

Workbook and Master Set Resources

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

2015

New Resources available for 2015

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

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

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

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

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

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

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

2015: Resource list

Careers and Enterprise, Work Education, Pathways and Workplace Learning

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

VCAL and Applied Learning and Work Education resource sets

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

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

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

DELIVER Educational Consulting

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

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

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

New for 2015: Numeracy: Intermediate.

**Available as a master set on CD and/or as a printed workbook and
printed Activities Portfolio, both in full colour.**

**New for 2015:
Numeracy
Intermediate.**

Each of these resource sets for Literacy, Work Related Skills, Personal Development and Numeracy includes a 144-170 page **Workbook/text** written to support your teaching of VCAL, Applied Learning and work education units with material aimed at satisfying skills-based assessment tasks. Each set also includes a supplementary **Activities portfolio booklet** with approximately 50 extra worksheet style Applied Learning and Work Education activities that add depth to your teaching program. The resource sets also include teacher support material and assessment sheets. Each of these resources are available as:

☐ **Reproducible master sets on CD featuring PDF files of:**

- ⇒ Set A: Workbook/Text (WB) (reproducible master license)
- ⇒ Set B: Activities Portfolio (AP) (reproducible master license)
- ⇒ Work Related Skills also includes a work experience journal in both print and e-version formats.

☐ **Professionally printed and bound books (and booklets for the Activities Portfolio).**

Key features of each Applied Learning workbook/text:

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



**Literacy
Intermediate**

(In colour for 2015)

⇒ Workbook text 144pp
978-1-925172-06-5

Workbook: Contents

1. Self Expression: Introduction
2. Self Expression: Getting it Down
3. Practical Literacy: Filling the Gaps
4. Practical Literacy: Instructions - Being Heard
5. Knowledge: Cutting Through
6. Knowledge: Reporting Information
7. Public Debate: Investigating Issues
8. Public Debate: Making Your Case

⇒ Activities booklet 64pp
978-1-925172-07-2



**Personal Development
Intermediate 2nd ed**

(Released Feb 2012)

⇒ Workbook text 160pp
978-0-9871396-8-9

Workbook: Contents

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

⇒ Activities booklet 60pp
978-0-9871396-9-6



**Personal Development
Senior**

(Released Jan 2013)

⇒ Workbook text 160pp
978-0-9873519-0-6

Workbook: Contents

- Unit 1
 1. Planning and Organising
 2. Social Diversity
 3. Communicating Effectively
 4. Leadership in Action
 5. Effective Decision-Making
- Unit 2
 6. Community Issues
 7. Community Project
 8. Advanced Team Skills
 9. Advanced Communication

⇒ Activities booklet 60pp
978-0-9873519-1-3



**Work Related Skills
Foundation**

(New in colour for 2014)

⇒ Workbook text 162 pp
978-0-9873519-8-2

Workbook: Contents

- Unit 1
 1. Workplace Investigation
 2. Job-Seeking Skills
 3. Workplace Safety Introduction
 4. Workplace Safety Issues
 5. Employability Skills
- Unit 2
 6. Planning & Organising
 7. Communicating Effectively
 8. Problem-Solving
 9. Teams & Technology

⇒ Activities booklet 60pp
978-0-9873519-9-9



**Work Related Skills
Intermediate 2nd ed.**

(New for 2014)

⇒ Workbook text 166pp
978-0-9873519-2-0

Workbook: Contents

- Unit 1
 1. Work Conditions & Entitlements
 2. Job-Seeking Skills
 3. Workplace Safety Issues & Hazard Identification
 4. Employability Skills
- Unit 2
 5. Developing Work-Related Skills
 6. Planning & Organising
 7. Communicating Effectively
 8. Effective Problem-Solving
 9. Effective Teams

⇒ Activities booklet 62pp
978-1-925172-00-3



**Work Related Skills:
Senior**

(In colour for 2015)

⇒ Workbook text 170pp
978-1-925172-09-6

Workbook: Contents

- Unit 1
 1. Workplaces & Pathways
 2. Job-Seeking Skills
 3. Workplace Safety Requirements & Induction
 4. Workplace Safety Hazard Control
 5. Team & Workplace Technology Skills
- Unit 2
 6. Effective Planning & Organising
 7. Quality, Enterprise & Innovation
 8. Effective Problem-Solving
 9. Teams, Communication & Technology

⇒ Activities booklet 62pp
978-1-925172-01-0



**Numeracy:
Intermediate**

(New: 2015 in colour)

