Life throws up many decisions, some even when we are least expecting them, nor even prepared for them.

**Preview**  
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### A So how do you decide?

1. So, how much control do you have over the important decisions in your life? Take this quick quiz below. But be truthful in your responses!
2. Discuss and compare your responses with others in the class.
3. So, are you in control of your own destiny, or are you a slave to others, to the 'man', to mass marketing, to the influencers, or even to the bots?



So who decides...	I do!	my parents	my friends	my partner	other (who?)
What you eat for dinner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What time you go to bed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What time you get up?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which clothes you wear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The type of phone you have?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The type of mobile plan you're on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whether you spend or save your money?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What time you stay out until?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The first car you will most likely own?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The future career you most want to build?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whether you'll work or study next year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Top 10 Decision-Making Tips

### Information

- ✓ Be informed. The more you know, the more effective your decision will be. If in doubt, find out!

### Consultation

- ✓ When needed, ask for advice and consult an expert. Get help to deal with difficult decisions.

### Planning

- ✓ Achieve goals by making appropriate decisions - don't leave outcomes to chance. So plan, organise, do and review.

### Goal-setting

- ✓ Decisions enable the achievement of goals and objectives. Be clear on the goals associated with each decision.

### Strategy

- ✓ Choose suitable decision-making styles and strategies to suit the situation, the team and the objective(s).

### Timeliness

- ✓ Make decisions within appropriate timelines. Some decisions must be immediate, others more considered.

### Problem-solving

- ✓ Each decision helps deal with one or more problems. Utilise problem-solving tools to make those decisions.

### Consideration

- ✓ Weigh up the alternatives and the pros and cons of any decision. Write these down if needed. You may have to consider negotiating.

### Learning

- ✓ Treat each decision as a stepping stone to a better outcome. Mistakes will happen; learn from them.

### Leadership

- ✓ Effective decision-making is about effective leadership; so know your strengths, and your limitations.

PDS  
SUPER  
SKILLS

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## Decision-making tips B

Explain a time when you have used one of these tips successfully, and also when you should have used one of these tips!

I successfully used \_\_\_\_\_

I should have used \_\_\_\_\_

## 3.03 Making Decisions

### C Making decisions



1. Discuss the concepts of **opportunity cost**, **sunk cost** and **loss aversion**.
2. In your workbooks list examples of when each of these concepts have applied in both your personal life, and in your professional/educational life.
3. Develop 5 clear strategies related to how you could use these decision-making strategies to help support your complex Personal Development Project.



#### Extension

Your teacher may organise for you to play the NASA *Survival on The Moon Game*, or another teams-based, decision-making survival game, such as lost at sea, plane crash, etc..

Many of these are available and can be played online. Form into groups and await your teacher's instructions. Then let the arguing, sorry I mean discussions, begin!

#### Decisions, decisions!

One of the most complex tasks facing people on a day-to-day basis is actually making decisions. Lucky we now have an app to help us with this! (But I'll leave those to you!)

At the very heart of decision-making is the concept of opportunity cost. Opportunity costs relates to the notion of scarce resources. All of us have only limited resources, but we try to satisfy unlimited wants.

Opportunity cost refers to the next best thing we give up when choosing between alternatives. If I want a Cherry Ripe, I cannot have a Picnic. The opportunity cost of the Cherry Ripe is the Picnic...and vice versa.

When you do one thing, you give up the enjoyment, or the benefit you would have got, from doing the other thing. What you sacrifice is called the opportunity cost.

The concept of opportunity cost arises because of the human nature of having unlimited wants but only limited resources. We are greedy by nature. If your PDS teacher gave you all \$5, but your principal gave one student \$10, many of you with the \$5 would complain that this wasn't fair! Do you agree?

#### Opportunity cost in action

Lets say that you have \$25. Now suppose it is your mother's birthday tomorrow. However, tonight your friends are going out to see a movie, and then are hitting the all-you-can-eat bar at Pizza Glut. Unfortunately, if you

want to buy your mother a \$25 bottle of Eau D'Spruce perfume as a present, you can't go out with your friends.

In this example the opportunity cost of buying your mother a present is the social interaction you would have got by going out with your friends. You give up a night of socialising and a bellyful of pizza in order to buy your mother a present.

⇒ Costs & Benefits

So if you choose to buy your mother a gift a whole range of possible benefits may arise.

- ☺ be so happy that she cooks you a special dinner
- ☺ be so grateful that she gives you a gift of yourself or some money
- ☺ reward you with a night out in the future
- ☺ even surprise you with a new car for your 18th birthday!

You might:

- ☺ feel good about yourself
- ☺ earn respect from your family
- ☺ be in the good-books with all sorts of positive ramifications.

⇒ But can't I just do both?

What if you decide to buy your mother a present and to also go out with your friends? Can't you do both? Well, it might seem as though you can, but in reality you can't.

If you choose to do both you are actually making two further different (lesser) decisions, each with its own benefits and own opportunity costs.

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If you decide to buy your mother a cheaper, \$10 present, and go and see the film but miss out on the pizza, then you are actually making 2 separate decisions on how to use your resources. Each of these two new decisions will result in its own benefits, and accrue its own opportunity costs.

So if you decide to buy a cheaper bottle of El Wafto perfume from Spiceline for \$10, and to catch the movie but give up the meal at Pizza Glut, a benefit might be that your mother appears to be happy because she got a present. Also you got to go out and enjoy part of the night with your friends. So haven't you done both?

However, the next day your friends rave about how they ate so much that they couldn't move and how they had such a good time that the manager had to kick them out at closing time. You missed all that. You gave it up.

And later that night, while eating a very ordinary Spamburger, you smell El Wafto coming from your dad's shoes and realise just what your mother really thought of your present!

So what really has been the opportunity cost of your decision to try and do both things?

### **Sunk cost**

Another economic concept is that of the sunk cost. You might have heard it being referred to as "throwing good money after bad." In life, just as in business, we need to be able to decide just when to quit on a project, or to give up on some goal or objective that's just not going to happen. Cue the indignant X-Factor contestant who says, "I'm not gonna give up", even if they are really just quite an ordinary squawker.

A personal example of a sunk cost may involve paying to download a movie, not enjoying it, but watching it to the end to get your money's worth! The concept of the sunk cost screams, "Stop watching now. Your money's gone, your not gonna' get it back. Invest what you still have, your time, into something better. Minimise the opportunity cost of your time."

In business, the notion of the sunk cost is not always fully understood. It is no good saying that, "we have already invested a million dollars into the project, perhaps if we just committed \$100,000 more it would pay off".

If the investment is gone, it is gone. If it is a dud idea, then let it go. (See 'New Coke'... ask your teacher!)

### **Loss aversion**

Another economic decision-making model which can apply to personal situations is the 'loss aversion' model. People often react differently to the chance of gaining something as compared to losing something. So this means that people often make decisions based on what they 'stand to lose', not on what they 'stand to gain'. It is a bit of fear-driven way of making decisions.

People generally seem to suffer more from losing a set amount compared to the satisfaction they get from gaining that same amount. There is greater hurt associated with losing \$100 than there is pleasure associated with gaining \$100. So people play it safe.

This means that they make more effort to avoid losing something than they do in trying to gain something. This often happens in life by people hanging on to bad personal relationships. However, this doesn't seem to apply to contestants on quiz shows where they often say "Yes I'll come with nothing, So...I'll play on!"

With personal decisions you should ask yourself, "Am I more afraid of losing something than I am of gaining some benefit?" Also, "What is the opportunity cost of my decision?" "What do I have to give up to achieve my objective?" And, "Is it worth it?" Am I prepared to make that sacrifice?" If the answers are yes - then you are probably half way there to making the right decision!

When it comes to financial decision-making you should ask yourself. "Is it too good to be true?" (Answer will be 100% yes!) "Would I invest my money into to it?" and "How much am I prepared to lose?"

Also fortune-tellers, psychics, magic balls, mystical chickens and other 'ways' of making important decisions are bollocks. Sorry to be blunt. They just make stuff up, even if they do 'believe' themselves that they have special powers. And as for decisions based on chance, well...you'd be better off asking the cat!



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### 3.05 Making Decisions

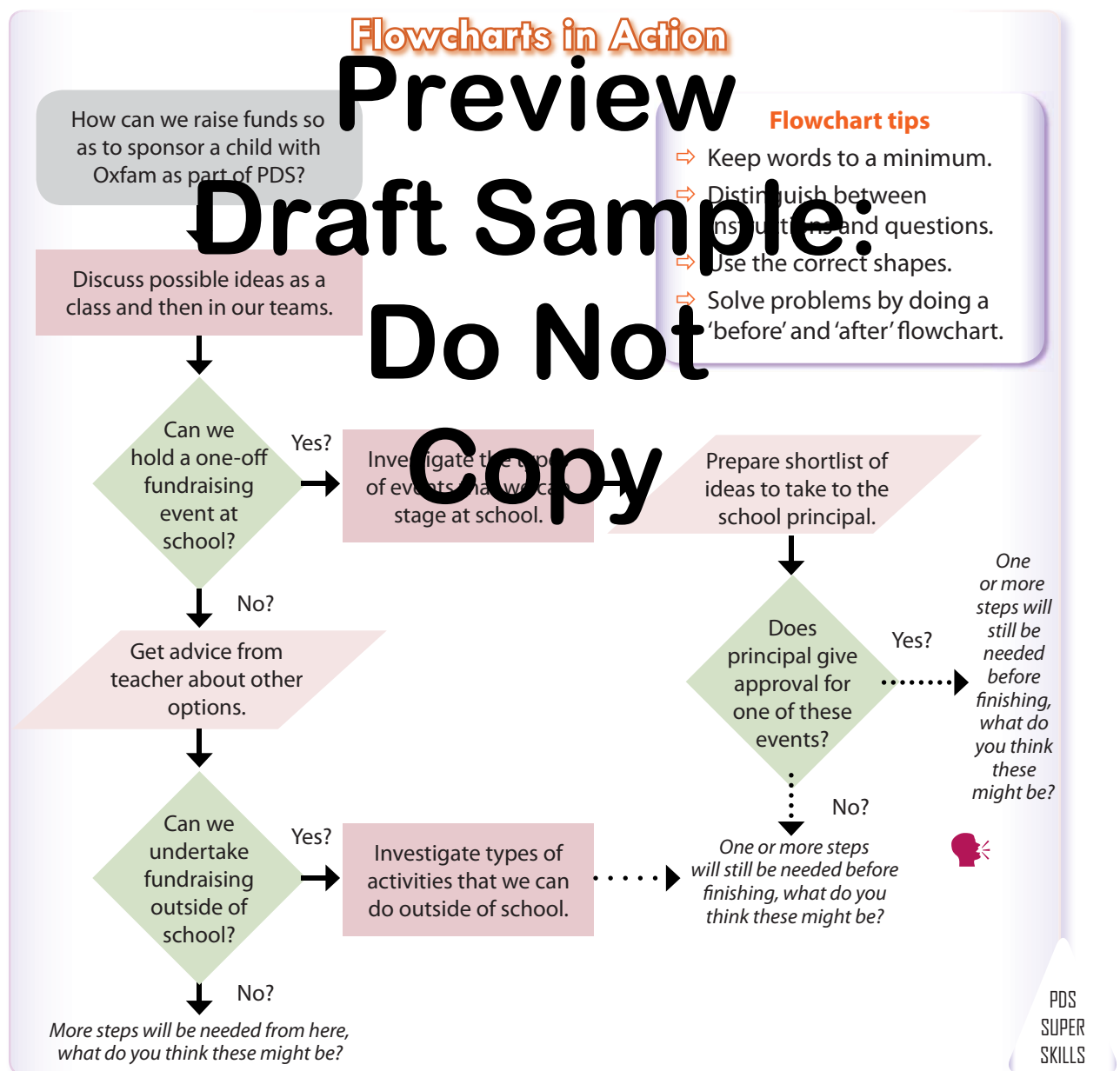
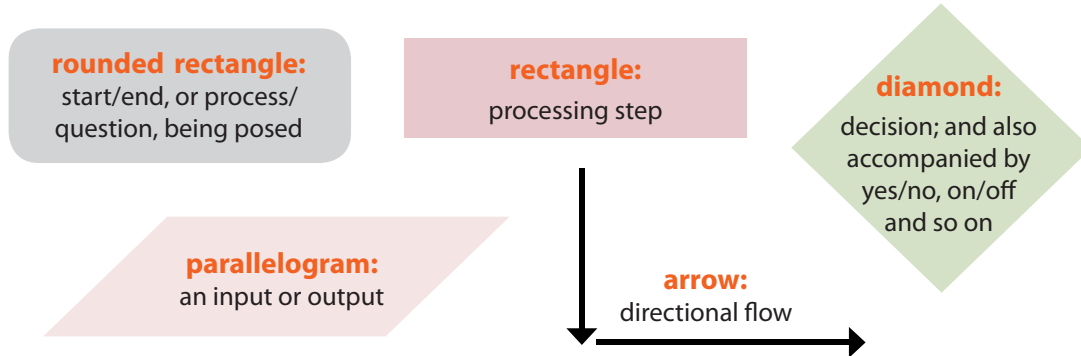
#### D It's my life

1. List 5 decisions that you are going to have to make in relation to goals and objectives associated with your personal life, over the next 6 months to 2 years.
2. For each one, outline some of the steps you are going to have to take in order to achieve these. Identify some of the opportunity costs associated with these steps/decisions.
3. Choose one of these, and construct a detailed flowchart (on a poster, or using ICT) that outlines the decision-making process that you could follow to achieve this goal.

My goal/objective and associated timeframe.	Steps I could take to achieve this goal/objective.	Opportunity costs associated with achieving this goal/objective.
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## 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.





## 3.07 Decision-Making Styles

### Decision-making

It's not always easy to make the right decisions in life. But you already know that there are a number of decision-making models or processes that can enable you to make decisions more effectively. These include the PODR process, SWOT analysis, TQM tools such as flowcharting or drilling-down, as well as many more techniques.

Appropriate decision-making styles vary depending on the type of situation you or your team faces. These five different decision-making styles may help you and your team make decisions more effectively. They might be familiar to you from other VCAL studies. However, in PDS Senior you need to make sure that you investigate each of these styles, and also use or role-play each in personal situations.

#### 1. Autonomous decision-making

Autonomous decision-making is when an individual makes a decision by themselves. For example, "I will save up to buy a Vespa motor-scooter."

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 name for their child, or you might choose the type of holiday you want to go on.

Sometimes a leader needs to step up and make a decision on their own because they are in a position of authority. This can often occur in times of crisis, or when immediate action needs to be taken.

You could consider using this method when your team is stuck and needs decisive and immediate action to be taken. As leader you make a decision, and your team must respect and follow that decision. However, this does require a level of mutual trust and faith in the leader's ability and authority. It is also useful when the team trusts in the leader to make less important decisions.



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#### A Autonomous decision-making



List examples of when you have used autonomous decision-making in your personal, social and educational/professional lives. Be prepared to discuss why it was an effective style.

Personal	Social	Educational/professional

### 2. Consensus decision-making

Consensus decision-making relies on decision-makers discussing and debating the various costs and benefits of particular decisions. Then, as a group, they decide the appropriate course of action.

It is vital to remember that 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 meetings and discussions, and all parties' viewpoints should be weighed up and listened to.

Consensus can only work effectively if all the parties agree to abide by the rules of

consensus. This means that people can debate and discuss during the decision-making process, but once the decision is reached, they must fully support that decision. Team members cannot undermine the decision after it is made by grumbling or complaining.

You should consider using this method when your team is planning and developing ideas, and evaluating and organising the most appropriate strategies to undertake your Complex PDS Project.



**Preview  
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Consensus decision-making

B

1. Research how consensus decision-making can assist you with effective meetings. Develop a list of top tips or hints. (NB [www.sendsfreemove.org.uk](http://www.sendsfreemove.org.uk) has some pretty good info..)


2. In groups, role play a consensus situation based on the following example. Each person should take different turns as team members and team leaders.

*Your team has been given responsibility for developing the menu for a luncheon that your group will organise. The luncheon will be held for the principal of a sister school in South Korea, as well as other 4 other visiting education dignitaries, and 5 business people from the local Chamber of Commerce.*

## 3.09 Decision-making Styles

### 3. Majority rule

This can range from a simple majority rules verdict through to needing a set proportion of votes, such as 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. It can also be used in jury situations. i.e. Victorian criminal law allows one dissenting juror (in most, but not all instances).

You could consider using this method if consensus isn't working effectively, or to break a deadlock/argument, or at the end of a discussion when people have heard all arguments and points-of-view and are asked to vote on the appropriate course of action.

However, this is not always an appropriate method due to people voting as a faction or 'block', or when there are a large number of choices on the table, or when people have to vote publicly and are afraid to cast a vote for their true intentions. Why not watch the film *12 Angry Men*? It's in b/w but it is something else!

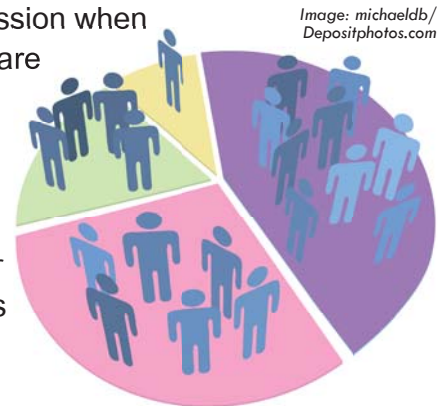


Image: michaeldb/  
Depositphotos.com

### 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. Conciliation helps remove personality differences and is very useful to settling personal disputes and dealing with conflict situations. Many schools have setup peer mediation programs. Has yours?

More and more family law matters are being referred to conciliation. In Victoria, trained mediators, *Family Dispute Resolution Practitioners*, can help aggrieved parties reach more satisfactory outcomes. Mediation is often used in local neighbourhood disputes, in work-related matters, and in cases of discrimination. It helps parties avoid an expensive and time-consuming court system that often forces a lose:lose situation. (Except for lawyers!)

You could consider using this method if you have a conflict situation and/or need to settle a dispute. However, this method requires a mediator who is skilled in conciliation and who is able to remain neutral. You should all have a go at playing the role of a conciliator. Check out the web for more information on mediation and conciliation, and pp.173 for conflict resolution.

### 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; or your teacher might rule on a dispute occurring within your team. This style generally creates a win:lose situation, as the final and binding decision is made by someone with authority. i.e. "The judge's decision is final!"

You should consider using this method when your team needs someone in authority to rule on a dispute, or to rule on a legal or a technical matter. However, arbitration can lead to resentment among the 'losing' parties and should be used as a last resort.

### Decision-making in action C

1. For each of these case studies, choose the most appropriate decision-making style to help deal with the situation. Justify your reasons, and suggest possible ways to help.
2. Briefly outline how a second style might also be used.
3. Clearly explain which of the styles would be least useful.
4. Role play each of these case studies using both appropriate and inappropriate styles.



#### Tag, you're not it!

The communications team has gone to set up their multimedia presentation for a business audience at a conference centre, but they call and say that the centre manager won't let them use their equipment because it is not tagged and tested.

#### Tetchy sketchy

2 members of a team of 5 responsible for coming up with a new logo design for a fundraising project have each produced a pretty good idea with sketches. Each insists that their own, is the best idea for the project.

#### Fundy mental breakdown

A team of 8 has been given responsibility for choosing how to allocate \$1,000 of raised funds to a charity of their choice. Each member recommends a different, but seemingly equally worthy, cause.

#### Web of intrigue

A team of 5 has experienced an ongoing conflict between 2 pairs of team members over a single issue: Who is responsible for developing the website? The situation has degenerated into criticising and name calling.

#### Tag, you're not it!

#### Tetchy sketchy

#### Fundy mental breakdown

#### Web of intrigue

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### 3.11 Team Effectiveness

#### Synergy

When you have previously worked in groups you would have experienced that people who work together in cohesive teams will create better outcomes than simply by working individually and alone. This synergy occurs because, “The sum of the whole is greater than the sum of the parts”.

But what does that statement actually mean? A **synergised team** has a mix of skills, personalities and abilities which balances peoples’ varied emotional and multiple intelligences. By combining various people with different skills-sets, teams can operate more efficiently and more effectively, by leveraging strengths and overcoming weaknesses. This improves efficacy.

You also know that successful teams are built around a mix of skills and abilities and not friendships.

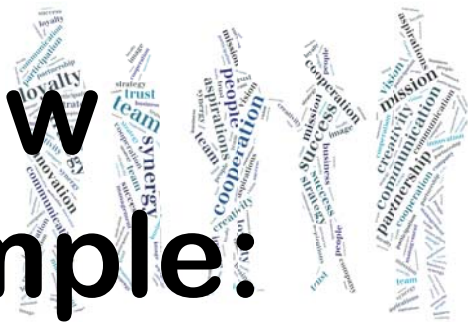
Unfortunately there are many examples in life where friendships have ended due to poor synergy in work, partnerships or business situations. Good friends don’t necessarily make good workmates; nor business partners. Do you agree?

#### 8 Tips for effective teams

1. Communicate clearly
2. Set clear objectives
3. Build synergy
4. Assign roles/ responsibilities
5. Follow team rules
6. Take minutes
7. Make group decisions
8. Listen and be fair

POS  
SUPER  
SKILLS

Image: Mattz90/  
Depositphotos.com



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#### A Creating synergy

Consider the disparate skills and abilities that your classmates have. Choose 3-4 suitable team members for each of the following projects, and justify your choices.

A project instructing a group of clueless car owners on how to change a car tyre.

A project preparing and serving a luncheon for a group of VIP visitors to your school.

A fundraising project to enable your VCAL class to ‘sponsor’ a child.