⇒ Workbook text 160pp
978-1-925172-02-7

Workbook: Contents

1. The Shape Of Your World
2. Working The Numbers
3. What Comes Next?
4. Time Is Money
5. Where Is It?
6. Measuring Up

Activities booklet 60pp
978-1-925172-03-4

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

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Order form: Current for Semester 1, 2015

Title/Resource

<u>Career Pathways/Work Education</u>	<u>Available</u>	<u>Text</u>	<u>Total (GST inc.)</u>
Career Pathways	(New for 2015. Available now)	_____ @ \$35	_____
Work Experience Journal	(New for 2015. Available now)	_____ @ \$20	_____
Note: Contact me for e-version licenses			

<u>Industry and Enterprise</u>	<u>Available</u>	<u>Text</u>	<u>Total (GST inc.)</u>
I&E Unit 1: Workplace Participation	(New 3ed. in Colour; Aug '14)	_____ @ \$33	_____
I&E Units 1&2: Towards an Enterprising You	(New 4ed. in 2015)	_____ @ \$42.50	_____
I&E Units 3&4: Towards an Enterprising Australia	(3ed. 2012)	_____ @ \$59.95	_____
I&E Unit 1: Workplace Participation e-version	(2ed. 2012)	_____ @ \$440	_____

<u>Industry-Specific Sets</u>	<u>Available</u>	<u>Master set</u>			<u>Printed books</u>	
		<u>Print Version</u>	<u>e-version</u>	<u>Both versions</u>	<u>Workbook/text</u>	
		\$99	\$99	\$165	(1-2 copies; or without buying master license.) \$33	(For 3+; or with purchase of master license.) \$27.50
Retail - Foundation	(New for 2014)	_____	_____	or _____	_____	or _____
Retail - Intermediate	(New for 2014)	_____	_____	or _____	_____	or _____
Totals		_____	_____	or _____	_____	or _____

<u>VCAL Resource Sets</u>		<u>Master sets on CD</u>			<u>Printed books</u>			
		<u>Set A</u>	<u>Set B</u>	<u>Sets A&B</u>	<u>Workbook/text</u>	<u>Activities booklet</u>		
	<u>Available</u>	\$165	\$77	\$220	(1-2 copies; or without buying master license.) \$33	(For 3+; or with purchase of master license.) \$27.50	(1-2 copies; or without buying master license.) \$25	(For 3+; or with purchase of master license.) \$20
Literacy Intermediate	2011	_____	_____	or _____	_____	or _____	_____	or _____
PDS - Intermediate 2ed.	2012	_____	_____	or _____	_____	or _____	_____	or _____
PDS - Senior	2013	_____	_____	or _____	_____	or _____	_____	or _____
WRS - Foundation	2014	_____	_____	or _____	_____	or _____	_____	or _____
WRS - Intermediate 2ed.	2014	_____	_____	or _____	_____	or _____	_____	or _____
WRS - Senior	2014	_____	_____	or _____	_____	or _____	_____	or _____
Numeracy - Intermediate	2015	_____	_____	or _____	_____	or _____	_____	or _____
Totals		_____	_____	_____	_____	or _____	_____	or _____

Add Postage: CD-only orders = \$5 Melb metro printed books = \$10
 Regional Vic and interstate 1 book = \$11 2-4 books = \$15 Contact me for larger orders.
 *In a hurry? I recommend an extra \$5 postage for Express Post. (More for larger orders)

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e-mail: _____

School: _____

Address: _____

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

Personal Development Senior: Communicating Effectively

3

Contents

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New for 2013

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3.03B Communication breakdown	42	<input type="checkbox"/>	
3.04C Communications strategy	43	<input type="checkbox"/>	
3.08A Negotiation in action	47	<input type="checkbox"/>	
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3.14A Me and social media	53	<input type="checkbox"/>	
3.14B Useful social media	53	<input type="checkbox"/>	
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3.17 Self Assessment Pro-Forma	56	<input type="checkbox"/>	

Comments:

3.01 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 project you have to develop a communication strategy that most effectively communicates your message to your audience.

Emerging communications technology 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?

New for 2013

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, policy, 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 greater 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 message has been received and understood!

8. Allow questioning and modification if required.



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Communication methods & strategies



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:

This image shows a blank sheet of white paper designed for writing. It features a vertical red margin line on the left side and several horizontal blue lines spaced evenly down the page. At the top center, the word "COPY" is printed in a large, bold, black sans-serif font. On the far left edge, near each horizontal line, there are small, faint labels: "i" for the first line, "ii" for the second, "iii" for the third, "iv" for the fourth, and "v" for the fifth.

3.03 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 so as 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 Facebook 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.