## Effective teams checklist

B

For each of these strategies for effective teams, outline how your team could take action to make them happen. Discuss and note the most likely order of these. Add 2 more of your own.



Team effectiveness strategy	Actions we could take to ensure this is happening.
Pair people together to help support and train team members.	
Assign roles and responsibilities to team members, including the role of the leader.	
Organise someone to take notes (minutes) of meetings, and share this responsibility.	
Establish and follow rules for team meetings; have people report on their progress.	
Write down goals and objectives and make sure everybody has a copy.	
Listen carefully to what people say and consider other members' points of view.	
Choose one or two decision-making methods and then stick with these.	
Ensure that team members' strengths and weaknesses are complementary.	
Communicate and clearly understand the goals/objectives of the team.	
Communicate effectively with people, including those from different backgrounds.	
Rotate team roles and share responsibilities, including being the leader.	
Put aside personality differences and don't ever yell or get personal.	
Record important information, dates and responsibilities as to-do lists.	

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### 3.13 Team Effectiveness

#### Structured meetings

A structured meeting is a formal method of communication that allows information to be shared between different parties. This supports planning and decision-making. These meetings might also be referred to as seminars, briefings, feedback sessions, reports and so on. Structured meetings normally follow a set program (or **agenda**) to ensure that parties communicate positively and professionally.

At this stage of your VCAL program you would probably have participated in a number of structured team-based meetings. So did they run smoothly? Or are there some steps that could have been followed to improve the effectiveness of those meetings? So, were you aware of, and did you follow these 6 strategies?



#### Effective structured meetings

**1. Timing:** Consider when the meeting is held as this will influence attendance, enthusiasm and participation.

**2. Location:** Hold the meeting in a space where attendees can easily see and write - consider privacy. A consultative meeting should utilise a round table.

**3. Duration:** The meeting should be long enough to deal with all the items properly, but should not drag on. Beware of time 'hogs'.

**4. Coordination:** A neutral person, or a team leader, should run (chair) the meeting to ensure that it runs fairly and properly. Share this role.

**5. Agenda:** All items to be discussed should be on the agenda and given out well in advance. Stick to this agenda - this keeps things on track.

**6. Rules:** Meeting rules (standing orders) outline how decisions are made, how long to speak, voting system etc.. If conflict occurs people can be directed to follow these standing orders by the 'chair'.

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#### C Running structured meetings



Outline how your group could apply each of these 6 strategies for your structured meetings.




### 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, 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.)

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## 3.15 Assessment Task

### AT2 Personal Development Project

#### Overview

You are going to undertake a complex, teams-based, self-directed **Personal Development Project** related to an environmental, cultural or social community issue. Your project will focus on personal development related to 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**.

For example:

“Our team of four is investigating how young community members can develop and implement strategies to reduce their environmental impact.”

“Our group is developing a social community engagement program for newly-arrived refugees to improve their physical and mental health and wellbeing.”

“Our team is researching the indigenous history of our town and developing a bi-lingual fact sheet for tourists and visitors.”



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Important task information

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#### Planning

Your teacher will outline the step-by-step requirements to complete your Personal Development Project. Use the planning process on pp.70-71 to plan your project 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.

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

Your teacher might also start you planning this **Personal Development Project** 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 Project in 1-2 sentences.

You will also have to complete the *Evaluation of Personal Development Project* (p.69) in the form of a report.

The Personal Development Project involves:

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### Evaluation of Team-Based Complex Personal Development Project

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

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

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

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

#### 1. Planning and Organising: Evaluation

- For yourself, and your team members, describe examples of how you performed effectively in planning, organising and doing the PDS project.
- For yourself, and your team, describe examples of what you could have done better when planning, organising and doing the PDS project.
- Obtain feedback from external stakeholders about your performance in the project.

#### 2. Issue Analysis: Evaluation

- Describe 3 examples to show how your team effectively researched, analysed and summarised environmental, cultural or social issue(s) for your PDS Project.
- Develop 3-6 criteria to evaluate the research skills you developed and used to research, analyse and summarise the issue(s) for your PDS Project.

#### 3. Decision-making: Evaluation

- Describe 3 examples that illustrate the decision-making tools, models and methods that you, and your team, used to plan, organise and do the PDS project.
- Develop 3-6 criteria to evaluate the decision-making tools, models and methods that you and your team used when undertaking the PDS project.

#### 4. Communication: Evaluation

- Describe 3 examples that illustrate how you, and your team, effectively developed and used communication tools, methods and media, in your PDS Project.
- Describe situations when there were communication issues, either within your team, or with an external party. How did you resolve these communication issues?
- Use examples to summarise the effectiveness of you, and your team, in using digital media technologies when undertaking the PDS project.
- Develop 3-6 criteria to evaluate the effectiveness of the communication strategy that you, and your team, developed and used for the PDS project.

#### 5. Leadership and Project Management: Evaluation

- Describe various leadership skills and styles that were used at different times, and in different situations, as part of the PDS Project.
- Describe how your team allocated responsibilities, including leadership, for different tasks.
- Develop 3-6 criteria to evaluate the effectiveness of your own leadership as part of planning, organising and doing the PDS project.

#### Overall Evaluation

- Use reasons to describe how well you performed in the PDS Project.
- Use reasons to describe how well your team performed in the PDS Project.
- Complete the Team Member/Individual Assessment pro-forma on p.51.

## 3.17 Assessment Task

### AT2 Personal Development Project: Planner

For your complex **Personal Development Project** 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 Project** now, and have you continue your planning on an ongoing basis as you complete sections 4 and 5.



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

Approved?

Date?

2. Choose appropriate team members.

Approved?

Date?

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

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Date?

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

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Approved?

Date?

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

Approved?

Date?

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

Approved?

Date?

7. Discuss the outcomes of these meetings with your teacher to assess whether your project is suitable. (If not, go back to step 4.) Discuss safety, social and ethical 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/supervisor) for checking, advice and approval.

Approved?

Date?

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

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Date?

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

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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 approval from your teacher and external parties, then carry out the complex PDS Project.

Approved?

Date?

15. After the PDS Project 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 project.

Approved?

Date?

### 3.19 Assessment Task

Names:		Key dates:			
Project:					
AT2: Personal Development Project - Tasks		Re- quired	Due by	Done	Teacher initials
<b>Stage 1: Planning the Personal Development Project.</b>					
i. Negotiate the task details with your teacher.	✓				
Create a plan for completing the project (pp.70-71).	✓				
Create a timeline for completing the project.	✓				
Successfully complete the team project.	✓				
ii. Organise resources for the project.	✓				
Apply appropriate organising tools and techniques.	✓				
iii. Anticipate and deal with problems within the project.	✓				
iv. Communicate effectively to varied audiences.	✓				
v. Use feedback and review to evaluate your performance.	✓				
<b>Stage 2: Evaluate the impact of the environmental, cultural or social issues.</b>					
i. Analyse the impact of the relevant issues.	✓				
ii. Discuss social considerations of digital media use.	✓				
Discuss ethical considerations of digital media use.	✓				
iii. Describe the benefits of community responsibility.	✓				
Describe the challenges of community responsibility.	✓				
iv. Apply knowledge of issues to the project.	✓				
v. Evaluate your strategies to address these issues.	✓				
<b>Stage 3: Decision-making skills in the project.</b>					
i. Lead a structured meeting.	✓				
ii. Apply decision-making skills and techniques.	✓				
iii. Demonstrate effective team decision-making skills.	✓				
iv. Evaluate decision-making effectiveness.	✓				

<b>Names:</b>	<b>Key dates:</b>			
<b>Project:</b>				
AT2: Personal Development Project - Tasks	Re- quired	Due by	Done	Teacher initials
<b>Stage 4: Communication skills in the project.</b>				
i. Evaluate suitable communication methods.	✓			
ii. Discuss the role of digital media technologies.	✓			
iii. Draft a Communication Strategy.	✓			
Get feedback/review the Communication Strategy.	✓			
Apply the Communication Strategy.	✓			
iv. Evaluate effectiveness of Communication Strategy.	✓			
	✓			
<b>Stage 5: Leadership and team skills for/in the project.</b>				
i. Research leadership skills needed.	✓			
ii. Demonstrate applied leadership skills.	✓			
iii. Demonstrate own leadership skills.	✓			
iv. Evaluate your leadership effectiveness.	✓			
<b>Completing the Personal Development Project.</b>				
⇒ Prepare a draft report about the PDS Project.	✓			
⇒ Have your teacher check your draft.	✓			
⇒ Prepare your final report	✓			
⇒ Present a report to the class (if required).				
⇒ Complete Personal Development Project evaluation.	✓			
<p style="text-align: center;">Additional information:</p>				
Signed: _____		Date: _____		

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### 3.21 Cash Budget/Financial Planner

Cash Budget/Financial Planner							
Name(s): _____							
Project: _____ Date(s): _____							
Revenue items	Forecast \$	Actual \$	Variance %	Expenditure items	Forecast \$	Actual \$	Variance %
Total Revenue =				Total Expenditure =			
Forecasted Surplus =				Forecasted Deficit =			
Actual Surplus =				Actual Deficit =			
Variation =				Variation =			
Student signature: _____ Date: _____							
Supervisor's signature: _____ Date: _____							

# Personal Development: Communicating Effectively 4

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Comments:

## 4.01 Communication Methods

### Communication

You probably already know that communication is a two-way process that involves both giving (or sending) a message, as well as receiving a message.

Effective communication is a vital part of day-to-day life and is fundamental to how humans interact with each other. As part of your Complex PDS Project you have to develop a communication strategy that most effectively communicates your message to your audience. You will have to utilise both formal and informal communication styles when undertaking your project.

Evolving digital communications technologies, and the proliferation of social media, are changing our methods of communication. Essentially, the way that humans communicate with each other is constantly evolving. Are you?



### Formal communication

Formal communication can include speeches, meetings, documents, manuals, instructions, commands, reviews, presentations, interviews and more. Formal communication is very useful for work-related tasks where clear information needs to be given. Formal communication is often a good starting point when different parties do not know each other.

Formal communication mainly involves formal and correct language with a neutral tone pitched to the appropriate audience. Formal communication often makes use of documents, letters, emails, policies, curriculum and more. Formal communication is vital when you have a clear message to get across.

### Informal communication

Informal communication usually happens between parties through methods such as conversations, chatting, questions, the 'grapevine' and even gossip. Informal communication is often used to clarify a formal message and can support feedback and active listening.

Informal communication often makes creative use of colloquialisms, idioms and more relaxed ways of communicating, and is how most people communicate in their day-to-day lives.

1. Be clear in your objective.

2. Plan your communication.

3. Choose the most appropriate method and style.

4. Pick the right timing and a suitable location.

### 8 Steps to Effective Communication

5. Tailor the message to suit the audience.

6. Eliminate 'noise' and distractions, including over-communicating.

7. Follow up to ensure the message has been received and understood!

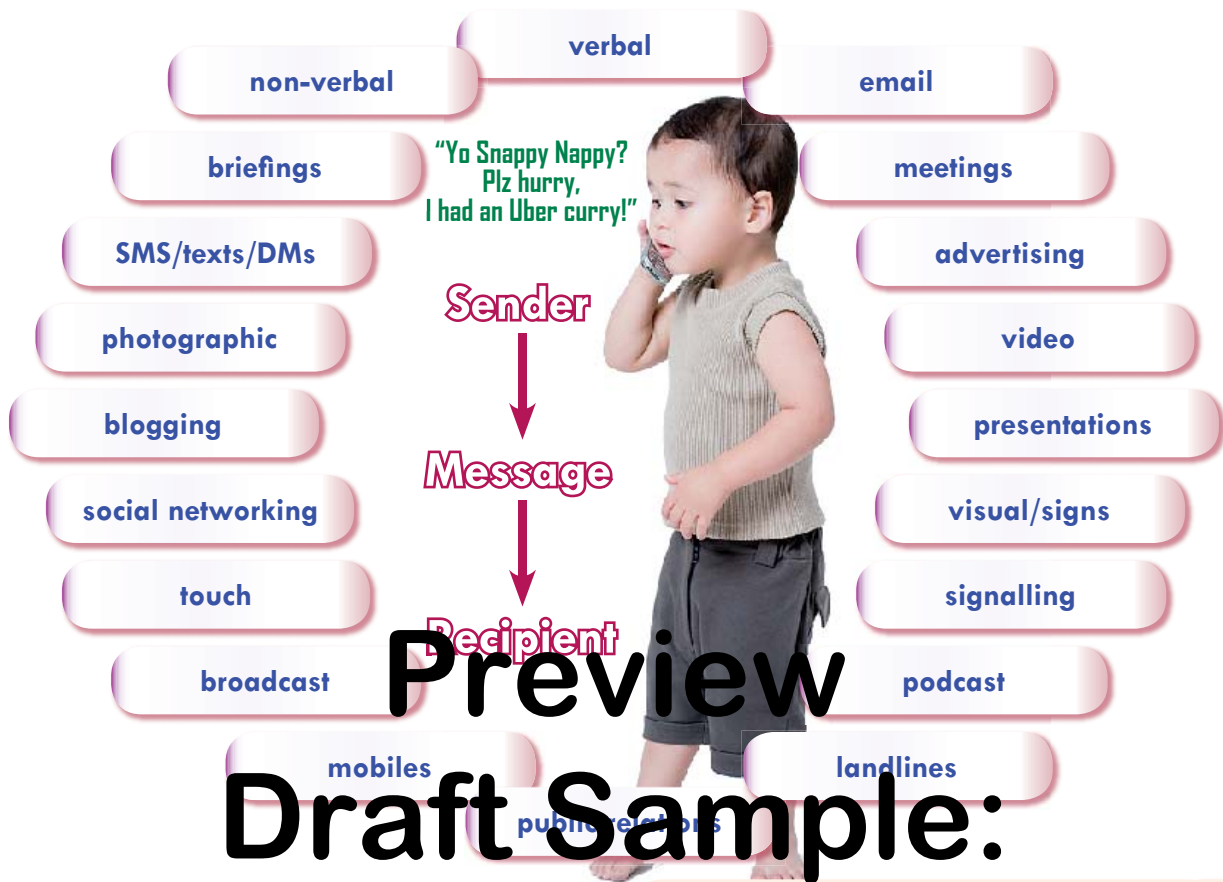
8. Allow questioning and modification if required.

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## Communication Methods & Strategies



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Communication methods

A

1. Add some more communication methods to those shown above.
2. Choose 5 of these methods, and for each one explain how you could use it as part of your communication strategy for your complex project.

Other methods:

i

ii

iii

iv

v

## 4.03 Communication Methods

### B Communication breakdown

Your complex project requires you to work as a 'professional' team so as to communicate effectively. In these workplace scenarios, the communication strategy used by each person is not necessarily the best, or most professional way, that they could have handled things.



Discuss each scenario and suggest more suitable communication strategies.

#### Only if I have to

Jimbo manages a team of 5 graphic designers who work on different projects for clients. They share an open plan office and help each other out with different tasks if deadlines are getting tight. However, one of the team, Robbo, is really quite lazy, only does his job when he really has to, and resents having to help others out. However, the quality of his work is actually quite good. The other members of the team are not happy with Robbo's ongoing attitude.



Jimbo decides to call a group meeting to sort out the issue. What are some probable responses from the workers? How could Jimbo have handled this better?

#### Newbie

Clewesa is an office manager for a local secondary school. She is currently supervising Ziphonee, a trainee admin. assistant, who is 17 and doing a part-time, school-based apprenticeship as part of her VCAL.

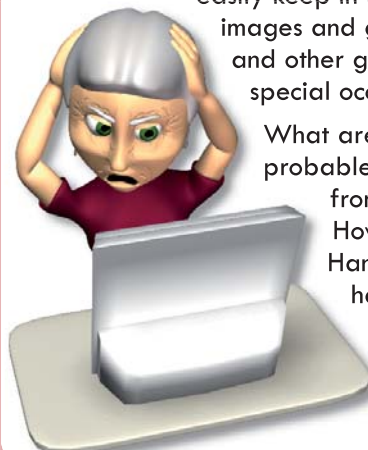
Ziphonee is beginning to annoy Clewesa by chatting with other staff and laughing loudly, even when she is at reception. She also sends and receives frequent text messages, checks social media regularly and often makes personal phone calls.

Clewesa has decided that this behaviour is no longer acceptable and has started telling Ziphonee off in front of other staff whenever she does something wrong. What are some probable responses from the workers and clients? How could Clewesa have handled this better?

#### 2 cool for (old) school

Hannuh is the new recreation officer at a aged-care residential facility and isn't happy with the 'old-school' messy bulletin board that has cards and photos of the residents' families.

Hannuh decides to set up a Facebook page so that all of the residents families can more easily keep in touch, post images and give birthday and other greetings for special occasions.



What are some probable responses from the clients? How could Hannuh have handled this better?

#### Hot-rostered

Grank is the manager of an independent local supermarket with 10 full-time and 10 casual workers. Things are getting busier in the evenings and on weekends so he decides that everyone will need to do some overtime to share the load evenly.

He draws up a roster for evenings and weekends, and emails this to the workers with a brief explanation of why the overtime is needed.

What are some probable responses from the workers? How could Grank have handled this better?

### Communicating effectively

Not all people are as effective at communicating as each another. And not all communication methods are 'equal'. In contemporary times, we are experiencing a lot of people favouring digital communication media; and then relying on the relative ease of use that this media offers, to carry the communication 'load' for them.

But some messages are better delivered face-to-face. Some messages are better delivered to a targeted audience and not broadcast (i.e. not shared with everyone). Some messages don't need fancy graphics. Some shared videos are so badly made that their lack of quality actually undermines the message. A lot of online text is poorly written and not edited, which reduces the credibility of both the message, and the person or party sending the message.

And increasingly most messages are rarely seen, or even 'heard', as 'noisy' people get better at marketing themselves through self-PR and self-image promotion, thereby hogging the digital spotlight. This is creating an information culture whereby the focus is on the individual themselves; rather than the focus being on what they are saying about an issue, or what they are even doing to help deal with an issue.



Image: foremniakowski/  
Depositphotos.com

"We truly believe a healthy body image is about how you feel, not how you look....and our 14-day Rip'n'Rapid online program can make you feel whole better for just \$299."

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### My communication strengths

C

1. Consider these communication methods and describe your strengths (or weaknesses) when using each style. Give an example to justify your answer. Add 2 more of your own.
2. What could you do to make improvements?

Face-to-face	Group presentation
Video	Social media posts

## 4.05 Communication Methods

### D Effective communication



Discuss the '8 steps for effective communication' from p.76. Develop and outline strategies that you can apply to your Communication Strategy, for each of these 8 tips.

Tip	How can we apply this to our communication strategy?
Be clear in your objective; know what you're trying to say.	<h1>Preview Draft Sample: Do Not Copy</h1>
Choose the most appropriate format, method and style.	
Plan your communication; don't just wing it.	
Choose suitable, length, timing and location.	
Tailor the message to suit the audience.	
Eliminate 'noise' and distractions; don't over-communicate.	
Follow up; ensure the message has been received and understood!	
Encourage feedback, take questions, make changes if required.	

Communication Strategy

E



Use this pro-forma to plan your communication strategy for your complex project. As an example, you might fill in one of these for a project that involves a presentation on online safety to be delivered to a group of year 7s.

**Communication Strategy for:**

*Team members involved (Outline their particular skills and areas of expertise)*

<i>What are we communicating?</i>	<i>Who is the audience?</i>	<i>What methods will we use?</i>	<i>Who will do the communicating and when?</i>	<i>What resources will we need?</i>
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*Identify any other information:*

## 4.07 Negotiation

### Negotiation

Life is really all about give and take. We can improve our personal wellbeing, and the quality of our relationships, by making sensible compromises as part of an ongoing series of negotiations. Given that communication involves an exchange of information, it often follows that the parties to that communication might have to enter into some sort of negotiation as a result of the information. For example, “What do you want for dinner tonight, pickled pig’s trotters or curried lentils?” “Well I don’t want to cause any pigs to be lame.” “Ok, lentils it is!”

**Negotiation** is a process whereby two or more parties undertake to exchange something of value or benefit. The key to effective negotiation is to ensure that the exchange is favourable for both parties.

A **win:win outcome** is the ideal result of negotiation. A win:win situation occurs when all stakeholders who are a party to the outcome gain some benefit from the process, usually by compromising. The worst possible outcome is a **lose:lose**, whereby an agreement cannot be reached and all parties miss out as a result. Negotiation that involves power relationships often leads to **win:lose** outcomes. This can be a natural part of commercial negotiations (i.e. ‘take it or leave it’); but this can also lead to exploitation, especially in personal relationships when one party always seems to go their way.

Negotiation is vital in team situations as it helps drive shared goals and objectives.

Negotiation supports the organisation and assignment of team roles and responsibilities and assists teams to make sensible and fair group decisions.

✿ As part of your course project you will have to negotiate with your team members, with your teacher and with clients and other external stakeholders. Your teacher will discuss some of these issues with you now.

Some matters for negotiation....





### Win:Win

- ☺ A win:win outcome occurs when each party feels that they have gained from the negotiation.
- ☺ Win:win situations happen because people have different values. Parties to the negotiation are prepared to give up something they rate as less important, for something else they feel is more important. Consider bargaining for higher wages in return for working longer or harder.
- ☺ A win:win outcome is usually accomplished by listening to each parties' point-of-view and then reaching a compromise outcome which is fair, acceptable and reasonable.
- ☺ This is how teams act to operate effectively, perhaps supported by a consultative decision-making process.
- ☺ A win:win usually creates better opportunities for more positive long-term relationships.

### Win:Lose

- ☹ Win:lose situations usually result in an unfavourable outcome for one party.
- ☹ Win:lose situations come about because one party has more bargaining power than another. A win:lose outcome is usually an unfavourable result because it results in an unequal power relationship.
- ☹ Poor and inflexible negotiators end up settling for a win:lose situation. This can result in resentment, anger and even confrontation.
- ☹ Inflexible, arrogant and aggressive people often try to manipulate others into win:lose positions. In the longer term this imbalance of power is likely to be reinforced and repeated.
- ☹ Reasonable people who are unfairly forced into accepting losing positions, will generally try to avoid the 'winner' in all future negotiations (i.e. they only get burned once!).

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### Lose:Lose

- ☹ Lose:lose outcomes can occur when neither party is willing to compromise; as a result nothing positive happens.
- ☹ Sadly this is often seen in relationship breakdowns, family law disputes and costly disputes over wills.
- ☹ Lose:lose outcomes also occur when both parties are so desperate for an outcome they agree to terms that are likely to be unfavourable to both.
- ☹ Sometimes lose:lose situations even occur when both parties agree something needs to be done, but they can't agree on what needs to be done, or how to do it. As a result, no positive results occur. Consider the 'lack' of world peace.
- ☹ Sometimes parties in lose:lose negotiations think that they have 'won' because they have stopped the other party from getting any gains! But in the mid to long term it becomes apparent to them that they have actually suffered from their stubbornness (although they will never admit it)!

## 4.09 Negotiation

### Effective negotiation: Do...

- ✓ Give a little to get a little - be prepared to compromise.
- ✓ Establish a positive rapport.
- ✓ Build trust between the parties.
- ✓ Communicate your position clearly and listen to the other party.
- ✓ Concentrate on the positive outcomes that might result.
- ✓ Be consistent.
- ✓ Have a fall-back (contingency) position.
- ✓ Understand who holds the power.
- ✓ Don't get personal, focus on the outcome.
- ✓ Bring in a mentor or professional if needed.

### Effective negotiation: Do not...

- ✗ Be inflexible and unyielding.
- ✗ Get emotional and attacking.
- ✗ Try to bargain from a position of weakness.
- ✗ Use inappropriate communication techniques.
- ✗ Exploit weaker bargainers.
- ✗ Manipulate a situation for your own selfish gains.
- ✗ Rush, or take too long.
- ✗ Get bogged down on one or two sticking points.
- ✗ Hold out, or give-in, just to make a point.
- ✗ Create a lose:lose situation.

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"We negotiate with friends on a daily basis - doesn't always work out though!"



### Negotiation styles

There is a lot of information online about successful negotiation, but much of it is geared towards business and finance. However, many of the tips will be useful for you as part of your complex project that you are undertaking. So do some research.

One useful way of classifying bargaining styles is the 'Thomas-Kilmann Conflict Mode' which described 5 styles: accommodating, avoiding, collaborating, competing and compromising. Search for more information about these; then try role-playing negotiation scenarios while playing and switching between these roles. Scenarios might include buying a car, dealing with a manager; even planning a wedding! Hey, while you're at it, why not watch an episode or two of Wife Swap, Bridezilla or even Married at First Sight!!



## Negotiation in action A

1. Discuss each of these scenarios. Suggest ways that the parties could use negotiation to settle each of these. What might be the likely outcomes; and what would you do?

Situation	Suggestions (More space? = Use workbooks!)
i. Blodwyn, 15, wants to go out with friends until 12 on a school night, but her father says that she is not allowed to.	
ii. Because the hair salon is busy, Racine's boss asks her to stay back past 5 until 9pm tonight.	
iii. Mixie wants to go camping on the weekend but her boyfriend Pratt wants them to hang with his friends down Chapel street.	
iv. Draydon has found a VZ Commodore in the colour he wants but the owner says that if he doesn't agree to pay the price today, he's going to put in on eBay.	
v. Irwin says to Kaylene, his girlfriend of 6 months, "If you want me to marry you it's gonna' have to be in the next 2 months, otherwise I'm gonna' move on."	

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2. Below are key terms related to negotiation. Your teacher will allocate 3 of these to each student. Research these, then provide 2 examples of how you might use or overcome each to support effective negotiation for your complex project. Each student will make a presentation and share their advice. As a result, you will all get a good bank of ideas!

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> compromise    | <input type="checkbox"/> fall-back     | <input type="checkbox"/> diplomacy     |
| <input type="checkbox"/> mediation     | <input type="checkbox"/> ambit         | <input type="checkbox"/> manipulation  |
| <input type="checkbox"/> arbitration   | <input type="checkbox"/> consideration | <input type="checkbox"/> consensus     |
| <input type="checkbox"/> collaboration | <input type="checkbox"/> bargaining    | <input type="checkbox"/> contrast      |
| <input type="checkbox"/> consultation  | <input type="checkbox"/> consistency   | <input type="checkbox"/> confrontation |
| <input type="checkbox"/> accommodation | <input type="checkbox"/> adversarial   | <input type="checkbox"/> communication |
| <input type="checkbox"/> avoidance     | <input type="checkbox"/> dialogue      | <input type="checkbox"/> constraints   |
| <input type="checkbox"/> competition   | <input type="checkbox"/> impasse       | <input type="checkbox"/> scarcity      |

## 4.11 Digital Media Technologies

### Information and communications technology

You have grown up with digital devices as an essential but normal part of your everyday communication needs. So by now you might have developed a good understanding of the importance of digital devices, and their safe use in varied personal, social and professional settings.

- ☞ So do you know how to use digital media effectively to support communication for specific audiences, including people from diverse backgrounds? Do think you would be able to help, coach or mentor someone less technologically capable than yourself? Are you prepared to keep on developing your skills in the use of digital media technologies, as part of your ongoing personal development to make you a better communicator?

As you answer these questions, reflect on how you can better use these as part of your Communication Strategy for your complex project.

### Social media

What can we tell you about social media that you don't already know? Essentially social media platforms are a tool for connection, communication and commerce. However, it is vital that you are fully aware of both why, and how, you use social media platforms.

Just because a social media platform is new it doesn't necessarily make it innovative or even particularly useful. So be sure to understand whether you are becoming addicted to over-communication through social media. This could impact on your ability to make decisions and to solve problems on your own! Discuss these issues as a class.

### Apps

Application software, or apps for smart phones and tablets have revolutionised the use of ICT and social media, changing the way that information is stored, shared and exchanged. They are also helping e-commerce to become easier and more accessible.

Apps for mobile devices really started to take off from about 2008, and by early 2012 over 25 billion apps (up from 10 billion in early 2011) had been downloaded from the iTunes store alone.

In 2012 the top paid app for iPhone was Angry Birds, the top free app was Facebook. In 2018 the top 3 free apps for iPhone were YouTube, Instagram and Snapchat; while the top 3 downloaded free games were Fortnite, Helix Jump and Rise Up. The top 3 paid iPhone apps (not games) were Facetune, kirakira+, and Dark Sky Weather. Go online and see what is hot in recent times.

And remember, Android and other operating systems might have different trends to Apple products and greater penetration outside the anglo Western world.

- ☞ So how many apps do you have?



Me and social media **A**

1. Give yourself a score from 1, very low, to 5, very high, based on the extent to which each statement describes you.

- ☐ I rely on Facebook Messenger to communicate with my friends.
- ☐ I spend too much time online.
- ☐ I post YouTube videos of me and/or my friends doing 'silly' stuff.
- ☐ I like to Snap about what I'm doing and what I plan to do.
- ☐ I use Wikipedia to find out facts.
- ☐ I text people a lot, more than 40 a day.
- ☐ When I go somewhere new I follow Google Maps or a GPS.
- ☐ I listen to a lot of music through streaming sites.
- ☐ I could not live without Instagram and my followers!
- ☐ I get more fun out of online worlds than real worlds.



2. List the 5 key benefits that you derive from using social media.

For me the things I get most out of using social media are...

i.	ii.	iii.	iv.	v.

3. Watch and discuss the film *The Social Network*.



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Useful social media **B**

Social media platforms and apps can be useful beyond just the personal fun and interaction we get from them. List 3 ways that these social media platforms and apps might be useful to help you with your complex project. Add 2 of your own.

Facebook	YouTube	Instagram		



## 4.13 Digital Media Technologies

### Online platforms

You have probably heard this all before, however, people continue to use online platforms and social media in such a way that places themselves at risk personally, socially and professionally (and we won't even go into, "Fake News"!

Listed below are 21 tips that can help you use social media more effectively. Consider this a bit like a digital 'key to the city'! (Don't know what that is? Then ask your teacher!)



Image: Slphotography/  
Depositphotos.com

#### Authority

When you come across some 'interesting' information online, ask yourself...

- ☹ Who is the author and are they an expert; or is it 'cash for clicks'?
- ☹ Are these facts or opinions?
- ☹ How can I check/validate this info.?
- ☹ Is this new information or just simply copied from somewhere else?
- ☹ Is this just viral marketing by a company (i.e. PR and advertising) dressed up to sound like facts?
- ☹ Do I believe it simply because I want to believe it?
- ☹ Does it sound too good to be true, and/or was the info. too easy to find?

#### Utility

When determining which online platforms to use ask yourself...

- ☹ Is this social media platform useful for this type of communication?
- ☹ Is this platform the most valid way to deliver the message to my audience?
- ☹ What limitations exist in using this platform?
- ☹ Could I say it better and easier, 'old-school'?
- ☹ How does using this platform actually improve my communication?
- ☹ Is using it worth the time and effort?
- ☹ Am I just copying or plagiarising someone else's work?

#### Privacy/Safety

These tips might seem like common sense, but online users both young and old continue to make these common mistakes that threaten their online safety. So ask yourself...

- ☹ How much of my personal information do I need to disclose? (Birthdates & mobile no's are first level no-nos! Obviously address and bank information should never be shared.)
- ☹ Do I really need to give locality check-ins when posting and using online messaging services? If you have open privacy settings then people can see where you actually are, or are not!
- ☹ Do I need to tell everyone, everything about my life? (You wouldn't tell everyone on the tram all your personal information would you, so why post it for 8 billion people to see?!)
- ☹ Who has access to this information, and who 'owns' my posts?
- ☹ For how long will this information 'live' online? (The answer is usually forever!) So, will this information come back to haunt me in 1, 2, 5 or 10 years time?
- ☹ Will what I write/post/say offend anyone, and/or am I breaching confidentiality? What would my mother/teacher/boss/ etc. say if they read this?
- ☹ Am I posting anything I wouldn't say to someone face-to-face. i.e. I am being a bit of a cyber-bully? (How would I feel if someone posted that about me, my sister, brother, mother, father, friend, partner, teacher, boss, etc.?)

PDS  
SUPER  
SKILLS



## Social media profiling

C

You are required to build a social media 'page' or profile for someone who has limited skills in this area. You must take into account the needs of your client and tailor the page to help them navigate social media in a positive, useful and safe manner. (This could be a client from a socially diverse background.)



**Client:**

**Special needs?:**

*5 key points to communicate, strategies and advice.*

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*Summary/outline of most suitable platform and reasons.*

*Identify any extra information.*

## 4.15 Digital Media Technologies

### Effective communication - 4 key questions

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?

PDS  
SUPER  
SKILLS

### D Digital media strategy



1. Undertake an investigation into the usefulness and efficacy of different digital media technologies as part of communicating effectively. Consider the '4 key questions' of effective communication.

Type of digital media.	Advantages of this digital media.	Disadvantages of this digital media.	Usefulness for communication.
images	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>		
video			
audio			
multi-media presentation			
diagrams and infographics			
social media			
blogs			



2. Discuss how you will use, and apply, varied digital media technologies to enhance the Communication Strategy for your Personal Development Project. Consider the '4 key questions' of effective communication.

Type of digital media.	Examples for your PDS Project.	How this could improve communication.	Social and ethical considerations.
images			
video			
audio			
multi-media presentation			
diagrams and infographics			
social media			
blogs			

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## 4.17 Assessment Task

### AT3 Communication Strategy Project

#### Task overview

You are required to develop, refine, present and use a Communication Strategy about a complex environmental, cultural or social community issue that you have investigated throughout this unit.

Your **Communication Strategy Project** will deal with one or more of these personal development 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**.

The **Communication Strategy Project** will be directly related to **AT2: Personal Development Issue Project**. However, in some circumstances, your teacher might direct you to complete your **Communication Strategy Project** for a different issue, and/or Personal Development focus area.

There are 3 stages that need to be completed for this **Communication Strategy Project**.

#### Stage 1: Planning, developing and presenting your Communication Strategy Project

Plan, develop and present a draft of your **Communication Strategy** prior to undertaking your Personal Development Issue Project; and get feedback.

#### Stage 2: Refining, improving and using (applying) your Communication Strategy Project

Refine, improve and apply your **Communication Strategy** to undertake your complex PDS Community Issue Project.

#### Stage 3: Presenting and reviewing your Communication Strategy Project

Present a review, using feedback, about your **Communication Strategy** after completing and reviewing your Personal Development Issue Project.

Your teacher will inform you of your school's specific PDS Senior Unit 1 requirements.

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

#### Task requirements


Specifically, for your **Communication Strategy Project** you are required to complete these tasks.

1. Research and evaluate relevant and **suitable communication methods**.
2. Research and evaluate the relevance and suitability of **digital communication methods**.
3. Develop, refine and **apply** (use) an **appropriate Communication Strategy**.
4. Evaluate the **effectiveness** of the **methods** and **forms of communication you used** for your Communication Strategy.

You will undertake this project within the context of the *4 Key Questions for Effective Communication*.

#### 4 Key Questions for Effective Communication

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' was received, understood and acted upon?

Name(s):		Key dates:		
Issue/focus:				
AT3: Communication Strategy Project - Tasks	Re- quired	Due by	Done	Teacher initials
<b>Stage 1: Planning the Communication Strategy Project</b>				
i. Negotiate the task details with your teacher.	✓			
ii. Create plan for completing the Communication Project.	✓			
iii. Develop timeline for completing Communication Strategy.	✓			
iv. Present a draft of the Communication Strategy.	✓			
<b>Stage 2: Organising and doing the Communication Strategy Project</b>				
⇒ Use feedback to refine the draft.	✓			
1. Research suitable communication types and methods.	✓			
Evaluate suitable communication types and methods.	✓			
2. Research suitability of digital communication.	✓			
Evaluate suitability of digital communication.	✓			
3. Develop an appropriate communication for the project.	✓			
Create appropriate communication media.	✓			
Produce at least 3 different types of communication.	✓			
Apply communication types/methods for the project.	✓			
⇒ Prepare and submit drafts for feedback.	✓			
<b>Stage 3: Reviewing the Communication Strategy Project</b>				
4. Evaluate effectiveness of the types of communications.	✓			
Evaluate effectiveness of the communication methods.	✓			
Evaluate effectiveness of the Communication Strategy.	✓			
⇒ Prepare report on Communication Strategy effectiveness.	✓			
⇒ Present the report to the class (if required). 	✓			
Additional information:				
Signed: _____ Date: _____				

## 4.19 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?

→ \_\_\_\_\_

→ \_\_\_\_\_

To what extent did I build and apply my personal development skills this unit?

<b>0</b> not shown	<b>1</b> low	<b>2</b> reasonable	<b>3</b> good	<b>4</b> very good	<b>5</b> 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: \_\_\_\_\_

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# Personal Development: Leadership in Action

5

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Activities 5: Leadership in Action	p.	Due/Done?	Comment
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Comments:

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## 5.01 Leadership

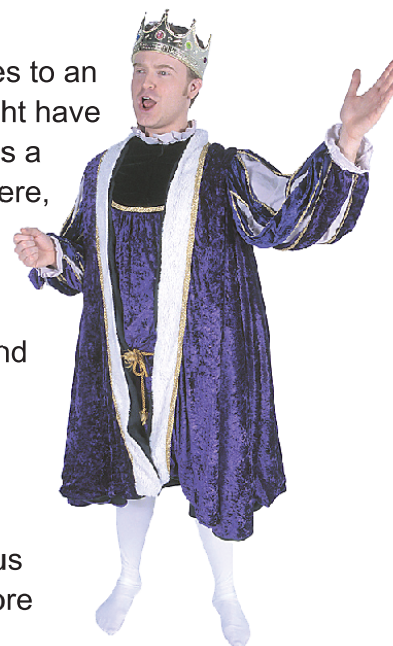
### Leadership

Leadership is one of the most important traits that contributes to an enterprise culture. Previously, in PDS Intermediate, you might have learned that debate has raged for centuries over what makes a good leader. In the past it used to be thought that leaders were, “born and not made”, which meant that leaders gained their authority through their birthright. Decision-making power was passed down from generation to generation within royalty, wealthy families, or by other means (often conflict and conquest). Do you think that this was fair?



The 20th century saw a more egalitarian (or fairer) society develop in the Western world. Opportunities were created for people from working and middle-class backgrounds to move into positions of authority. The rights, talents and status of women in the workplace also started to be recognised more appropriately. Opportunities for people from non-English-speaking backgrounds and other under-represented groups started to emerge. This diversity led to creativity and synergy.

Some people still argue that there are innate qualities in people that make them good leaders. This is supported by a recent growth in the use of emotional intelligence (EI) tests.



*“I was born to lead you peons.  
BTW can you help me find my  
socks?”*

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### Leaders not managers

However, there is no dispute that people cannot be simply be ‘managers’, but must instead strive to be ‘leaders’. There is a distinct difference between management and leadership, and society must try to turn managers into leaders.

Leaders normally have a suite of highly developed industry-specific, commercial, technical and people skills. They are accountable and are willing to accept responsibility for the outcomes of their decisions.

So what then, do you think, are the traits or characteristics of an effective leader?

Listed below are some common leadership traits that you might previously have been introduced to. Discuss these and add more to the list.



#### Good leadership involves...

- |                   |                 |                   |                       |
|-------------------|-----------------|-------------------|-----------------------|
| ☺ communication   | ☺ goal-setting  | ☺ focus           | ☺ conflict resolution |
| ☺ responsibility  | ☺ inclusiveness | ☺ synergy         | ☺ coaching            |
| ☺ knowledge       | ☺ flexibility   | ☺ decision-making | ☺ motivating          |
| ☺ collaboration   | ☺ teamwork      | ☺ self-awareness  | ☺ training            |
| ☺ self-evaluation | ☺ perseverance  | ☺ enterprise      |                       |
| ☺ feedback        | ☺ vision        | ☺ inspiration     |                       |
| ☺ encouragement   | ☺ loyalty       | ☺ innovation      |                       |
| ☺ planning        | ☺ initiative    | ☺ mentoring       |                       |

Leadership traits **A**

For each of these leadership traits, describe an example of how an effective leader might use them in a project situation. Add, and describe, 2 more traits.

An effective leader would use...	
communication to...	
teamwork to...	
initiative to...	
encouragement to...	
self-awareness to...	
planning and goal-setting to...	
feedback to...	
inclusiveness to...	
_____ to...	
_____ to...	

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## 5.03 Leadership

### Leadership characteristics and skills

Leaders demonstrate enterprising behaviours by utilising these skills and capabilities in different circumstances. So it is a good idea that you reflect on each of these, and consider how they might apply for your complex project.



#### Communication

Leaders need to have highly developed communication skills. This is often the key reason why people respect leaders.

In support of this, leaders should also listen, accept feedback, and make relevant changes to implement improvements.

#### Problem-solving

Leaders are often called upon to solve problems and to take on the responsibility to 'make things right'.

As a result, leaders need to be able to anticipate problems, and to develop strategies that assist and empower other stakeholders to solve problems.

#### Adaptability

Leaders need to show flexibility in dealing with different stakeholders, complex and varied issues, and changing social values and trends.

Leaders need to be able to balance the needs of different stakeholders, while at the same time improving the lives of people, employees, customers and community members, rather than exploiting them.

#### Initiative

Leaders need to have vision, as well as realistic strategies that can be turned into workable plans, to achieve that vision.

Given this, leaders are generally proactive and look for opportunities to innovate rather than being reactive.

#### Planning and organising

Leaders excel at goal-setting, and are able to achieve goals and communicate those goals to other people.

To achieve their goals, leaders must plan and make key decisions, as well as organise resources (including people) to meet their objectives.

#### Self-awareness

Leaders, of course, are knowledgeable, and are very good at sharing that knowledge. This instils a sense of confidence in their people.

Therefore, leaders need to know their limitations, and must surround themselves with people who complement their strengths and weaknesses.

#### Teamwork

Leaders need to recognise the importance of peoples' diverse skills and abilities, and create conditions that allow for the development of synergised teams.

Leaders encourage trust, loyalty and mutual respect as part of a collaborative teams-based approach.

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## Leadership characteristics

B

1. For each of these leadership characteristics explain how you, or someone from your team, could apply these when running your complex project. Add one more of your own.



For the complex project an effective leader would apply...	
communication by...	
problem-solving by...	
adaptability by...	
initiative by...	<h1>Preview</h1> <h2>Draft Sample:</h2> <h2>Do Not</h2> <h2>Copy</h2>
planning and organising by...	
self-awareness by...	
teamwork by...	
to...	

2. Write a short description of leadership (280 characters or fewer).

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## 5.05 Leadership Approaches

### Orientation

You may have already heard about the difference between task-orientation and people-orientation. However, it is important to re-emphasise these as part of you, and your team, developing an effective management or leadership style for your complex project

**Task-orientation** focuses mainly on solving the problem to deal with getting the task done. i.e. “What do we need to do in order to get the task done?”

On the other hand, **people-orientation** focuses mainly on developing group motivation to empower people to be able to complete any task. i.e. “How can our team be best developed and motivated so that they can confidently deal with any task or problem?”

It should be noted that either of these styles might be suitable depending on the people involved, the task or problem that needs to be sorted, and the timeframe and other issues that prevail. What is interesting, is that although managers may prefer either of the styles depending upon different circumstances, leaders nearly always favour a people-oriented style.



# Preview

People  
or task-  
oriented?