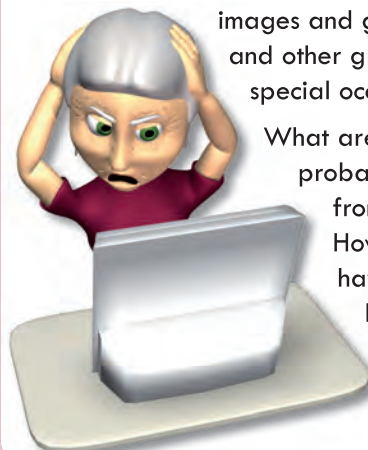
What are some probable responses from the workers and clients? How could Clewesa have handled this better?

2 cool for (old) school

Hannuh is the new recreation officer at an 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 it 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?

Communications strategy C

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.

Communications strategy for:

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

PREVIEW

ONLY:

DO NOT COPY

What are we communicating?	Who is the audience?	What methods will we use?	Who will do the communicating & when?	What resources will we need?

Identify any other information:

3.05 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.

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.

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 complex 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.

New for 2013

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SAMPLE
ONLY:

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 result 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.)



- ### 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)!

3.07 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 fallback (contingency) position.
- ✓ Understand who holds the power.

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Don't get personal, focus on the outcome.
Bring in a mentor or professional if needed.

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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.

ONLY:

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

DO

NOT

COPY

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 info 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 or even Bridezilla!!



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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. Blournwelt, 15, wants to go out with friends until 12 on a school night but her father says that she is not allowed to.	<p>New for 2013</p> <p>PREVIEW SAMPLE ONLY: DO NOT COPY</p>
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."	

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"/> fallback | <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 |

3.09 Networking

Networking

A network refers to all the people you come in to contact with and with whom you share some sort of personal, social, educational, professional or other relationship. A network might include family, close friends, online friends, acquaintances, workmates, bosses, clients, classmates, teachers, coaches, community members and others - it's sort of like your own community.

Networking refers to the ability to utilise the varied contacts that we all have so as to enhance the lives both of ourselves and others in our networks. Networking helps people call on the varied skills, abilities, contacts and opportunities offered by others. Networking can also enable you to contribute and put back into to your community of networks as well.



"We hooked up through my cousin's ex's, uncle's, dog-walker. We also lived in the same street!"

Personal networks

Our personal networks consist our immediate family, our extended families, our friends and our strong acquaintances and close colleagues. You would expect to have fairly close bonds with those in your personal network and be comfortable both giving and receiving advice and assistance from these people.

Social networks

Our social networks extend into friendship groups, hobbies, sport and recreational groups, acquaintances, friends-of-friends, friends-of-family, neighbours, colleagues and workmates, classmates and other relevant people. These are the people that we came across while working and socialising and who may be very useful as network contacts.

Educational networks

You come into contact with teachers, tutors, lecturers, coaches, trainers and other educational professionals throughout your entire school life. These people are excellent contacts and can hook you up with a variety of opportunities. Just think of how many teachers you've had in high school and how many people they might know who work in an industry you are interested in?

Professional networks

This is probably the most industrious form of networking and is used by entrepreneurs, small and large business operators, managers, workers, clients and customers. Professional networks provide skills, leads, opportunities jobs, mentoring and other support - often from like-minded individuals. Mentors can be a big help with professional networking.

Online networks

One of the fastest growing types of networks is online networks. These can allow potentially hundreds of millions of people to connect instantly in real time. As at October 2012 the top 10 were Facebook, Twitter, LinkedIn, MySpace, Google+, DeviantArt, LiveJournal, Tagged, Orkut and Pinterest. There are also hundreds of thousands of gaming, hobby and special interest online networks. You might already be a member of some of these. And many, many more! So how many online friends do you have (the average for FB is about 250)?

My networks A

Complete the contact details for suitable people as part of each of these networks. They should be different 'categories' of people. Identify their area of speciality or industry, skills they can offer, help they can provide and include their contact details.

Personal/social network

New for 2013

PREVIEW
SAMPLE
ONLY!

Educational/training/mentoring network

DO
NOT

Job-seeking/work/professional network

COPY

3.11 Networking

The art of conversation

You

- ☞ Be confident that you have interesting and quirky things to say about yourself.
- ☞ Share those things that you want others to find out about you.
- ☞ Don't be a bore, a dominator, a big-noter or a trumper.

& Them

- ☞ Approach someone who is on their own.
- ☞ Ask and use names.
- ☞ Ask them something about what they are wearing or why they are here.
- ☞ Listen to them speak and let them finish.