### A Leadership orientation

1. Briefly explain the difference between a task-oriented and a people-oriented style.

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2. Briefly outline situation(s) that you think each style would be more suitable for.

3. Which style would you, as part of a team under a leader, prefer? Why so? And which style would you, as a leader of a team, prefer to use? Why so?



### Max Weber

In 1947, German sociologist Max Weber (vay-ber) described 3 types of leadership styles. As with all leadership and management traits he believed that a leader doesn't just operate under one style. Rather, Weber suggested that all leaders demonstrate some of each of these three traits at different times, but with one type predominating - which therefore 'categorises' the leader's style.

### Weber: 3 Leadership Styles

#### Traditional leaders

Traditional leaders hold and exercise authority based on the position. e.g. a King! The position usually has a rich history which engenders a following to that position, and not necessarily to the person holding that position.

Followers might be promoted based on birthright, nepotism, or favouritism, as seen in family-owned business empires, royal families and the ruling elite.

This model is criticised for being unfair and not inclusive or egalitarian.

#### Bureaucratic leaders

Bureaucratic leaders normally develop and operate within strict systems and procedures. Authority is granted via one's position in the hierarchy.

Followers act in accordance with their leader because the leader is in the position of authority. Followers can 'move up' the hierarchy over time if they conform successfully to the rules.

This model is criticised for being formal and inflexible, but can be effective when strict rules are needed. e.g. The military.

#### Charismatic leaders

Charismatic leaders use their personal charm and vision to influence others and develop a following. They bring their followers along with them and encourage personal development.

Many politicians have this trait. So do some modern moguls such as Richard Branson, Mark Bouris and even Donald Trump. But these media-hungry moguls (and a US president) have also been criticised for 'buying' charisma through the media and PR.

This model is criticised for being reliant on 'personality' but it can be effective at building motivation.

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### Leadership styles B

1. Which of the styles described by Weber do you think is most effective, and why?

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2. Discuss the styles seemingly preferred by your principal and other teachers. Describe examples, and then develop and role play scenarios using these different styles.



## 5.07 Leadership Approaches

### Transactional vs transformational leadership

In essence, leadership approaches can be categorised by whether they demonstrate either a transactional leadership style, or a transformational leadership style.

Transactional leadership is classified as more of a task-oriented style, whereas transformational leadership is classified as more of a people-oriented style.

The key is for you to decide which approach best suits you, your team, and any situations related to the complex project.

#### Transactional leadership style

- ⇒ More of a task-oriented style which involves a transaction that occurs between leaders and followers.
  - ⇒ It uses pre-determined structures and communication channels between managers and their staff.
  - ⇒ It involves rewards based on achieving outcomes or goals; but uses discipline when these are not achieved.
  - ⇒ It sometimes focuses on outcomes or events such as errors and failures to meet goals and standards. i.e. "You didn't meet your targets."
  - ⇒ Transactional leadership assumes people will do the right thing, and therefore the leader only takes action when things go wrong.

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#### Transformational leadership style

- ⇒ More of a people-oriented style which involves motivating workers to exceed objectives and to strive for excellence.
- ⇒ This style can include guiding, influencing and inspiring people to excel.
- ⇒ It might use charismatic leadership to communicate a vision, which inspires trust, builds common goals and supports team work.
- ⇒ It challenges workers to show initiative, to accept responsibility and encourages creative problem-solving.
- ⇒ A transformational leadership style focuses on improving the individual, and provides support, coaching and mentoring.



## Managers vs Leaders

### Being a manager

- ☹ Be sure of your goals and objectives before you ask anyone to do anything.
- ☹ You have authority, responsibility and accountability for your actions.
- ☹ Being assertive is not the same as being aggressive, arrogant or rude. Just because you're in charge doesn't mean you can boss people around.
- ☹ Give clear instructions, directives and orders.
- ☹ A good manager relies on a good team.
- ☹ Sometimes you will need to give orders, at other times you can rely on others to have a say,
- ☹ When appropriate, consult others.
- ☹ Being a manager does not automatically = being a leader.

### Being a leader

- ☹ Clearly know the goals and objectives you want to achieve.
- ☹ You have authority, responsibility and accountability for your actions.
- ☹ Have a clear vision and communicate this.
- ☹ Develop your people and bring them along. Aim to develop a sense of synergy in your team.
- ☹ Instil a sense of trust in your people.
- ☹ Before you can become a leader, you must know how to manage yourself.
- ☹ If needed, take decisive action.
- ☹ When appropriate, consult others.
- ☹ Ask yourself, would you follow you?
- ☹ Communicating effectively sometimes = closed mouth and open ears!

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### Leadership profile

C

Research and write a profile of a famous international, Australian or local leader that you admire. Outline how this person is demonstrating leadership. Describe their leadership approach. Include a graphic and make a presentation to the class. (Use your workbooks if needed.)




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## 5.09 Leadership in Action

### Emotional intelligence

Daniel Goleman, a US psychologist and author, is the pioneer of research into emotional intelligence. Goleman emphasised that well-developed self-management skills, as well as the ability to relate to others, are key aspects of emotional intelligence for effective leadership.

Emotional intelligence, according to Goleman, extends well beyond technical skills and traditional IQ, into five characteristics.

1. **Self-awareness:** which involves being in touch with one's strengths and weaknesses.
2. **Empathy:** including the ability to see things from another's perspective.
3. **Self-regulation:** shown through exercising emotional control and balance.
4. **Motivation:** such as maintaining an inner drive to achieve objectives.
5. **Social-skills:** by communicating effectively with others.

Goleman's research extended into leadership styles and he described leaders as using six styles, each being driven by different aspects of emotional intelligence.



Emotional intelligence **A**

- Using 280 characters or fewer, describe emotional intelligence.

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- List each of the 6 leadership styles as described by Goleman. For each one, briefly describe a time when it might be useful for a leader to demonstrate this style.

1.	2.	3.
4.	5.	6.

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Multiple intelligences **B**

Emotional intelligence also relates closely to the multiple intelligences developed by Howard Gardner. List the 8 multiple intelligences, and for each one briefly outline how you might apply this to help develop your leadership skills.

1.	2.	3.	4.
5.	6.	7.	8.



## 5.11 Leadership in Action

### Leadership and management styles

Now that you've been exposed to different leadership traits, characteristics and approaches, it is important to reflect on how these might influence the actual management of a task. As you read each of these five management styles, consider how they might apply to you, or to others, when acting in a leadership role for your complex project. Why not role play some scenarios based on these?



### Leadership and Management Styles

#### Autocratic management & leaders

- ⇒ Under an autocratic approach, decisions are made by managers with little input asked for, or provided by employees. This requires leaders who are decisive and proactive, such as in a time of crisis.
- ⇒ Decision-making is often centralised, and then is communicated using a top-down approach from managers to employees, to deliver effective direct communication.

Generally, an autocratic style is not normally associated with effective leadership, although there are occasionally times whereby all leaders might need to make decisions without the input of others.

#### Participative management & leaders

- ⇒ Effective leaders support and encourage their people as part of a teams-based approach. A participative style usually involves people in decision-making by increasing responsibility and inclusiveness.
- ⇒ Successful participation requires managers and employees to have well-developed communication skills, interpersonal skills and emotional intelligence.

Participation encourages people to be involved in decision-making. Leaders need to trust in the expertise and experience of their team to make the right decisions. People need to be trained in decision-making processes to accept responsibility.

#### Persuasive management & leaders

- ⇒ Effective persuasion is often a personality trait of natural leaders.
- ⇒ A persuasive manager 'sells' his/her decisions to employees or group members.
- ⇒ This style brings employees along as followers, and can create a more positive working relationship.

Persuasion can be a positive thing. Your teacher will often have to use persuasion to encourage you to complete work so as to most appropriately achieve your objectives.

Sometimes you might have to persuade fellow team members to get the job done; or even persuade yourself!

#### Consultative management & leaders

- ⇒ Consultation with employees, teams and networks, as part of the decision-making process, is a hallmark of effective leadership.
- ⇒ Consultation allows management to call upon those who can provide useful insight and advice. This encourages people to be involved in decision-making.
- ⇒ A successful consultative leader can drive positive outcomes, and create a win:win situation.

Consultation allows people to take some responsibility and ownership for goal-setting, decision-making and problem-solving, and can really boost motivation.

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### Laissez-faire management and leaders

- ⇒ The laissez-faire style of management sees managers have very little input in day-to-day decision-making, instead placing full trust in their people.
- ⇒ Laissez-faire managers take responsibility for big picture goals, timelines and budgets, therefore letting their workers get on with their highly demanding day-to-day roles.
- ⇒ Employees must be self-motivating in order to work effectively under this style. The sharing of a vision and of goals, as well as communication, are essential. Otherwise, nothing will get done!
- ⇒ The laissez-faire style is used for people who are extremely highly-skilled and motivated, and who don't require constant supervision in order to do their jobs, such as researchers, designers and creatives.

### Appropriate management styles

C

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Explain the style that if you was a manager or team leader, you'd most prefer to use.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Justify which style you think would be most effective for your complex project.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. "Laissez-faire is the best style 'coz everyone can kick back and chill." What do you think?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## 5.13 Leadership in Action

### Developing leaders

The development of effective leadership can be supported by mentoring programs, coaching, training and the development of teams-based synergy. Consider some, or all, of these tips when planning, doing, organising and reviewing your complex project.

#### Mentoring

A mentor is a person of seniority who acts as an informal adviser or guide to someone younger or less experienced. Mentors use their accumulated wisdom and knowledge to offer advice, and to help develop younger or inexperienced people.

- 😊 Get a mentor - this makes you a mentee. Get guidance! (and share a Mentos!)
- 😊 Become a mentor or peer leader for yourself, perhaps for younger kids.
- 😊 Pair new team members with a buddy as part of induction.
- 😊 Make a connection with someone who has experience in your chosen field or industry.

#### Coaching

A coach is usually a more formal position that encompasses teaching, training, guiding, managing and mentoring all in one - quite the leader.

- 😊 Coaching is not all 'rah rah team', but more about collaboration and consensus.
- 😊 Coaching often occurs informally, on-the-job, through guiding people.
- 😊 Team leaders often act as a coach.
- 😊 Invite a coach to talk to your class, or attend a coaching clinic.
- 😊 Coach a bunch of Year 7s in sports, arts or performance competition and see how ya' go!

#### Training

Good leaders are not born they are made. The importance of training cannot be understated. People should be supported to develop as leaders through effective leadership training.

- 😊 Nearly all teams-based training builds leadership skills.
- 😊 Job rotation, i.e. sharing the leadership role, can boost leadership skills.
- 😊 Training can be informal and on-the-job (through mentoring, coaching and supervision), or formal and off-the-job (such as TAFE and Uni).
- 😊 Do a leadership course during this unit. OK. Get on to organising this now!

#### Synergy

"The sum of the whole is greater than the sum of the parts." Heard this? Well that's synergy. Synergy occurs when you get a better outcome from people working together in teams, than you would have by people working individually. So...

- 😊 Ensure teams have a mix of skills, personalities and experiences.
- 😊 Balance people's varied emotional and multiple intelligences.
- 😊 Teams need to be supported by open communication, support for decision-making and responsible leadership.
- 😊 Try to avoid having teams of friends, as they might not get much work done at all!

PDS  
SUPER  
SKILLS

Leadership compact D

Now it's time for you to use this knowledge of leadership to develop a leadership compact for your complex project. Discuss each of these questions with your class or team, and develop suitable guidelines that your team will follow throughout the project.

Check your responses with your teacher and share with the class. (Enlarge to A3 or poster.)

How will we?	Leadership in our team will involve...
What leadership approach will our group use?	
How will we determine who is leader?	
How will we share responsibility for leadership?	
How will we allocate tasks to people?	
Which management styles will we use and why?	
What training do we need to undertake?	
Who can we approach to act as a mentor/why them?	
How will we settle disputes?	
What decision-making process will we favour?	
How will we evaluate our leadership performance?	

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## 5.15 Assessment Task

### AT4 Leadership Portfolio

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

- ⇒ You are required to undertake a range of projects and activities that together will contribute to a Leadership Portfolio as part of your Personal Development Senior: Unit 1.
- ⇒ You may have to complete these tasks over the entire unit; so make sure you record all important dates. These tasks will be negotiated in consultation with your teacher and may be subject to change.
- ⇒ Record required tasks on this planner; and add any other tasks you need to complete.


Task	Details/Timelines	Done?/Date
<b>Planning - Leadership Portfolio</b>		
<input type="checkbox"/> Consult with your teacher about the overall requirements of the Leadership Portfolio.		<input type="checkbox"/>
<input type="checkbox"/> Develop a list of potentially suitable activities and projects.		<input type="checkbox"/>
<input type="checkbox"/> Choose some of these activities and projects and investigate these further. Develop a shortlist.		<input type="checkbox"/>
<input type="checkbox"/> Discuss the suitability of these activities and projects with your teacher. Refine your shortlist.		<input type="checkbox"/>
<input type="checkbox"/> Start planning a complex project using a PODR Planning Pro-forma.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<b>Organising - Leadership Portfolio</b>		
<input type="checkbox"/> Organise meetings and appointments with any external parties; discuss these with your teacher.		<input type="checkbox"/>
<input type="checkbox"/> Develop a timeline for completion of leadership activities and projects.		<input type="checkbox"/>
<input type="checkbox"/> Identify any permissions, safety, ethical and legal issues that need to be sorted out.		<input type="checkbox"/>
<input type="checkbox"/> Determine resource needs, and book and/or organise for these resources to be available.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>

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Task	Details/Timelines	Done?/Date
<b>Doing stage - Leadership Portfolio</b>		
⇒ You should list tasks that are specific to the leadership activities and projects you are undertaking. ⇒ You must also demonstrate leadership in a teams-based environment/project. ⇒ Complete the Leadership Portfolio Pro-forma, p.112. (✓ = must do. Add/do others under instruction.)		
<input type="checkbox"/> Complete a school-approved program of leadership training activities and projects.		<input type="checkbox"/>
<input type="checkbox"/> Participate in a mentoring program either as a mentor or mentee.		<input type="checkbox"/>
<input type="checkbox"/> Undertake community service involvement or a community service project related to community engagement.		<input type="checkbox"/>
<input type="checkbox"/> Complete an accredited skills-development course or training program.		<input type="checkbox"/>
<input type="checkbox"/> Participate in an ongoing complex project as part of a team.		<input type="checkbox"/>
<input type="checkbox"/> Develop a communication strategy for a complex project.		<input type="checkbox"/>
<input type="checkbox"/> Lead a structured meeting to resolve an issue.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<b>Reviewing stage - Leadership Portfolio</b>		
<input type="checkbox"/> Complete relevant evaluation and self-assessment pro-formas re: leadership.		<input type="checkbox"/>
<input type="checkbox"/> Prepare a leadership report summarising the leadership tasks, activities and projects you undertook.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>

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## 5.17 Leadership Portfolio Pro-forma

Leadership Portfolio Pro-forma			
Name: _____		Class: _____	
Teacher: _____		Completion date: _____	
AT4: Leadership activities, projects and tasks	Required	Due/Done?	Comment/Initials
⇒ Leadership training/skills development	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
⇒ Mentor/mentee program	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
⇒ Community involvement re: issues	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
⇒ Complex PDS Project in a team	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
⇒ Work-related training	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
⇒ Skills-development course/training	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
⇒ Leadership report and presentation 	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
Student signature: _____		Date: _____	
Teacher signature: _____		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?

→ \_\_\_\_\_

→ \_\_\_\_\_

To what extent did I build and apply my personal development skills this unit?

<b>0</b> not shown	<b>1</b> low	<b>2</b> reasonable	<b>3</b> good	<b>4</b> very good	<b>5</b> excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

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

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

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

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

## 5.19 Unit 1 Assessment Record

[illegible]

# Personal Development: Community Issues

# 6

## Contents

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6.05 Community Issues.....	120	6.24 Assessment Task 1.....	139
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6.13 Engaging Others.....	128		

Activities 6: Community Issues	p.	Due/Done?	Comment
6.01A PDS Senior: Unit 2	116	<input type="checkbox"/>	
6.04B Your community	119	<input type="checkbox"/>	
6.06A Community problems/issues	121	<input type="checkbox"/>	
6.07B Can you see a problem?	122	<input type="checkbox"/>	
6.08C Investigating issues	123	<input type="checkbox"/>	
6.10A Community partners	125	<input type="checkbox"/>	
6.11B Community partners in action	126-127	<input type="checkbox"/>	
6.14A Cry me a river	129	<input type="checkbox"/>	
6.16B Reaching out	131	<input type="checkbox"/>	
6.22A Making a case	137	<input type="checkbox"/>	
6.23B Analysing an issue	138	<input type="checkbox"/>	
AT1 Community Issues and Partnerships	139-141	<input type="checkbox"/>	
6.27 Self-Reflection	142	<input type="checkbox"/>	

Comments:

## 6.01 A Sense of Community

### Personal Development Skills: Unit 2

Welcome to the final unit of your Personal Development Skills studies. This part of the workbook is structured so that you can apply project management tools and techniques, to help you satisfy your unit requirements.

Although schools structure their VCAL programs differently, you will be required to research and analyse a community problem or issue, be an active member of a team in planning, organising and completing a complex Community Engagement Project, and give a sustained presentation on your project.

Your program might be structured to allow you to demonstrate all the outcomes through one major project, or you might have to 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 Senior: Unit 2

In essence, Unit 2 requires you to successfully do the following tasks.

1. Research and analyse a community environmental, cultural or social issue.
2. Develop external partnerships to raise awareness of this community issue.
3. Plan, organise and complete a complex Community Engagement Project.
4. Demonstrate effective teamwork as part of a complex Community Engagement Project.
5. Prepare and deliver a sustained presentation on the project.



### A PDS Senior: 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 PDS Senior: Unit 2. Summarise these here, and if needed update them throughout the unit.

Project/Task	Description/Explanation	Outcomes	Dates

### A sense of community

A community can be described as a group of people or organisations who share similar values and interests. Communities may be linked geographically, politically, socially, via online platforms, or by some other means.

Community members normally unite behind common goals and interests and join together to undertake social, political, spiritual, intellectual, technological, artistic, recreational, welfare, environmental or other pursuits.

When you look around your local community, there are many organisations that are run by community groups and people as volunteers.

These organisations strive to provide some sort of social, community or member service, benefit or assistance, such as The Salvation Army or your local wildlife rescue group.

Community groups normally, but not always, operate on a not-for-profit basis, and might use a combination of paid and volunteer workers.

### Community stakeholders

- ⇒ residents
- ⇒ government agencies and bodies
- ⇒ businesses
- ⇒ employers
- ⇒ visitors
- ⇒ retailers
- ⇒ sporting clubs
- ⇒ educational institutions
- ⇒ recreation groups
- ⇒ arts/ music societies
- ⇒ charities
- ⇒ welfare agencies
- ⇒ religious bodies
- ⇒ environmental agencies
- ⇒ community groups
- ⇒ indigenous groups




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### Community stakeholders

A stakeholder is a person or group that might be involved in, or is affected by, a decision. Your community has various stakeholders who might share similar views and **social values**, such as resident action groups, community service agencies and sporting clubs.

Your community might also consist of stakeholders on opposing sides. Stakeholders might clash because they have different values. This can lead to varied opinions and protests over different issues.

Do you remember the worldwide school student strikes over climate change in 2019, and 16-year-old Greta Thunberg being named Time Magazine's, 'Person of The Year' (much to the annoyance of the US President)?

How did you feel about this issue? Did you support these strikes, and/or participate directly? What did they achieve? And are these protests still happening now? 



## 6.03 A Sense of Community

### Pressure and lobby groups

You may have already learned that thousands of pressure and lobby groups exist throughout Australia and operate as important community stakeholders. These **pressure** and **lobby groups** work to give people with different social values voice and power. They often try to redress social inequities.



There are hundreds of thousands of social entrepreneurs, employees and volunteers who are actively working in pressure and lobby groups to provide services for their client stakeholders. They strive to encourage change throughout communities locally, nationally and globally. The groups include environmental groups, arts organisations, targeted welfare agencies, animal rescue and welfare service-providers, sporting and recreation clubs, youth support agencies, global charities (NGOs) and more.

Many of these enterprises rely on fundraising, donations, government grants and distributions from charitable foundations and trusts to survive. They try to bring about change through **grass-roots** action, **activism**, **PR** campaigns, **lobbying** the government and other influential stakeholders, and other enterprising methods.

These organisations often aim to be the **conscience** of society showing **empathy** and **compassion** for others. They try to fill the growing gap that exists between profit and people to ensure that social and externalities are minimised. Many of societies' changes and improvements stem from the activities of community groups, and from community organisations operating as pressure and lobby groups.

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#### Pressure/lobby groups

- ⇒ Unions including the ACTU, THCA and others.
- ⇒ Industry associations such as the National Farmers' Federation
- ⇒ Australian Conservation Foundation
- ⇒ Greenpeace
- ⇒ The Wilderness Society
- ⇒ RSPCA
- ⇒ Friends of the Earth
- ⇒ Gun Control Australia
- ⇒ Bicycle Victoria
- ⇒ Amnesty International
- ⇒ Human Rights Council of Australia
- ⇒ The Climate Institute
- ⇒ Public Transport User's Group
- ⇒ Sea Shepherd
- and many 1000s more.



#### Welfare/charitable agencies

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

- ⇒ Red Cross Australia
- ⇒ The Smith Family
- ⇒ Oxfam Australia
- ⇒ The Fred Hollows Foundation
- ⇒ World Vision Australia
- ⇒ Ozchild
- ⇒ Berry Street
- ⇒ The McGrath Foundation
- ⇒ Make a Wish Foundation
- ⇒ The Salvation Army
- ⇒ St Vincent De Paul Society
- ⇒ Care Australia
- ⇒ Youth off the Streets
- ⇒ Rotary
- ⇒ Lions Club
- and many 1000s more.



Your community **B**

1. List some community groups/organisations that are part of your community. Summarise their aims. Find out who operates these, and the main sources of their funding.

Community group	Aims	Operated by...	Funded through...

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2. Use examples to describe the benefits that you get from being part of communities.

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3. Describe the benefits of an online community you have joined in the last 12 months.

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## 6.05 Community Issues

### Competing interests

One of the drawbacks about living in communities is that people and organisations cannot always be relied upon to do the 'right' thing. This is because we live in a society that tolerates difference and which allows people to have divergent values.

However, people, groups and organisations might sometimes act in a way that causes harm to others in the community. These negative consequences to others (or externalities) are often unintended, unforeseen or just plain ignored - and sometimes downright unethical (but legal)!



"Damn. Wi-fi has dropped out again. Can't update my status." Ever experienced this or other 'first-world problems'?



### Externalities

An externality is a secondary negative outcome that results from a commercial decision. Consumers, businesses, the government and other commercial participants often create externalities, but then leave it to other groups in society to monitor, minimise or 'clean-up' their externalities. For example:

- ✖ motor vehicle use/pollution or road trauma
- ✖ mining/environmental degradation or infrastructure costs
- ✖ cigarette production/health spending or littering
- ✖ shopping/plastic waste or over-consumption
- ✖ ecotourism/land spoiling or animal management issues
- ✖ agriculture/salinity or global warming
- ✖ takeaway food/packaging waste or obesity
- ✖ gambling/crime or family breakdown
- ✖ logging/habitat loss or species extinction
- ✖ electricity generation & supply/CO<sub>2</sub> emissions or bushfire risk.



Producers often don't take externalities into account when planning their production. They don't factor in the costs of what they are doing to other community stakeholders. This cost, or externality, may be a personal cost, a social cost or an economic cost. So in response, pressure and lobby groups take up and champion the cause against externalities. These community groups do this because they hold a particular social value.

Sometimes they may even have a direct stake in the decision, such as when a local community fights against a certain commercial issue. i.e. local communities vs The State Government over 'skyrail'; or Coles Bay (in Tassie) vs plastic bags. Look these up! In other cases, they may stand to gain from the pressure they apply, for instance local small traders protesting against big multinational companies.



## Community Problems/Issues

cost of living	racism and discrimination	gender discrimination	public transport
work/life balance	youth unemployment	aged-care issues	employment/unemployment
homelessness	TAFE closures	animal welfare	family and relationships
access to education	workplace bullying	wealth inequality	substance abuse
crime and punishment			graffiti and vandalism
disengaged community			local development
fitness and lifestyle			recycling and reusing
personal safety			online safety
online addiction			environmental issues
gambling addiction			triple-bottom line

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### Community problems/issues

A

As a class, discuss the relevance of the community problems/issues listed above. Add 8 more which are relevant to communities that your class is investigating.




## 6.07 Community Issues

### B Can you see a problem?

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



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## Investigating issues

C

Choose 3 of the issues listed on p.121. For each one undertake research to complete the table. Work in different pairs/groups for each issue.



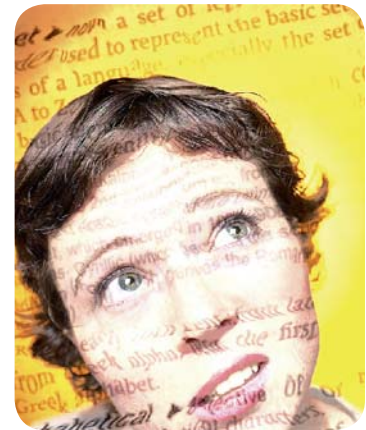
Team members:	Team members:	Team members:
Issue 1:	Issue 2:	Issue 3:
Summary:	Summary:	Summary:
Key stakeholder 1: Role:	Key stakeholder 1: Role:	Key stakeholder 1: Role:
Key stakeholder 2: Role:	Key stakeholder 2: Role:	Key stakeholder 2: Role:
Key stakeholder 3: Role:	Key stakeholder 3: Role:	Key stakeholder 3: Role:
Possible solutions:	Possible solutions:	Possible solutions:
Other info/resources/contacts:	Other info/resources/contacts:	Other info/resources/contacts:

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## 6.09 Community Partnerships

## On your own?

Most people realise that they cannot tackle community problems and issues on their own. Sometimes an individual or a group creates the impetus for change, and then calls on a network of community partners to assist in various ways. You can develop external partnerships to find other like-minded people to assist you to develop a broader skills-base, to access services, to raise community awareness, to have greater access to funds, and to also create opportunities to learn from mentors and other experienced community members.



There are a range of community partners who can assist you to deal with community problems and issues. However, the challenge is to find out just who is suitable, available, affordable, timely and interested. So you better start doing some research.

## Federal government

This level of government offers many community services itself. It can also provide funding to assist, regulate, or defund other groups. However, strict funding rules apply.

## State governments

They are involved in specific state-based issues offering services directly; as well as funding opportunities, training and support for community initiatives

## Local governments

They target local programs by offering services directly, as well as local funding grants and advice and support for local community initiatives.

## Corporate support

Big organisations often have sponsorship, foundations and social and community support programs as part of their community involvement.

## Media outlets

Community radio and local press can reach a wide audience very quickly, and can get actively and quickly involved with local social entrepreneurs.

## Local business

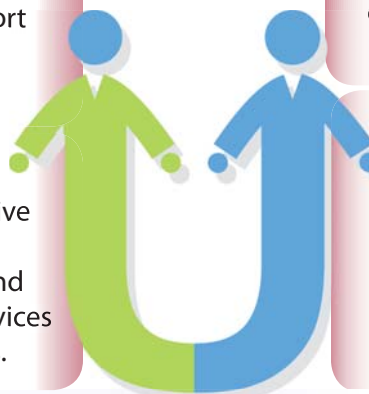
Local traders can be very active in grass-roots support and sponsorship; as well as in-kind support, offering goods or services rather than cash donations.

## Crowdfunding & social media

Sites such as Pozible, Go Fund Me and Kickstarter enable social entrepreneurs to attract funds to support their projects. Social media enables people to raise awareness for 'causes'.

## Support agencies

These can include existing pressure and lobby groups, community organisations such as Rotary and Lions Club, government agencies, charitable foundations, as well as consultants, professional PR and fundraising companies, and philanthropic societies.





## Community partners

A

Split into pairs to research 2 of the types of community partners from p.124.

1. Summarise the information using the headings in the table.
2. Discuss with the class, and develop a database of information, resources and contacts.
3. Invite one of the partner stakeholders to address the class and advise on your project.



Type of community partner:		
Name:		
Web:		
Location:		
Aim/mission:		
Key people:		
Key activities/ services:		
Ways that it could assist with the Community Engagement Project:		
Online resources that we can use:		
Key contact details:		
Other relevant info:		

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## 6.11 Community Partnerships

### B Community partners in action

In your workbooks answer the following questions for the community social enterprise in this article. You might set up a table or use point form.

1. Describe the overall aim/objectives of this community social enterprise.
2. Outline the activities and/or operations of this community social enterprise.
3. Discuss how this social enterprise works with various community partners to provide its services.
4. Use evidence to describe the effectiveness of these community partnerships.



Extension

- a. Find out more about Clean Up at its website. Working in teams, present a 20-point presentation to the class to fully explain one particular aspect of the enterprise's operations.
- b. Research a similar social enterprise (perhaps one that is operating locally) and answer questions 1-4 above. Prepare a 20-point presentation to the class.
- c. Get hold of episodes of the old TV series, *Secret Millionaire*. Discuss the issues and socially enterprising responses shown in these episodes.

#### Clean Up Australia

Community and social entrepreneurs often have to be the most enterprising members of the 'commercial world'.

Being enterprising is about doing things better, more efficiently and using and managing resources more effectively.

Community services, community work and community action is often provided on a local level, but some community enterprises might be part of a global organisation, such as Red Cross.

Community groups face significant financial constraints and may consist of paid staff and many volunteers. Workers and volunteers will need to have strong people-centred skills as well as a diverse range of generalist skills.

Voluntary work is often short-term, with flexible workers available on-call or on a needs-basis. Sometimes these volunteers have much more responsibility than in their normal lives, e.g. the CFA, SES, Surf Lifesaving (Australia) and other similar organisations.

Volunteers often provide or contribute a particular skill, or do work in an area of expertise. It almost goes without saying that volunteer work is very reliant on connecting and engaging with others.

One example of extremely enterprising behaviour in tackling an environmental and social issue by a community enterprise is that of Clean Up Australia.

Clean Up Australia originated in 1989 from an idea by the late Ian Kiernan AO (1941-2016) to make a difference in his own 'backyard', Sydney Harbour. Kiernan organised a community event with the support of a committee of friends, Clean Up Sydney Harbour. The event attracted an overwhelming public response with more than 40,000 people volunteering to clean up the harbour.

One year later almost 300,000 volunteers participated in the first Clean Up Australia Day.

What started as a simple idea has become an ongoing national event that attracts thousands of volunteers from schools, from business, and from the community in general each year.

The emphasis over the years has also shifted from just removing rubbish, to focusing on preventing rubbish from entering the environment in the first place.

As such, Clean Up Australia responds to issues of pressing concern such as reducing

and recycling soft plastics.

The 2018 Clean Up Australia Day event saw 587,962 volunteers across Australia clearing 16,000 ute-loads of rubbish from 7,253 registered locations, across the week of the event.

The focus of Clean Up Australia has remained true to Ian Kiernan's original vision, in that it is free from political affiliation, and remains a non-profit community campaign that encourages inclusive participation.

It also continues to emphasise the small, simple actions that we can all take to keep waterways and all shared environments clean and pollution free.

Clean Up Australia Day's ongoing success is due to the efforts of many participants and key stakeholders. Working as part of a small paid team, each employee of the Clean Up organisation needs to; have a clear focus, be a team player and have good written, oral, computer and presentation skills.

As at 2019, the leading partner sponsor of Clean Up Australia Day was Bunnings. McDonald's Australia has been a long-term founding partner. Its 'Foundation partner' was Qantas and early sponsors included the Commonwealth Bank, Veolia Environmental Services and Sanyo. It now has dozens of significant sponsors, supporters, suppliers, professional service providers, media partners and advocacy partners.

Community enterprises often require support-in-kind whereby organisations donate goods and services. Many businesses have contributed services and products over

almost 30 years. Individuals can also donate or leave bequests to the campaign.

The campaign works at a grass-roots level by having allies such as Australian Local Government Association, Girl Guides Australia, Scouts Australia and others, including over 2,000 schools.

Many local enterprises also donate time and money as business supporters. And of course almost 600,000 volunteers pitch-in to make a difference in their local communities.

Clean Up also recognises and celebrates the contribution of young people who are working to make environmental improvements in their local communities Australia-wide. Each year it profiles a range of Youth Ambassadors.

Clean Up is also involved in other campaigns and initiatives beyond Clean Up Australia. These include:

- ⇒ English as a Clean Up
- ⇒ Clean Up the World
- ⇒ Clean Up Mobile Phones
- ⇒ The Great Northern Clean Up
- ⇒ Clean Up Our Port of Tasmania.

In 2019, 53% of the organisation's funding came from corporate sponsorship and 37% from individual contributions, with just 0.3% from government sources!

77% of the Clean Up organisation's funds were spent directly on campaign delivery and just 4% on administration (i.e. the cost of running the enterprise, including paid staff).

Perhaps you might consider participating in this community enterprise by volunteering,

or by coordinating a group of Year 7 students as part of a Community Engagement Project project?

Source:

[www.cleanup.org.au](http://www.cleanup.org.au)



Image: Milkos/  
Depositphotos.com



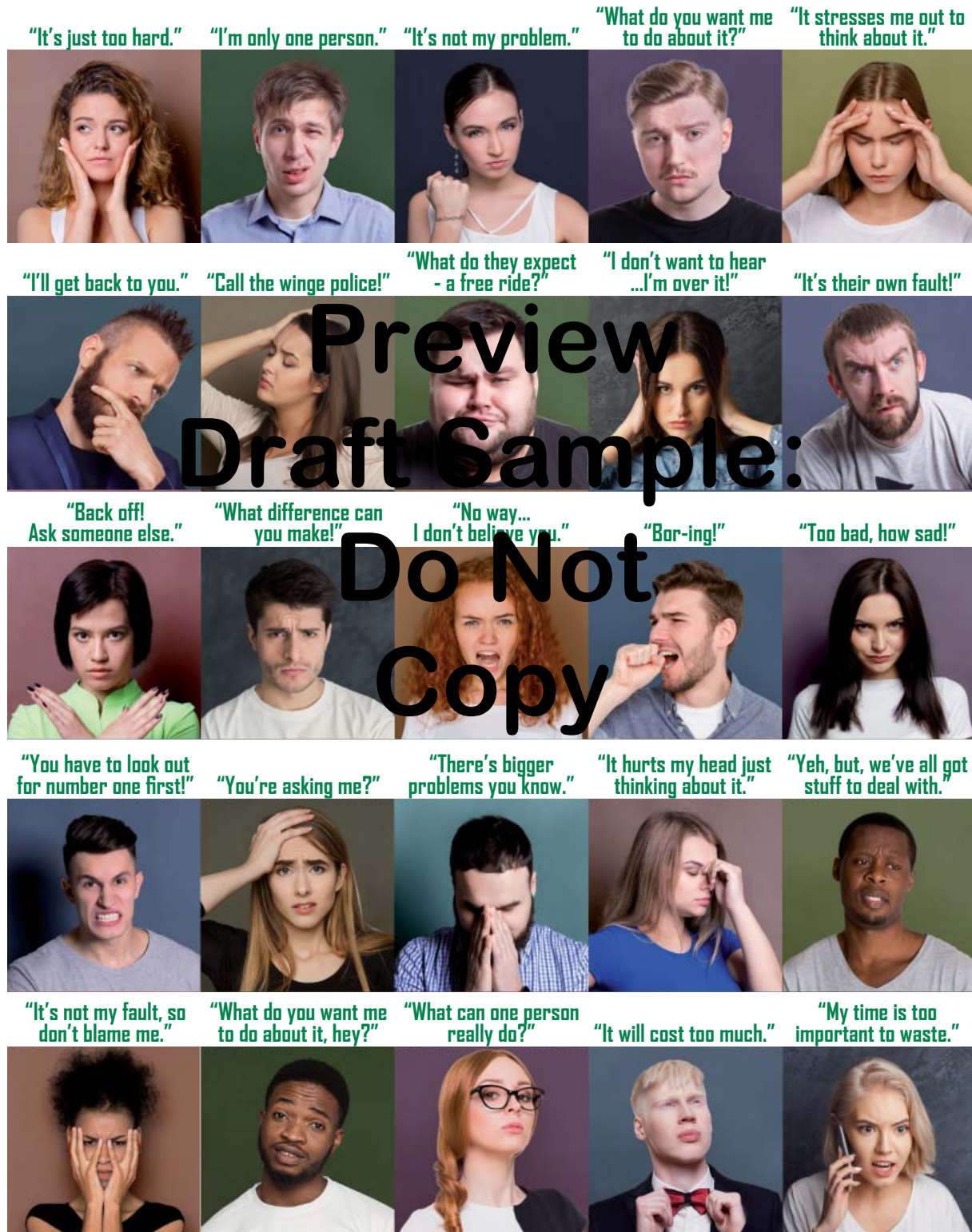
## 6.13 Engaging Others

### Cry me a river

It's not always easy to get the help and support of others. Some people can find many reasons or excuses why they do not want to get involved with community issues.

- 🗣️ Have a look at the responses below and discuss whether you have heard these before (and indeed, whether you yourself, might have said this before!).

Image: Milkos/  
Depositphotos.com





**Cry me a river     A**

1. Choose 8 of the responses given by the (older) people on p.128. Name each person and write their response in the table. Add 2 more of your own.
2. Explain why you think they might be responding this way? i.e. Attitude.
3. Describe how their response make you feel, and why so?
4. What do you think you could say in reply to each person? Would you?

[illegible]

## 6.15 Engaging Others

### Reaching out

It is true - there is strength in numbers! One person cannot change the world. It's important for you to find others who share your values, and unite with them to try and create positive change. There is power in 'like people'. But people also 'like power'.

An **agent for change** can be described as someone who highlights or illustrates an issue. We are seeing this most often through social media commentators who take a stance on an issue to bring it to the attention of others. These people often self-publish 1,000s of words a week on the issue. They are good at communicating about problems and reaching an audience. They are 'right' and people who question them or disagree with them, are wrong. They often attract a mob of followers.

However, these people are increasingly not so good, at being proactive problem-solvers. In many cases, they seem to prefer complaining about an issue, rather than seeking to find pragmatic ways to deal with the issue itself. In essence, their 'social media-driven' self-identity becomes tied up with them being experts about the 'big' problem; rather than breaking down the causes of the problem to find achievable solutions.

Essentially these people are managers of information and agitators for change. That is an important role. But it is not the only role.

An **agent of change** is a different type of person. They understand the problem. They analyse the contrary arguments - which helps strengthen their own case. They become proactive in trying to develop ways to deal with the problem. They analyse the causes of the problem to break the issues down into smaller components. They avoid using simple black/white, right/wrong, and good/bad language and analysis.

These people understand that change starts with an individual, and that big changes are really just an accumulation of small proactive actions. They seek to make positive change through their actions, and not just their words; by encouraging supporters and by modelling good behaviour (rather than forcing it on others).

They don't alienate people by calling them uncaring, stupid or bad! They understand that they can't change someone else's attitude - so they don't waste time with naysayers, critics and trolls. This means that they also don't waste time, and emotional energy, getting into unwinnable arguments on social media.

They think along the lines of, "I know I can't solve everything on my own. But what I can do next can make a small positive change. And if there's 10 of us doing that in our community - then we are getting somewhere."

Essentially these people are leaders of others. That is an important role. And perhaps it is the most important role for you to grow into.

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#### 80-20 Rule

The 80-20 rule (or the Pareto rule) states that 80% of outcomes are likely to be due to 20% of causes or factors. Results can be shown on a bar graph. i.e.

- 😊 80% of complaints are likely to come from 20% of people.
- 😊 80% of crime is likely to be caused by 20% of offenders.
- 😊 80% of problems are likely to be caused by 20% of factors.
- 😊 80% of donations are likely to come from 20% of supporters.

The 80-20 rule suggests that you should concentrate on the main issues or problems (the 20%) that are responsible for most of the bad outcomes (the 80%). You can never fix 100% of the causes, so you should try and fix the main issues just by addressing a few, or maybe even just one, issue or cause.

The 80-20 rule works well in conjunction with drilling-down and checksheets.

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It is time for you to engage with others by being an **agent for change**; and then to join together to become **agents of change**. Apply the **RASME Up** call to action (p.28), to draft an action plan to engage with others to make positive change. Start drafting ideas.

Agent for change	Agent of change	Link with external parties
<b>Recognise</b>		
How can I get others to <b>recognise</b> the issue or problem?	What can we do to make a positive difference?	How could external parties help us to broaden <b>recognition</b> ?
<b>Analyse</b>		
How can I get others to proactively <b>analyse</b> the issue?	What can we do to make a positive difference?	What advice could external parties provide to enhance our <b>analysis</b> .
<b>Strategise</b>		
How can I get others to be part of a <b>strategy</b> for positive action?	What can we do to make a positive difference?	What <b>strategies</b> could we learn from external parties?
<b>Mobilise</b>		
How can I get others to be willing and able to <b>mobilise</b> into action?	What can we do to make a positive difference?	How could we link with external parties to mobilise <b>resources</b> ?
<b>Energise</b>		
How can I encourage others to <b>energise</b> themselves for action?	What can we do to make a positive difference?	How could people from external parties help us <b>energise</b> ?

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## 6.17 Analysing Issues

### Information

As part of your complex Community Engagement Project you will need to research information, and then analyse this in a fair and unbiased manner. To facilitate this you should:

1. ask an expert or someone with experience in the field,
2. research information from books, newspapers, journals and other printed sources, and
3. use online sources to find out information.

As always, take care when researching information online, especially on social media. You must be able to demonstrate good research skills, which requires you to be discerning, critical and analytical. These tips below are not new...but they are more relevant than ever!



*"Ask your librarian - this is their field of expertise."*

### 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, 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. When real small, non-profit groups may not show up initially. Also look for URLs ending in .org.

### Finding facts

If you need to find out facts then use reputable, long-standing and verified sites.

Many bloggers, Wikis and online fan sites 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.

### Company information and PR

Company sites will get an early hit on search engines, but they are only likely to tell you one side of a story.

Look for reputable newspapers and media outlets, 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 written by accurate, unbiased sources? Use Wikis as a starting point. Check other sources as a cross reference, such as a legitimate encyclopedias.

### 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 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 as chat in blogs and forums and on Twitter, Facebook, Instagram, Snapchat, TikTok 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).

**Fact or fiction?**

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

One of the main problems is that claims are presented as 'facts', when they really just are advertising, spin, opinion, conjecture, anecdote, hyperbole, misinformation, or in some cases, downright lies.

You should already know this. When analysing information it is important that you can identify and deal with bias. A lot of media and online information carries a bias.

So too does information disseminated by community members and other stakeholders who have a vested interest in distorting the facts. Can you spot

the difference? So always ask yourself the following questions.

1. **Authority:** Are they in a position to know?
2. **Vested interest:** What's in it for them?
3. **Independence:** Who's 'voice' is being used?
4. **Evidence:** Are real statistics provided, or just anecdotes?
5. **Verification:** Has it been, or can it be, proven/disproved?
6. **Media:** How is it being communicated?