You & them

- ☞ Take an interest in what they have to say.
- ☞ Use active listening and respond to points they are making.
- ☞ Use positive non-verbal communication.
- ☞ Ask questions but don't interrogate.

You, them & others!

- ☞ Good conversations are about being inclusive and not exclusive.
- ☞ Introduce people to other people.
- ☞ Repeat key points to other people to get a big dialogue happening in a group.
- ☞ Don't linger, move on.

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B Six degrees of Kevin Bacon

1. Watch and discuss the film, *Six Degrees of Separation*, featuring Will Smith. See how we are all (sort of) connected?
2. However, a more interesting phenomena to investigate is the *Six Degrees of Kevin Bacon*. So go online and research this.
3. Then play it in your class using the internet as an immediate research tool using a film database. What is the highest Bacon number you can get (using North American actors)?
4. How has Kevin Bacon responded to this notion that he is at the centre of the universe? Is that sort of response you would expect from a Hollywood actor? Perhaps you should consider doing something for 'this' as part of your complex project
5. What about you? Who are you linked famously to and how could this help you with your networking?



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<http://creativecommons.org/licenses/by/2.0/deed.en>



Networking will be an important activity you need to pursue as part of your complex project. Complete these tasks to help you plan and organise this project.

Identify 4 people from my network who could assist me (us) undertake our complex project.

Person/role/details

How they could help?

1

New for 2013

2

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3

4

Identify 4 people (from other networks) who could assist me (us) with our complex project.

Person/role/details

How they could help?

1

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2

3

4

3.13 Social Media and ICT

Information and communications technology

You have grown up with ICT 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 ICT devices and their safe use in varied personal, social and professional settings.

So do you know how to use ICT 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 ICT as part of your ongoing personal development so as to make you a better communicator?

As you answer these questions, reflect on how you can better use ICT as part of your communications 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 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. The top paid app for iPhone was Angry Birds; the top free app was Facebook. The top paid app for iPad was Pages; the top free app was Angry Birds HD. Some of the most successful and widely used apps include Shazam, Square, Dropbox, Spotify, Nightsky and Evernote; oh of course where would all the hipsters be without Instagram? So how many apps do you have?

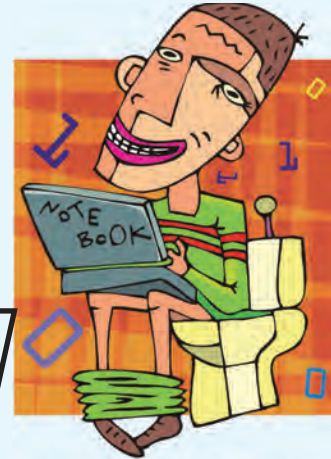
"Ya' t'ink 'dey is angry, I'll show ya' angry bud!"



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 to communicate with my friends.
- ☐ I spend too much time on online.
- ☐ I post YouTube videos of me and/or my friends doing 'silly' stuff.
- ☐ I like to tweet 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 online 'Maps' or a GPS.
- ☐ I listen to a lot of music through online sites.
- ☐ I use Pinterest.
- ☐ 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*.

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		

3.15 Social Media and ICT

Online platforms

You might 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. 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!)

Authority

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

- ☺ Who is the author and are they an expert?
- ☺ 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? (Birthdate & mobile no's are first level no-nos! Obviously address and bank info. 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 info. would you, so why post it for 7 billion people to see?!)
- ☺ Who has access to this information and who 'owns' my posts?
- ☺ For how long will this info. 'live' on the internet? (The answer is usually forever!) So, will this info. 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, teacher, boss, etc.?)

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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 New for 2013 multiple strategies and advice.

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Summary/outline of most suitable platform and reasons.

3.17 Self-Assessment

Self Assessment Pro-Forma

Which personal development skills did I develop during this unit?

- _____
- _____
- _____

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Which tasks did I perform best at during this unit?

- _____
- _____
- _____

Which tasks did I most enjoy doing and why?

- _____
- _____
- _____

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

- _____
- _____

Which areas should I focus on improving?