# Preview

## Draft Sample:

### Analysing an Issue

**What is the issue?**

- ⇒ In one sentence clearly explain the issue, as a question, without taking sides.
- ⇒ e.g. Can cyberbullying be prevented by the social media sites themselves?

**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 affected.

**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:

- ⇒ suggest possible solutions to address the issue; and/or..
- ⇒ prepare a conclusion that summarises the issue; and/or...
- ⇒ make recommendations based on your analysis of the issue.

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## 6.19 Analysing Issues

### Just the facts please, truly!

There's facts...and then there's facts. It's important that you can apply the tools of clear thinking to sort out the 'truth' from the 'facts' to get 'the real truth'; or even just 'a real truth'. And there are so many 'truths' today, with all the knowledge of human history online and available within a few clicks (but so too is all the opinion

and all the lies). So do you know where to look?

You may have investigated these tips in Literacy, but it is vital that you double-down as part of your research to support your Community Engagement Project.

### Lesson 1: Skewed sample

The power of the skewed sample - You can get anyone to agree if you ask the right question to the right group of people.

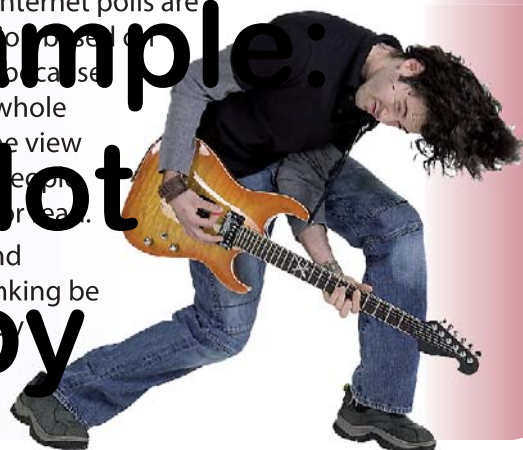
Most surveys use a cross-section, or representative sample, of the general population. This means that people from different backgrounds, ages, geographical areas, education, income levels and other demographic characteristics are surveyed, in proportion, to give a general view of society's opinions.

A skewed sample does not represent everyone's views equally. If you were at a metal concert and surveyed the people who like hip hop then you might get a 100% negative response. Someone who wants to misuse this information would say 100% of people hate hip hop music. This is a misuse of statistics based on a skewed sample. Social media 'conversations' usually are based on a skewed sample.

Current affairs programs, newspaper, magazine and internet polls are usually skewed. They might as a 'outrage' question pose for a story they have just shown. The sample is skewed because first of all their audience is not representative of the whole general public; secondly, people who hold an extreme view are more likely to respond to the survey and thirdly, people have been manipulated by what they have just seen or read.

So if they show a story on teenage binge drinking, and then pose the question, "Should the legal age for drinking be raised to 21?" then nearly all respondents to the survey will answer in the affirmative because they are outraged. However, that is not even the issue!

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### Lesson 2: Overgeneralisation

Want to make a slippery point? Then make a generalisation based on little or nothing.

"My grandfather lived to the age of 86. And he smoked. And he didn't get lung cancer. So therefore smoking does not give you lung cancer."

"My uncle went to university and he is unemployed. So therefore going to university doesn't help you get a job."

And one more thing for good measure...

"I was chatting to this woman online who is studying science and she said that climate change is false and that it is a beat-up by the green fun police."

Enough said.



## Lesson 3: It's what you don't say that might be more important

Statistics can be manipulated by ignoring any information not in support of your viewpoint. For example, there are thousands of reputable scientific studies being done worldwide each year into the effects of global warming on climate change. (Most will find a connection; just ignore those ones.) However, statistically, some will find no clear connection between a particular activity and the increased incidence of global warming.

So, ignore all the surveys that show an unfavourable result and only use and promote those that support your contention. "According to a 2020 Indonesian scientific study into the relationship between logging of rainforests and global warming, there was no direct link shown!" And also ask, who 'paid' for the study - is it independent - or was it funded by an 'interested' stakeholder?

Image: MarioLisovski/iStock/Thinkstock

You can apply the same principle to the findings of reports and studies that only extract the information that they need to prove their point.

This is a common tool of marketers and advertisers. You don't talk about any negatives, you only talk about the few positives; e.g. refer to the weight loss, beauty products and social esteem industries that now dominate 'candid' Insta' profiles!



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Image adapted from:  
HitToon/Depositphotos.com



## Lesson 4: Nine out of ten smart students would already know this

If you don't have much evidence then quote an authoritative spokesperson and bluff your way through!

For example, 9 out of 10 nutritionists say that if you eat "Rice Gringoes for breakfast then...", well you've heard it before. You need to be careful who a professional is 'working' for and make sure that advertising doesn't make itself out to be true and unbiased information.

Sometimes statistics are quoted as research done by scientists. Which type of scientists are they talking about? Many companies employ or fund their own 'scientists'. You need to be sure that the research comes from independent agencies. Universities are usually independent researchers.

And of course, authority is used to make you sound informative, and to make someone else sound stupid, i.e. the shock-jock tactic. For example:

"Anyone with half a brain...",

"All educated people know...",

"It would be un-Australian to...",

"...so, only a fool would disagree".

These sorts of statements make it hard to disagree with an authoritative sounding statement. i.e. "I would be a half-brained, non-educated, un-Australian fool if I disagree."

## 6.21 Analysing Issues

### Lesson 5: Mixed up cause and effect

Statistics can be used to mix-up cause and effect, especially when many factors might operate individually, or together, to affect an outcome.

e.g. Jake was dangerously overweight so he saw his doctor who devised a kilojoule controlled eating plan, cutting out junk food and removing alcohol and fizzy drinks. He also engaged a personal trainer who devised and supervised a sensible lifestyle and exercise program. Jake also went to the pharmacy and saw an ad for the 'Flabaway' seaweed dietary aid and bought a 90 day course for \$850. Jake lost 12 kilos in the first 12 weeks. Jake put his success down to 'Flabaway'. When Flabaway heard this, they even paid Jake to appear in an online ad. Of course sales grew and...well, you know the rest of the story!

Sometimes the true cause and effect is not clear. So you can manipulate your statistics based on this lack of clarity. "8 out of 10 people who used 'Flabaway' lost weight." But what was the real reason they lost weight?



"I saw it on Kim's Intsa' feed.  
So if you don't believe me then  
prove me wrong."

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Image: Mike Watson Images/  
moodboard/Thinkstock

### Lesson 6: People want to believe

An important thing to remember is that people want to believe. And many people will believe only the information that supports their values and reinforces their attitudes. That's how advertisers sell products that:

"Reverse the ageing process."

"Help you earn big money, fast, with no risk and no effort on your behalf." and

"Make you lose weight fast without the need for painful exercise!"

The only ways to catch a lie is to either know the truth; or to be able to analyse a statement that seems untrue and then work out why it would be unlikely.

People would rather believe one stupid 'wellness' intsa-influencer, or current affairs host, or a rumour or 'fact' that someone's girlfriend's cousin's brother heard about from a dude on the tram that saw it on the internet, rather than believe something that has real evidence supporting it!

Don't believe me? As a society we are becoming more educated and have more information immediately at our fingertips. Yet we aren't getting any less-wrinkly, people haven't stopped losing money to internet scammers and we definitely aren't getting slimmer! And what about "fake news"!

And while you're at it - look up **confirmation bias** (Lesson 7) - we all do it at times, which is sad but true. So it is important that in your research you stop yourself from just searching for information that already confirms, not what you need to know, but what you want to know!



## Making a case

A

1. Working as a pair or in groups, use social media to find the evidence that supports each of the following statements. Are they all true?



Evidence	Degree of truth
1. Teenagers are growing 'skull horns' from overuse of digital devices.	
2. Baldness is inherited from your mother.	
3. A mother bird will reject its baby if it's been touched by a human.	
4. "Kangaroo" means "I don't know" in the local indigenous language.	
5. Eating celery actually burns more kilojoules than you consume.	

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2. You are required to prepare and give a brief (2 minute) presentation to the class. You will argue in support of a particular viewpoint that matches your values in relation to an environmental, cultural or social issue of your choosing. You are expected to research, communicate and argue 3 points of clearly researched 'positive' information to support your viewpoint.

However, a quarter of you will be randomly, and secretly, selected by your teacher to research, and then present on an issue, in a way that is in complete opposition to your own values. (Your teacher might give everyone a secret card, most will have "for your values", the opposition cards will have "against your values".)

- As a class evaluate each presentation using simple assessment criteria.
- Explain if the speaker changed, affirmed, or didn't alter your point-of-view; and why?
- Who were doing the secret 'opposite values' presentations? Could you tell? How so/why not?

## 6.23 Analysing Issues

### B Analysing an issue

Choose a specific environmental, cultural or social issue that you feel strongly about. Start researching this issue by using these steps as a starting point.

*What is the issue?*

*Who are the key stakeholders, and what are their roles?*

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*What are the facts surrounding the issue?*

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*What are the main opinions related to the issue - both for and against?*  
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*How would you summarise the issue, and/or what recommendations can be made?*

## Community Issues and Partnerships AT1

## ⇒ Task overview

You are required to prepare and present a report that researches and analyses an environmental, cultural or social community problem or issue. The report should also investigate community partnerships that could help address this community issue. You must negotiate the problem or issue you are investigating in consultation with your teacher.

## ⇒ Task requirements

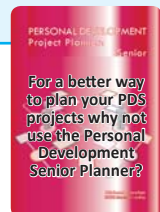
As part of the report you must do the following.

1. Identify appropriate research methods.
2. Critically analyse an environmental, cultural or social community problem or issue.
3. Research the roles of potential support/community groups in relation the problem or issue.
4. Identify external partnership opportunities; develop goals and objective of the partnership arrangement, and implement and evaluate strategies to maintain these partnership arrangements relevant to the problem or issue.
5. Evaluate the effectiveness of the external partnership arrangement.
6. Use appropriate digital media to report on your findings.

*Tips: You might have already gone some way to answering points 1-5 when completing various activities in Section 6. Use the boxes below to start drafting important task and planning information to use as the basis of your report.*

List any important task information given by your teacher.

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- 1. Describe the research methods I/we will use and resources.**  
(What, who, when & how?)

## 6.25 Assessment Task

**2. Critically analyse a community problem or issue.**

**3. Research the roles of potential supporters / community groups;  
re: the problem/issue.**

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**4a. Identify external partnership opportunities;  
re: the problem/issue.**

**4b. Develop goals and objectives of the partnership arrangement;  
re: the problem/issue.**

**4c. Implement and evaluate strategies to create a successful partnership;  
re: the problem/issue.**

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**5. Use criteria to evaluate the effectiveness of the external partnership.**

**6. Plan my/our report presentation incorporating ICT.**

## 6.27 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?

→ \_\_\_\_\_

→ \_\_\_\_\_

To what extent did I build and apply my personal development skills this unit?

<b>0</b> not shown	<b>1</b> low	<b>2</b> reasonable	<b>3</b> good	<b>4</b> very good	<b>5</b> excellent
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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: Community Engagement

7

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Comments:

## 7.01 Effective Planning

### Community Engagement Project

For PDS Senior: Unit 2 you are required to plan, organise and complete a complex Community Engagement Project utilising project management skills.

This task requires you to manage this project autonomously. This doesn't mean that you do the project all on your own, but rather that you have full responsibility for the outcomes of this project, as part of a team, under direction from your teacher and other relevant supervisors.

You are well aware that you will need to put in a lot of work prior to actually doing the project. Most of this preparatory work involves planning and then organising, to enable your team to achieve the goals and objectives associated with the project.

As you already know, the best way to achieve long-term goals is to break them down into shorter, more achievable, day-to-day objectives. This supports your **planning**, and enables you to move to the **organising** and then to the **doing** stages as part of the **PODR process**. You are also expected to be able to **review** your progress throughout all stages of the project, and make necessary adjustments where needed.



You wouldn't swallow an apple whole, without any bites, would you?

### Project management

In order to effectively plan, organise and complete your complex Community Engagement Project, you should adopt a project management approach.

A project management approach includes planning and organising all the tasks, activities, resources, skills and responsibilities that are associated with the project. These can be listed under 4 different project management categories.

- 1. Task management:** All the activities that need to be done at different stages of the project.
- 2. Equipment management:** The various devices, tools and other equipment needed to undertake the project, and their associated costs.
- 3. Materials management:** Consumables and other inputs that are used up as part of the project, and associated costs.
- 4. People management:** The various tasks and responsibilities assigned to team members.

Of course, an overriding project management requirement is that of effective **time management**. This includes estimating and scheduling using rosters, to-do lists, timelines, diaries and other time management tools.

You will also have to develop a back-up or **contingency plan**, that you can implement, in case various things go awry when undertaking your project.



## Planning Timeframes

### Strategic (long-term)

- ✓ Determine the timeframe needed to achieve the overall, long-term goal, starting from the initial planning phase, right through to project completion.
- ✓ For your complex Community Engagement Project, this timespan is likely be about 3-4 months (if project is to be completed within 1 semester) or 8-9 months (if to be completed over the whole year).

### Tactical (mid-term)

- ✓ Break down the long-term goal and structure it into a series of smaller stages.
- ✓ For your complex Community Engagement Project you should organise this timeline on a week-by-week basis (for a single-semester project) or a 2-weekly basis (for a 2 semester project).

### Frontline (day-to-day)

- ✓ Each of the tactical goals should be further broken down and organised into achievable and measurable timeframes.
- ✓ For your complex Community Engagement Project these should be organised, rostered and of course, completed on a daily, hourly or even shorter (15 or 30 minute) basis.

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### Community Engagement Project

A

Discuss the complex Community Engagement Project with your class and with your teacher. List your major objectives/requirements for this project for this unit. Record any important timeframes.




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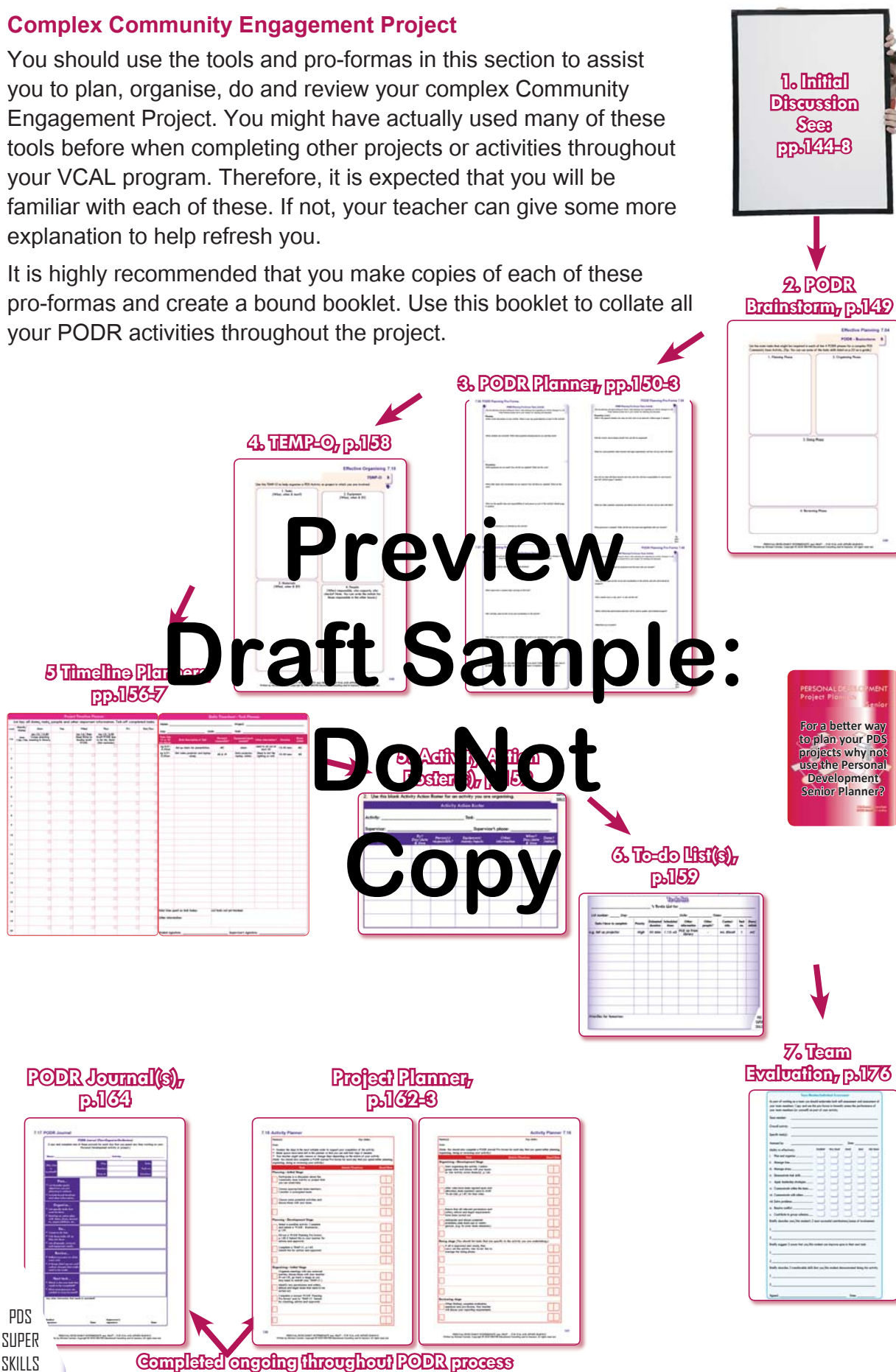
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## 7.03 Planning Community Engagement Project

### Complex Community Engagement Project

You should use the tools and pro-formas in this section to assist you to plan, organise, do and review your complex Community Engagement Project. You might have actually used many of these tools before when completing other projects or activities throughout your VCAL program. Therefore, it is expected that you will be familiar with each of these. If not, your teacher can give some more explanation to help refresh you.

It is highly recommended that you make copies of each of these pro-formas and create a bound booklet. Use this booklet to collate all your PODR activities throughout the project.





## The Project Focus....

### Community problems or issues might include...

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> environmental issues                 | <input type="checkbox"/> charity support                          | <input type="checkbox"/> cyberbullying and online harassment |
| <input type="checkbox"/> climate change                       | <input type="checkbox"/> welfare programs                         | <input type="checkbox"/> community isolation                 |
| <input type="checkbox"/> recycling                            | <input type="checkbox"/> homelessness                             | <input type="checkbox"/> work/life balance                   |
| <input type="checkbox"/> sustainability                       | <input type="checkbox"/> public safety                            | <input type="checkbox"/> educational issues                  |
| <input type="checkbox"/> use of renewables                    | <input type="checkbox"/> online safety                            | <input type="checkbox"/> crime and punishment                |
| <input type="checkbox"/> poor recreational facilities         | <input type="checkbox"/> access to community services             | <input type="checkbox"/> public safety/personal security     |
| <input type="checkbox"/> public transport issues              | <input type="checkbox"/> community poverty                        | <input type="checkbox"/> youth unemployment                  |
| <input type="checkbox"/> aged-care issues                     | <input type="checkbox"/> sporting/community clubs and involvement | <input type="checkbox"/> graffiti and vandalism              |
| <input type="checkbox"/> community isolation                  | <input type="checkbox"/> volunteer support                        | <input type="checkbox"/> inappropriate public development    |
| <input type="checkbox"/> natural disaster prevention/recovery | <input type="checkbox"/> road driver and passenger safety         | <input type="checkbox"/> _____                               |
| <input type="checkbox"/> human rights                         | <input type="checkbox"/> substance abuse issues                   | <input type="checkbox"/> _____                               |
| <input type="checkbox"/> cultural diversity                   | <input type="checkbox"/> youth-related issues                     | <input type="checkbox"/> _____                               |
| <input type="checkbox"/> anti-discrimination                  | <input type="checkbox"/> mental health awareness/depression       | <input type="checkbox"/> _____                               |
| <input type="checkbox"/> animal welfare concerns              |   |  |
| <input type="checkbox"/> animal rights                        |   |  |
| <input type="checkbox"/> lifestyle issues                     |   |  |

**Preview  
Draft Sample:**

**Do Not  
The Project Method...**

### Types of Community Engagement Projects might include...

- |   |  |
|---|--|
| <input type="checkbox"/> public relations campaign          | <input type="checkbox"/> environmental training program    |
| <input type="checkbox"/> fundraising project                | <input type="checkbox"/> environmental renewal project     |
| <input type="checkbox"/> community service program          | <input type="checkbox"/> environmental awareness campaign  |
| <input type="checkbox"/> community support project          | <input type="checkbox"/> cross-cultural awareness campaign |
| <input type="checkbox"/> volunteer program                  | <input type="checkbox"/> art exhibition                    |
| <input type="checkbox"/> mentoring program                  | <input type="checkbox"/> community gardening               |
| <input type="checkbox"/> cross-age tutoring                 | <input type="checkbox"/> primary-school mentoring          |
| <input type="checkbox"/> peer-support leadership            | <input type="checkbox"/> coaching/lifestyle clinics        |
| <input type="checkbox"/> enterprise activities              | <input type="checkbox"/> child sponsorship                 |
| <input type="checkbox"/> ongoing micro-business             | <input type="checkbox"/> _____                             |
| <input type="checkbox"/> crowd-funded enterprise            | <input type="checkbox"/> _____                             |
| <input type="checkbox"/> recycling program                  | <input type="checkbox"/> _____                             |
| <input type="checkbox"/> community awareness campaign       |  |
| <input type="checkbox"/> community TV and radio involvement |  |
| <input type="checkbox"/> advertising campaign               |  |



## 7.05 Planning Community Engagement Project

### The Project Outcomes...

The project's communication outcomes could involve one or more of...

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> sustained presentation  | <input type="checkbox"/> theatre/dramatic play | <input type="checkbox"/> competitions         |
| <input type="checkbox"/> web site                | <input type="checkbox"/> comic/graphic novel   | <input type="checkbox"/> luncheon/morning tea |
| <input type="checkbox"/> social media page       | <input type="checkbox"/> artwork/mural         | <input type="checkbox"/> _____                |
| <input type="checkbox"/> app                     | <input type="checkbox"/> zine/booklet          | <input type="checkbox"/> _____                |
| <input type="checkbox"/> advertisement           | <input type="checkbox"/> training session      | <input type="checkbox"/> _____                |
| <input type="checkbox"/> PR campaign             | <input type="checkbox"/> recreational event    | <input type="checkbox"/> _____                |
| <input type="checkbox"/> seminar                 | <input type="checkbox"/> fundraising events    | <input type="checkbox"/> _____                |
| <input type="checkbox"/> information session     | <input type="checkbox"/> documentary           | <input type="checkbox"/> _____                |
| <input type="checkbox"/> education program       | <input type="checkbox"/> school magazine       | <input type="checkbox"/> _____                |
| <input type="checkbox"/> video production        | <input type="checkbox"/> game                  | <input type="checkbox"/> _____                |
| <input type="checkbox"/> music/dance performance | <input type="checkbox"/> blog                  | <input type="checkbox"/> _____                |

# Preview Draft Sample:

## A Community Engagement Project - mix & match



1. Discuss these 3 lists as a class. Add some other ideas to each of the lists.
2. Try mixing and matching from each of the 3 lists. Use the table below.
3. Use cut-out cards featuring each of these ideas, so that you can mix these randomly and generate some match-ups as potential ideas (your teacher might supply these cards).

Focus...	Method...	Outcome(s)...



### PODR - Brainstorm **B**

List the main tasks that might be required in each of the 4 PODR stages for your complex Community Engagement Project. (You can use some of the task skills listed on p.155 as a guide.)

#### 1. Planning Stage

#### 2. Organising Stage

**Preview  
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#### 3. Doing Stage

#### 4. Reviewing Stage

## 7.07 PODR Planning Pro-Forma



### PODR Planning Pro-forma: Team Project

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

#### **Planning:**

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

*Which students are involved? What skills/expertise/background do you and they have?*

*What external partnerships could you pursue?*

# Preview

#### **Organising:**

*What equipment do you need? How will this be supplied? What are the costs?*

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*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 project? (Attach page if needed.)*

*Who else is involved in, or affected by, the project, including external partners?*

**PODR Planning Pro-forma: Team Project**

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

**Organising (cont.):**

*What is the general timeline, and by when do tasks have to be done? (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?*

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*How will you deal with these hazards and risks, and who will have responsibility for each hazard and risk? (Attach page if needed.)*

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*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?*

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## 7.09 PODR Planning Pro-Forma



### PODR Planning Pro-forma: Team Project

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

**Doing:**

*When will the project take place/what is the timeline?*

*What supervision is needed when carrying out the tasks?*

*Who will help supervise the set-up and coordination of the project?*

*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.)*

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### PODR Planning Pro-forma: Team Project



Use this planning and goal-setting pro-forma when planning and organising a project. 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 project; and who will evaluate its progress?*

*Will a mentor from an external partnership 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?*

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#### **Other:**

*What other information is important?*

## 7.11 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 achievable objectives.

Effective organising also involves a project management approach. This includes developing action plans, mobilising resources and assigning people to the most appropriate tasks. When all the required tasks are well-organised, the doing stage should run much more smoothly.

Some key project management components of successful organising are:

- 1. Task Management:** Determining effective ways for getting the project done including using or developing systems, processes, procedures and other methods; and organising these and associated timelines.
- 2. Equipment Management:** Identifying and costing the equipment and facilities that will be needed to successfully support the tasks associated the project; and organising these and associated timelines.
- 3. Materials Management:** Identifying and costing any inputs, materials, stock and other consumables needed to undertake the project tasks; and organising these and associated timelines.
- 4. People Management:** Assigning team members and teams to various project tasks, and monitoring and reviewing their performance and organising relevant rosters and timelines.



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#### Project Timeline Planner

- ✓ Use this to plan and record appropriate long-term, mid-term and short-term timeframes.
- ✓ Set it out clearly, discuss it with your team, and then refine the timeline and circulate to all team members.
- ✓ Then set diary, email or smart phone reminders.

#### Activity Action Roster

- ✓ Use this to plan, allocate and record overall task responsibilities and other important information.
- ✓ This can be done in team planning meetings.
- ✓ After these are completed, each team member should then create their own to-do lists based on their roles outlined in the Activity Action Roster.

#### To-do lists

- ✓ Use these to ensure that you list all your requirements, so that you don't overlook any important tasks.
- ✓ List everything that needs to be done and appropriate details/ deadlines; tick off each task as it is completed.
- ✓ To-do lists can also be used to help organise tasks in the right order.
- ✓ You can use a diary, notes or list app on your smart phone.

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# Task skills A

- Below are 70 different and related tasks/activities that might be associated with a complex Community Engagement Project. Add 10 more of your own.
- Circle whether you feel you have a high, medium or low level of competency in each skill. How might you develop these skills? Initial who in your group might be most suitable to take responsibility for this work task for your complex Community Engagement Project.

Task skills	My skill level	Who?	Task skills	My skill level	Who?
1. Organise resources...	H M L		41. Develop marketing materials...	H M L	
2. Organise team members...	H M L		42. Brief team members...	H M L	
3. Organise travel times...	H M L		43. Prepare visual aids...	H M L	
4. Give oral presentations...	H M L		44. Check for safety...	H M L	
5. Take minutes...	H M L		45. Use multimedia...	H M L	
6. Use a phone effectively...	H M L		46. Organise music...	H M L	
7. Plan timelines...	H M L		47. Handle and collect money...	H M L	
8. Help people with problems...	H M L		48. Lead a team..	H M L	
9. Complete tasks on time...	H M L		49. Estimate quantities...	H M L	
10. Organise transportation...	H M L		50. Prepare food...	H M L	
11. Develop new ideas...	H M L		51. Collect information...	H M L	
12. Plan and organise rosters...	H M L		52. Develop web materials...	H M L	
13. Prepare written information...	H M L		53. Create apps...	H M L	
14. Negotiate permission...	H M L		54. Make decisions...	H M L	
15. Work with external people...	H M L		55. Arrange people...	H M L	
16. Use smart phone reminders...	H M L		56. Use office equipment...	H M L	
17. Allocate tasks...	H M L		57. Print handouts...	H M L	
18. Make appointments...	H M L		58. Organise guests...	H M L	
19. Plan and prepare budgets...	H M L		59. Plan presentation...	H M L	
20. Hire rooms and facilities...	H M L		60. Record a presentation...	H M L	
21. Communicate task responsibilities...	H M L		61. Create PowerPoint presentation...	H M L	
22. Write a speech/presentation...	H M L		62. Manage security...	H M L	
23. Use conflict resolution strategies...	H M L		63. Operate computer equipment...	H M L	
24. Record people's details...	H M L		64. Contact clients and suppliers...	H M L	
25. Organise guest speakers...	H M L		65. Make announcements...	H M L	
26. Book facilities...	H M L		66. Troubleshoot technical issues...	H M L	
27. Hire equipment...	H M L		67. Use AV equipment...	H M L	
28. Introduce guests...	H M L		68. Clean-up location...	H M L	
29. Host a function...	H M L		69. Return equipment...	H M L	
30. Confirm attendance/appointments...	H M L		70. Complete an evaluation...	H M L	
31. Be punctual/keep appointments...	H M L		71.	H M L	
32. Organise refreshments...	H M L		72.	H M L	
33. Use email professionally...	H M L		73.	H M L	
34. Use tools and equipment safely...	H M L		74.	H M L	
35. Understand another language...	H M L		75.	H M L	
36. Plan an agenda...	H M L		76.	H M L	
37. Follow an agenda...	H M L		77.	H M L	
38. Develop a project plan...	H M L		78.	H M L	
39. Use a diary/journal...	H M L		79.	H M L	
40. Contact members of a network...	H M L		80.	H M L	

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## 7.13 Timeline Planners

Project Timeline Planner							
List all key dates, tasks, people and other important information. Tick off completed tasks.							
week	Month/ Dates	Mon	Tue	Wed	Thur	Fri	Sat/Sun
e.g.	Aug 12th-18th	Aug 12/ 12.30 Group planning meeting in library.		Aug 14/ 9am Meet Richo to finalise draft PODR.	Aug 15/ 3.30 Draft PODR due to Mr McSmitt. (set reminder)		
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 7.15 Effective Organising

### A TEMP-O

Use this TEMP-O to help organise the complex Community Engagement Project.

**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.)

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### 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

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## 7.17 Assessment Task

### AT2 Community Engagement Project

#### ⇒ Task overview

You are going to undertake a **complex Community Engagement 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 or team project then you will likely work in a group situation.)

**You will need to consult and negotiate with your teacher about the nature and suitability of the Community Engagement Project in which you will be required to participate. Your project will address the environmental, cultural or social community issue or problem that you investigated in Section 6, and as part of AT1.**

In some cases your school will have already determined this project for you. This could take the form of a whole-class project. In other cases you might have to plan and organise a project related to a context that you have been studying such as community engagement, social connectedness, social and environmental awareness, or participation in a democratic society.

#### ⇒ Task requirements

- Use the **PODR** planning process on pp.150-158 to guide your planning. 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 negotiated with, and approved by, your teacher. You might also have to add some tasks to each of these in O.K. stages, depending on your particular project.
- Your teacher might start you planning this complex Community Engagement Project early in the unit, and then have you continue your **planning and organising** on an ongoing basis leading up to the **doing** stage.
- You have to complete the evaluation report questions on p.161 as part of the **reviewing** stage.
- You are likely to have to also complete **AT3 Sustained Presentation**, pp.186-7, in relation to your complex **Community Engagement** project.

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

*List some potential project ideas here.*





### Evaluation of Complex Community Engagement Project

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

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

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

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

#### 1. Research: Evaluation

1. Summarise the complex Community Engagement Project that you undertook.
2. Describe the environmental, cultural or social problem/issue being addressed.
3. Outline the research methods you and your team used to analyse the community problem/issue.

#### 2. External partnership: Evaluation

1. Describe the external partnership opportunities that you and your team utilised in relation to the community problem/issue.
2. Outline the goals and strategies used to maintain these external partnerships.
3. Use 4-6 criteria to evaluate how successfully you and your team performed at meeting the goals associated with your external partnership.
4. Summarise the effectiveness of the external partnership in raising awareness of a community problem/issue.

#### 3. Planning and Organising: Evaluation

1. Outline the key planning and/or organising strategies used by you and your group.
2. Describe key external factors that impacted on the project.
3. Explain any contingency or back-up plans that were developed, and explain whether they were needed as part of the project.
4. Use evidence to describe how successful you and your group were, at planning and organising the project.

#### 4. Communication: Evaluation

1. Outline the format, media and content of your sustained presentation.
2. Discuss the feedback you (the group) received from the audience (including the community partners) in relation to your communication of information.
3. Evaluate your own, and your team member's communication, in the presentation.

#### 5. Teamwork Skills: Evaluation

1. Describe how your group negotiated and made decisions in order to achieve objectives associated with the project.
2. What were your roles as part of this project? Why these?
3. Explain how your group used conflict management/resolution skills and strategies associated with this project.
4. Evaluate the effectiveness of your team at successfully completing the project.

## 7.19 Project Planner

Name(s):		Key dates:
<b>Issue:</b> ⇒ Number the steps in the most suitable order to support your completion of the project. ⇒ Blank spaces have been left in this planner so that you can add task steps if needed. ⇒ Your teacher might add, remove or change steps depending on the nature of your project. (Note: You should also complete a PODR Journal pro-forma for each day that you spend either planning, organising, doing or reviewing your project.)		
Task	Details/Timelines	Done?/Date
<b>Planning - Initial Stage</b>		
<input type="checkbox"/> Participate in a discussion about the Community Engagement 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 projects 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 project. Complete and submit a 'PODR - Brainstorm', p.149.		<input type="checkbox"/>
<input type="checkbox"/> Fill out a 'PODR Planning Pro-forma', p.150-3 Submit this to your teacher for advice and approval.		<input type="checkbox"/>
<input type="checkbox"/> Complete a 'TEMP-O', p.158. Submit this for advice and approval.		<input type="checkbox"/>
<input type="checkbox"/> Meet with your external partners to start planning your role in the partnership.		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<b>Organising - Initial Stage</b>		
<input type="checkbox"/> Organise meetings with all external partners; discuss this 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, safety 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"/>

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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 project.)			
Task	Details/Timelines	Done?/Date	
<b>Organising - Development Stage</b>			
<input type="checkbox"/> Start organising the project. Confirm group roles and discuss with your teacher. Use 'Activity Action Roster(s)', p.159.		<input type="checkbox"/>	
<input type="checkbox"/> Start organising roles with your external partner, and discuss with your teacher. Use 'Activity Action Roster(s)', p.159.		<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.159, for their roles.		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/> Ensure that all relevant permissions, safety and legal requirements have been sorted.		<input type="checkbox"/>	
<input type="checkbox"/> Anticipate and discuss potential problems; plan back-ups for contingencies. (e.g. To cover team absences.)		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<b>Doing stage</b> (You should list tasks that are specific to the project you are undertaking.)			
<input type="checkbox"/> If all is approved and ready, then carry out the project. 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"/>	
<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"/>	

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## 7.21 PODR Journal

PODR Journal Pro-forma			
(Complete one of these journal records for each day that you spend any time on your PDS Project.)			
Name: _____		Project: _____	
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 lists. ⇒ 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: _____	

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# Personal Development: Advanced Team Effectiveness **8**

## Contents

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Activities 8: Team Effectiveness	p.	Due/Done?	Comment
8.01A <b>8 tips for effective teams</b>	166	<input type="checkbox"/>	
8.02B <b>Meetings and minutes</b>	167	<input type="checkbox"/>	
8.04C <b>Team roles</b>	169	<input type="checkbox"/>	
8.06A <b>Causes of conflict</b>	171	<input type="checkbox"/>	
8.07B <b>Conflict management</b>	172	<input type="checkbox"/>	
8.09C <b>Conflict in action</b>	174	<input type="checkbox"/>	
8.10D <b>Conflict management policy</b>	175	<input type="checkbox"/>	
8.11 <b>Team Evaluation</b>	176	<input type="checkbox"/>	

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Comments:

## 8.01 Group Dynamics

### Are you ready team?

Your key requirement for this unit is the successful completion of your complex Community Engagement project. Well you may have heard it all before, so now all you need to do is develop and implement strategies to ensure that your team works together as effectively as possible. To achieve this you need to address the following.

1. How to support, encourage and ensure that your team has **synergy**.
2. How to run and document **team meetings**, including developing and following an agenda, as well as taking minutes.
3. How to determine and allocate various **team roles**, and make sure that people work together in the most effective ways.
4. How to minimise and **manage conflict**.
5. How to effectively **plan, organise, do** and **review** your Community Engagement Project.

Easy peasey. Go for it!



### A 8 tips for effective teams



Discuss, and then outline, how your team will actively develop and implement strategies to ensure that all teams-based activities adhere to these 8 tips for effective teams.

Tip/rule	Our team will develop and implement strategies such as...
communicate clearly	
set clear objectives	
build synergy	
assign roles/responsibilities	
follow team rules	
take minutes	
make group decisions	
listen and be fair	

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## Taking Minutes

### Method

- ✓ Use an open notepad. LHS to follow agenda; RHS for any points/discussions that stray from the agenda.
- ✓ Number and record points that are made by following the layout of the agenda.
- ✓ If you are a good typist then use a laptop or tablet. (Don't use a phone!)
- ✓ You might even record the meeting, if that is within team rules.

### Listen

- ✓ Be an active listener.
- ✓ Wait for the person to speak, then record their main point(s).
- ✓ Try to follow the rule of 3's; i.e. Who, what and why?
- ✓ If something is not clear, then ask for it to be repeated.

### Identify

- ✓ Use initials for people.
- ✓ Record attendees, absences and apologies.
- ✓ Record who is saying what by starting each note with their initials.
- ✓ Record who moves and second motions, and those directing decisions.

### Summarise

- ✓ Use point form.
- ✓ Listen for the main points and note the key part of each statement. Use key words.
- ✓ Make other notes to yourself to help you remember.

Preview

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- ✓ All motions, notes and key decisions must be repeated exactly, including numbers for and against.
- ✓ Ask for these to be repeated so that you can record them accurately.
- ✓ Read them back to the meeting before they're put (vote) on.
- ✓ Clarify any timelines/dates.

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Meetings and minutes

B

**BTW.**  
These roles are not  
gender specific!



Running meetings, creating agendas and taking minutes are skills that can only be developed by training and practise. So practise these roles as part of your meetings.

Make sure that you rotate these responsibilities among your team members. Some people will try and avoid these - so be on guard. e.g. You have a team of 4? Then rotate agenda-setter, leader (chair), minute-taker and team organiser/facilities booker.

- i. Research and print examples of minutes, agendas, etc.. Look at videos of meetings in actions. Utilise models that suit your project team.
- ii. Find and discuss the meaning of motions, amendments, standing orders, chair(person), moving and seconding, abstention and so on.
- iii. Invite a real PA (personal assistant) to talk to the class about how to develop and use these skills.



## 8.03 Group Dynamics

### Team roles

Balance in the workplace is needed to achieve a spread of employability skills, competencies, and intelligences. Balance can create a sense of synergy whereby the whole is greater than the sum of its parts. Team strength.

One key aspect of team effectiveness relates to having an understanding of the different roles that people's personality types dictate they play in a team. Or in simpler words, team-roles.

Imagine being in a class with 24 other students just like you - all good at the same things, all interested in the same things, all approaching work tasks in the same way, and all wanting to do the same tasks! Not only would this be boring, but it would limit what gets done and how it gets done. And there would be little opportunity for new ideas and breakthroughs; no challenges, and little leadership. No cultural diversity!

This is not the first time you have been introduced to these team roles, nor will it be the last time. However, this is the time when you have to clearly reflect on the roles played by you and by your fellow team members. Doing so will enable you to take advantage of each other's strengths and to implement strategies to overcome each other's weaknesses. In other words, the key to a synergised team for your complex Community Engagement Project is in your hands.

It is essential to have a spread of work styles, abilities and personalities in a workplace to ensure that the full range of work tasks is managed effectively. This promotes flexibility, creativity, teamwork and an enterprise culture. If you don't have all the skills and competencies needed, then perhaps your fellow team member has.

Determining the functional, technical and specific work-related skills needed by employees to perform a role is usually a straightforward task. But the more 'human' aspects of how an employee operates may be more difficult to determine. Therefore, an understanding of multiple intelligence, emotional intelligence, as well as communication skills and techniques are essential for effective workplace relations and team-building.

When people work in teams they cannot help but perform certain roles. Some common examples of types you might find in a team include these 'people'.



**Dirk Blocker:** Wants to scrutinise everything, doesn't easily accept new ideas, "...it won't work."

**Norman Fuzzy:** Can't bear conflict, wants to keep everyone friendly and agreeing, "...now come on guys."

**Ivan Tornewidea:** Comes up with new ideas, new ways of thinking, lateral thought, "...have you thought about this one?"

**Stickla Inzumud:** Everything must be by the book, follows processes and procedures to the letter, "...we must address agenda item 2.74-27b before we can continue."

**Lain Backly:** The cruisey dude or dudette, happy to go with the flow, "...whatever you say, just tell me what I need to know."

**Les Talkitover:** The communicator or facilitator, helps put thoughts into words, "...so what you are suggesting is..."

**Mi-Way Orde Hi-Way:** Often promotes their new idea or suggestion; unwilling to be flexible, "...but we should do it this (my) way."

**Ty Mispressing:** Hurries things along, keeps people on track, "...come on, we have to get this finished."

**Jim Flap:** Gets around barriers to get others to change their mind, for good or bad, "But what about..."

**Ree Corda:** Notes everything down, keeps notes and records, as well according to the minutes..."

**Li-Lus:** Steps up and initiates the process, keeps things moving along, "...Now what we need to do next is..."

**Happy M Slappy:** Sees the funny side, is the distracting entertainer, "...Look at me, I've got a pencil in my nose."

**Effent Aintbroke:** Doesn't want to change things for fear of creating more work, "I don't see why we have to..."

**Undy Mineya:** Wants to make someone (usually the leader or initiator) look stupid or ineffective, "...well, you would say that."

It is important to note that people may exhibit one or more characteristics, and similar people often sit and work together. Also, it is important to have a mix of personality types on a team; both proactive and reactive types of people. All 'new ideas and no criticism' is just as bad as 'no new ideas and all criticism'. What might seem like negative traits can sometimes be quite helpful for a positive group dynamic.

## Team roles

C



1. Complete the table using your knowledge of team and group dynamics.
2. Discuss which team roles should be grouped together to create synergy, and explain your choices. Consider how seemingly negative 'traits' can be utilised in a positive way as part of a synergised team. Role play different teams-based scenarios.
3. Get your teacher to arrange it so that you can sit in on a staff meeting. Observe, record and discuss who seems to be 'acting' in various roles. Are you impressed, or shocked?

Team role	What is their role in a team situation?	Which character(s) seem to be this role & why so?	Who 'plays' this role in our team and why?
facilitator			
supporter			
timekeeper			
innovator			
peacemaker			
driver			
monitor			
influencer			
recorder			
implementer			
critic			
scrutineer			

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## 8.05 Conflict Management

### Conflict

It is natural that people, when living and working together, experience some level of conflict. Some minor conflict can even be good, stir people into action (galvanise them) and create a win:win outcome. However, most conflict is damaging and can lead to win:lose; and even lose:lose outcomes.

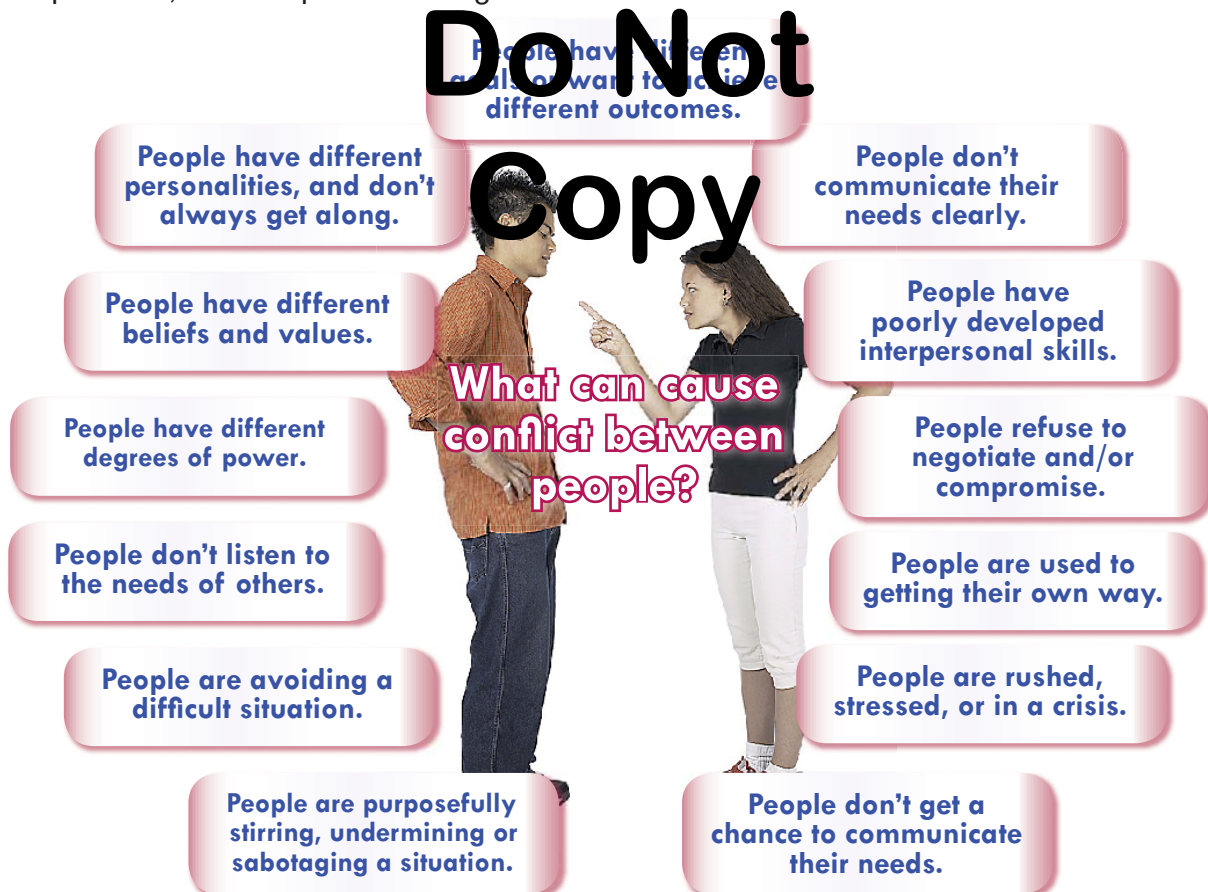
The key to dealing with conflict situations is to develop skills and strategies to ensure that conflict is managed appropriately and effectively. You will have to do this as part of your varied roles running your complex Community Engagement Project. And you might even be investigating a problem or issue that in itself originates from, or creates, a conflict situation. Conflict resolution strategies can help in that regard as well.

### Types of conflict

Conflict can occur in many different ways and situations, and you have already been introduced to those in previous VCAL studies.

**Intrapersonal conflict** is said to occur when a person undergoes an internal conflict, perhaps when they are forced to question or act against their own values. Sometimes a person might be pressured by their peers to do something that they disagree with, or a person might come up against a boss who expects them to perform a work task in a slightly unethical way.

**Interpersonal conflict** is said to occur when a person has disagreements with others. This external conflict can occur in our personal, social or professional/educational lives. This type of conflict is often tangible and can lead to negative behaviours that place strain on personal, friendship and working relations.



## Causes of conflict

# A

1. List all the causes of conflict from p.170 in the table. Working in pairs, describe an example to show how this conflict might occur in a personal, social or professional/educational situation. Add 2 more causes of conflict.
2. Discuss how these conflicts might occur as part of your complex Community Engagement Project.

[illegible]

## 8.07 Conflict Management

Words that can help you deal with conflict...



### B Conflict management

Explain how these terms can be used to help manage conflict, by using an example related to your project work team. Use 6 of the words from above, and add one word of your own.

Word	Explanation	Example for project work team
communicate	It is vital that all parties are supported to communicate their needs clearly.	If team members are arguing over their responsibilities, then they should each be able to have their say, but they mustn't be permitted to get personal, to yell or to be aggressive.

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### 1. Change conflict to co-operation 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.
- ⇒ This means to focus on what the problem actually is, and not the actions of the parties that have resulted from the problem. i.e. "The orders are late", not "he made the orders late".

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

- ⇒ Ask questions about peoples' point of view.
- ⇒ Remain calm and don't accuse or judge the other person.
- ⇒ This means allowing each side to be heard.
- ⇒ Actively listen to the needs of the other party. i.e. "Can you tell me, from your point of view, what needs to be done to deal with this problem?"
- ⇒ Ask "what happened?", or "what did you do?", not "why did it happen?"

### 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.
- ⇒ Do not ever get personal or allow the parties to continue personal attacks.
- ⇒ Show how the consequences of actions (or inaction) impacted on feelings. i.e. "The shouting made me feel..."; and take out accusations and blaming words such as "you" or "you're".

### 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.
- ⇒ i.e. If we can't solve this issue now, I think we might need to call in someone independent.

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

- ⇒ Guidelines and laws exist to help avoid conflict. Aim to follow any existing policies and guidelines.
- ⇒ Always document the situation in writing.
- ⇒ 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.
- ⇒ If unsure, 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.

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## 8.09 Conflict Management

### Empathy

Empathy can be described as the ability of a person to identify with and understand the feelings, thoughts, and to some extent, the emotions, of others. In other words, to put yourself in the shoes of someone else. Empathy, along with **compassion**, also can help you to better deal with people from socially and **culturally diverse** backgrounds.

Empathy is a key component of **emotional intelligence**. It allows a person to consider both the intended, as well as the unintended, consequences of their actions.

In team-based situations it is important that leaders and team members are aware of each others' feelings and points of view. A sense of empathy, along with compassion, can help create interpersonal insight and emotional awareness, and leads to a greater **understanding** of why people might act in a certain way.

### C Conflict in action



Use the 5 steps of the conflict resolution process to help deal with each of these conflict scenarios. Create one more of your own. Draft some ideas below, expand in your workbooks and then role play each.

#### Text to nothing

Maisie got upset at a text she received from her boyfriend of 2 months, Yinky and considered it insensitive and rude. She asked if they were going out for dinner tonight and he replied, "Beats me, but I've already eaten."

Maisie hasn't responded to Yinky's texts, PMs or calls for 3 days now. Maisie has said that they will discuss everything in two days from now. Yinky is worried that Maisie is going to break up with him over what, he believes to be, a silly mistake.

What strategies could you apply to help these two 17-year-olds resolve their personal conflict?



#### Will learn one day

Nellie, 18 has been working in a newsagency for 3 months and her boss, Ilona is very experienced in all the building skills. But the boss is a bit of a workaholic. Nellie's supervisor Reggie, 34, doesn't let her learn anything new.

It's very embarrassing in front of customers, because Reggie handles any 'harder' tasks that Nellie could easily learn and then says things in front of them like, "When you are here as long as I have been, then you'll be a pro." Reggie also rolls his eyes at the sometimes as if Nellie is dumb. The other day Nellie got sick of this and told Reggie he was "a rude idiot" and should just show her how to do these work tasks. In reply Reggie yelled at Nellie and called her a "...stupid little girl."

What strategies could you apply to help solve this interpersonal conflict?

### Conflict management policy

D



You are required to develop a conflict management policy for your work team, to help manage your complex Community Engagement Project (or some other relevant task).

Develop 8-12 clear statements that outline how conflict is to be dealt with by your team. (Note: You must consider empathy and compassion, as well as negotiation and decision-making strategies.)

Draft these below, discuss with your teacher, then develop a final copy or poster that is given to all team members. Consider doing this by using a structured meeting.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.

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## 8.11 Team Evaluation

### Team Member/Individual Assessment

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

Team member: \_\_\_\_\_

Overall project: \_\_\_\_\_

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. Complete task skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Negotiate .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Communicate within the team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Communicate with others .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Demonstrate empathy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Manage conflict.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Demonstrate leadership.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Make decisions .....	<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 project.

1. \_\_\_\_\_

2. \_\_\_\_\_

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

# Personal Development: Advanced Communication

9

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## 9.01 Communicating Information

### Sustained presentation

As you enter this final part of your Personal Development Skills program you are required to deliver a sustained presentation about your complex Community Engagement Project, of between 8-10 minutes.

As always, when you are required to present and communicate ideas and information, you must consider the most effective ways to get your message across to your audience. You should also bear in mind that your audience will also include your community partners.

So it is expected that you will deliver a professional presentation; one that is well researched, well considered, well rehearsed, well planned and well executed.



Well...how can you achieve this?

### A Oppositions

1. Brainstorm a list of words/terms that you would use to describe a bad presentation. What types of things would make you confused, cause you to tune out, or to just plain fall asleep? (Note: don't say "boring" - say what makes it boring.)

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Terms that describe a dull or unsuccessful presentation...				
too long	all talk			

2. Now, use that list and other ideas to brainstorm words/terms that describe a successful presentation. What types of things would help you understand, grab your attention, and make the time pass really quickly? (Note: don't say "interesting" - say what makes it interesting.)

Terms that describe an interesting and successful presentation...				
good use of tone	clear graphics			

3. So what lessons can you take from 1&2 and apply to your sustained presentation? Discuss this with your class and team.



**Communication strategies B**

When you are planning to communicate any key message you should consider these 4 questions. Develop strategies for each of these questions for your sustained presentation.

1. What are you going to 'say'?



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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' was received, understood and acted upon?



## 9.03 Communicating Information

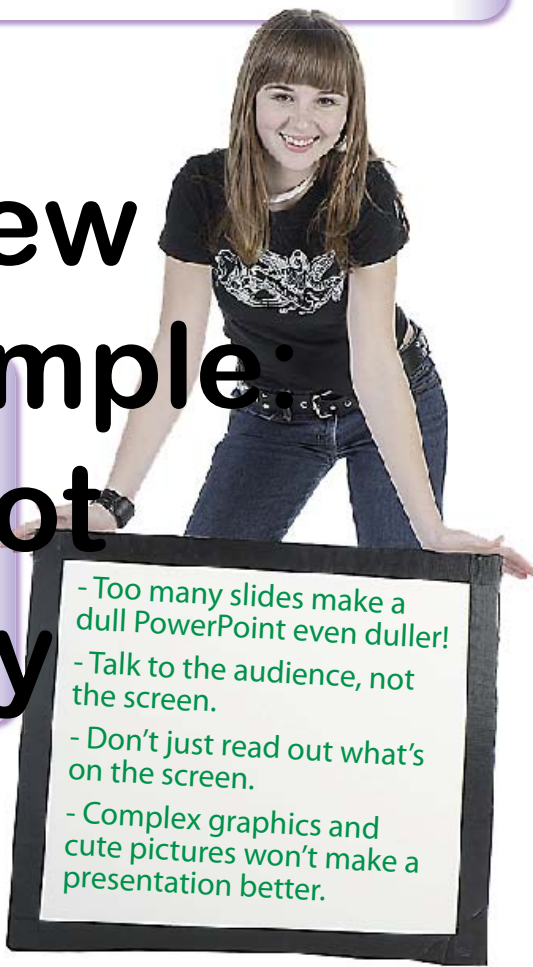
### Digital presentations - Do!

- 😊 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.

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### Digital 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 drag on for too long.



- Too many slides make a dull PowerPoint even duller!
- Talk to the audience, not the screen.
- Don't just read out what's on the screen.
- Complex graphics and cute pictures won't make a presentation better.

### Digital presentations - Be prepared!

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

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## Effective communication

C

Remember those 8 tips for effective communication? In your work teams, develop and outline strategies that you can apply to your sustained presentation related to each of these 8 tips.



Tip	How can we apply this to our sustained presentation?
Be clear in our objective; know what we're trying to say.	<h1>Preview</h1> <h1>Draft Sample:</h1> <h1>Do Not</h1> <h1>Copy</h1>
Choose the most appropriate format, method and style.	
Plan our communication; we won't just wing it.	
Choose suitable length, timing and location.	
Tailor the message to suit our audience.	
Eliminate 'noise' and distractions; don't over-communicate.	
Follow up; ensure the message has been received and understood!	
Encourage feedback, take questions, make changes if required.	

## 9.05 Advanced Communication

### Communication media/methods

As part of your sustained presentation you don't have to limit yourself to a standard, 'talk and point' type of affair. Your 8-10 minute presentation might include different 'communication methods such as a report, role play, video documentary, interview, outline of a PR campaign, website, multimedia demonstration, performance, comic, zine; or other type of communication media.

You just need to make sure that you choose suitable media that is appropriate to your complex Community Engagement Project, and that it is relevant for, and engages with, the nature and context of your audience and other potential users.



"We've composed a 2-min jazzrap about cyberbullying."

### A Communication media/methods



Complete the table for these different communication media/methods, adding 2 more. Carefully consider how they might be suitable as part of your sustained presentation.

Media/methods	Advantages	Disadvantages	How could this be used for our presentation?
role play			
song/performance			
advertisement			
documentary			
multi-media			
online site			

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### Media

- ✓ You need to choose the most appropriate media to create suitable communication messages.
- ✓ These should be aligned to the type of project you are doing so as to deliver on your intended outcomes.
- ✓ Choose media that suit the strengths of your team and your message, but also take a risk and try something new. How about a role-play scenario, or an advertisement?
- ✓ Try to use at three different media, e.g. oral presentation, video and a multimedia 'product'.

### Tone and register

- ✓ The presentation is made for the audience, so make sure all information is directed at them, and pitched at their levels of understanding.
- ✓ The way you speak and deliver the message is the key to engaging with your audience.
- ✓ Be careful not to talk down to people, nor make the information too complex and dense.

### Non-verbal communication

- ✓ The way that you carry yourself can help reinforce your message.
- ✓ Use body language that presents you as confident and strong, but not arrogant and overbearing.
- ✓ Try to engage with the audience by incorporating visual cues and other non-verbal methods.
- ✓ Don't speak with your head down, nor facing away from the audience.

### Planning and editing

- ✓ The more you can say with fewer words, the more powerful your message will be. So edit down.
- ✓ Timing is paramount. So plan how long each component of the presentation will take.
- ✓ Create a timeline or storyboard in order to plan time accurately.
- ✓ Allow for some time slippages; both too short and too long.
- ✓ Plan for time for questions.

### Feedback/interactivity

- ✓ The presentation is for your audience, so actively encourage and seek feedback. Create an evaluation.
- Allow for questions and feedback at the end of the presentation.
- ✓ Have two team members deal with each question. This helps ease the pressure, and can enable respondents to bounce off one another and formulate better answers.

### Visual aids

- ✓ Visual aids should support other elements of the presentation; unless they are the 'message' in themselves, e.g. artwork, multimedia, advert, etc.. Try to let the visual aid do the 'talking'.
- ✓ Don't overdo them. Use them sparingly and only when they can deliver a better message - which they often can do! e.g. Graphs vs statistics, photos of activities, etc..
- ✓ Make sure they look good, because a scrappy visual aid will look like a joke.

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## 9.07 Advanced Communication

### B For our consideration



Use your past PDS knowledge, online tutorials, and other resources to research key tips and strategies to assist you with each of these presentation tips for your sustained presentation.

#### **Tone and register**

We are going to consider:

#### **Non-verbal communication**

We are going to make sure that:



#### **Planning and editing**

We are going to use:

#### **Feedback/interactivity**

We are going to include:

#### **Visual aids**

We are going to develop:

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## Storyboarding

C



A storyboard is a great visual tool that is often used to visually plan films, videos, theatrical and other performance works, comics, etc.. You can also use it to time PowerPoint slides and other elements of a presentation. Use this storyboard to visually plan out 10 potential stages of your sustained presentation. (So, why 10?)

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

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## 9.09 Assessment Task

### AT3 Sustained Presentation

#### ⇒ Task overview

You are required to develop and present a **sustained presentation** related to your **complex Community Engagement Project**. Depending on your school's scheduling you may be required to either:

- i. Plan and deliver this sustained presentation as part of and in conjunction with your PDS Senior: Unit 2 complex Community Engagement Project; or
- ii. Plan and deliver this sustained presentation after completing and reviewing your PDS Senior: Unit 2 complex Community Engagement Project.

Your teacher will inform you of your school's PDS Senior: Unit 2 requirements.

#### ⇒ Task requirements

Specifically, for this sustained presentation you are required to do the following.

1. Select and prepare information to suit your project and your audience, including the community partners.
2. Use a variety of communication media in support of, and as part of, this presentation.
3. Use planning and editing processes to produce communication media.
4. Use language and tone appropriate to the audience and the purpose.
5. Deliver a sustained presentation of 8-10 minutes on the complex Community Engagement Project.

#### ⇒ Communication media/method

For this assessment task you must ensure that your 8-10 minute sustained presentation includes at least 3 or more of the following communication media/methods. The suitability of these will be discussed and negotiated with your teacher.

- ☐ An oral presentation given to a relevant audience including the community partners, that is supported by the use of multimedia presentation tools.
- ☐ A series of visual graphics to illustrate key elements of the complex Community Engagement Project.
- ☐ An online campaign platform either through the development of a website, blog, app or other relevant digital format; after being approved and checked by your teacher.
- ☐ A video, sonic or other dynamic media component, such as a recorded advertisement.
- ☐ A role play, dramatic performance, song, poem or similar creative performance.
- ☐ A simulated product.
- ☐ Other communication media/methods as negotiated with your teacher.

#### ⇒ Other requirements

In order to successfully complete this task you will need to undertake relevant planning and timeline development. You could use any of the pro-formas you have utilised during this year, or develop your own. (However, they should include at least 10 steps with key dates).

You should also complete relevant evaluations such as the one on p.188.

Your teacher might also inform you of other requirements relevant to your school's program.

**Topic/project:**

**Team Members:**

AT3: Sustained Presentation	Re- quired	Due by	Done	Teacher initials
1. <b>Negotiate format, deadlines and other task information.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>Complete an 8-step Communication Planner.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>Complete and edit relevant research to get your information together for the presentation.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>Determine roles and responsibilities for the presentation.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>Develop appropriate techniques and media to communicate information orally.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Develop appropriate techniques and media to communicate information visually.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Develop appropriate techniques to communicate multimedia information.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Develop appropriate techniques and media to communicate other information.</b> Details:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Prepare the presentation, have a timed practice-run, and refine presentation.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. <b>Develop and apply criteria to encourage and use feedback about the PDS Project and the presentation.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. <b>Give presentation to the appropriate audience.</b> Details:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. <b>Other?</b> Details:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information:

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

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

## 9.11 Peer Evaluation Pro-forma

### Peer Evaluation Pro-forma

While watching your classmate giving their presentation, rate them by ticking the appropriate box. Be fair, not nasty and not lenient. Your teacher will instruct you on whether you need to assess each person or a selected sample of the class. All the class should be subject to this peer-assessment. (Tip: Copies of this pro-forma may need to be made before starting.)

Project: \_\_\_\_\_

Presenter: \_\_\_\_\_

Topic/subject: \_\_\_\_\_

Assessed by: \_\_\_\_\_ Date: \_\_\_\_\_

	<i>excellent</i>	<i>very good</i>	<i>good</i>	<i>reasonable</i>	<i>basic</i>	<i>na</i>
 Voice quality:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Pronunciation: (accuracy/clarity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Body language:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Eye contact:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Organisation of points:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Use of visual aids:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Use of ICT:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What were the best aspects of this presentation?

---

---

How might this presentation have been improved?

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---

Anything else? \_\_\_\_\_

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

### Evaluation and Assessment

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

Team/person: \_\_\_\_\_

Project: \_\_\_\_\_

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 project.

1. \_\_\_\_\_

2. \_\_\_\_\_

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

## 9.13 My Personal Development

Personal Development	What did I improve/ achieve in this area?	What do I still need to work on?	What's my next step?/ Who can assist me?
Self-esteem			
Resilience			
Efficacy			
Physical health and wellbeing	<div>Preview</div> <div>Draft Sample:</div> <div>Do Not</div> <div>Copy</div>		
Emotional and mental health and wellbeing			
Family responsibilities			
Social responsibilities			
Environmental responsibilities			
Awareness of rights and responsibilities			
Democratic participation			



## 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?

→ \_\_\_\_\_

→ \_\_\_\_\_

To what extent did I build and apply my personal development skills this unit?

<b>0</b> not shown	<b>1</b> low	<b>2</b> reasonable	<b>3</b> good	<b>4</b> very good	<b>5</b> excellent
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What were my strongest areas of performance, and what should I work on improving?

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

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

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

## 9.15 Unit 2 Assessment Record

[illegible]