- _____
- _____
- _____

Signed: _____ Date: _____

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Personal Development Senior: Leadership in Action

4

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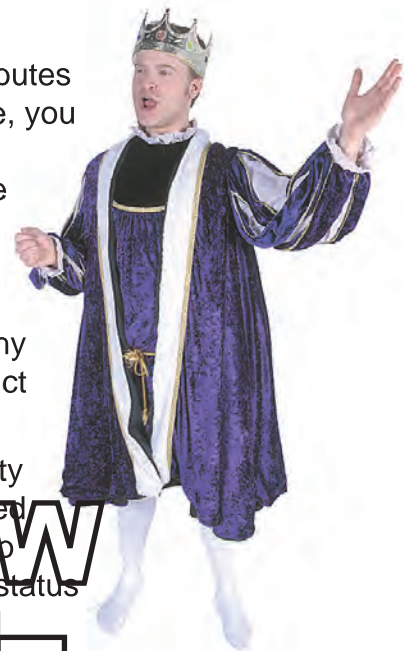
Activity	p. Due date/Done?	Comment
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Comments:

4.01 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 non-enterprising 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 lead to creativity and synergy.

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

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.

Leaders not managers

However, there is no dispute that people cannot 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 | ☺ planning | ☺ loyalty | ☺ inspiration |
| ☺ responsibility | ☺ goal-setting | ☺ initiative | ☺ innovation |
| ☺ knowledge | ☺ inclusiveness | ☺ focus | ☺ mentoring |
| ☺ collaboration | ☺ flexibility | ☺ synergy | ☺ conflict resolution |
| ☺ self-evaluation | ☺ teamwork | ☺ decision-making | ☺ coaching |
| ☺ feedback | ☺ perseverance | ☺ self-awareness | ☺ motivating |
| ☺ encouragement | ☺ vision | ☺ enterprise | ☺ training |

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 to the list.

An effective leader would use...

communication to...	
teamwork to...	<p>New for 2013</p> <p>PREVIEW</p> <p>SAMPLE</p> <p>ONLY:</p>
initiative to...	
encouragement to...	
self-awareness to...	
planning & goal-setting to...	<p>DO</p> <p>NOT</p> <p>COPY</p>
feedback to...	
inclusiveness to...	

to...	

to...	

4.03 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 assume 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 industry trends. Leaders need to be able to balance the needs of different stakeholders while at the same time improving the lives of people, employees and customers, 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 & organising

Leaders excel at goal-setting and are able to achieve goals and communicate those goals to other people. To achieve these goals leaders must plan and make key decisions as well as organise resources (including people) so as 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...	<p>New for 2013</p> <p>PREVIEW SAMPLE ONLY:</p>
problem-solving by...	
adaptability by...	
initiative by...	
planning & organising by...	
self-awareness by...	<p>DO NOT COPY</p>
teamwork by...	
_____ to...	

2. Write a short description of leadership (140 characters or fewer).

4.05 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 in order 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 so as 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.

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People
or task-
oriented?

A Leadership orientation

ONLY:

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

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 in 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.

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 too do some modern moguls such as Richard Branson, Donald Trump and Mark Bouris. But these media-hungry moguls have also been criticised for 'buying' charisma through the media and PR.

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

Leadership styles B

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

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.

4.07 Leadership Approaches

Transactional vs transformational leadership

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

New for 2013 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 between managers and their staff and work related agreements.

⇒ 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 only when things go wrong.



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 and 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.
- ☺ Instill 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? Why?
- ☺ 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 and describe their leadership approach. Include a graphic and make a presentation to the class. (Use your workbooks if needed.)



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4.09 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

1. Using 140 characters or fewer, describe emotional intelligence.

New for 2013

2. 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

DO

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 use it to help develop leadership skills.

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

4.11 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 which supports effective communication.

Generally an autocratic style is not normally associated with effective leadership, although there are definitely 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 and increases responsibility and inclusiveness.
- ⇒ Successful participation requires managers and employees to have well-developed communication, 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 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 in order 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.

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.
- ⇒ 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 be 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.

New for 2013

Appropriate management styles

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

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

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

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

4.13 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 help develop younger or inexperienced people.

- ☺ Get a mentor - this makes you a mentee. Get guidance! (& share a Mentos!)
- ☺ Become a mentor or peer leader 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, mentoring and coaching 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 a 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 mix of skills, personalities and experiences.
- ☺ Balance people's varied emotional and multiple intelligences.
- ☺ Teams need to be supported through 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!

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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/or mentor and share with the class. (Enlarge to A3 or poster. Some questions might rely on completion of Section 5).

How will we?	Leadership in our team will involve...
What leadership approach will our group use?	New for 2013
How will we determine who is leader?	PREVIEW SAMPLE ONLY:
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?	DO NOT COPY
How will we settle disputes?	
What decision-making process will we favour?	
How will we evaluate our leadership performance?	

4.15 Assessment Task

AT2 Leadership Portfolio

You are going to undertake a complex **personal development project** based one or more of these focus areas: Self, social, health and wellbeing, education or family. The focus area(s) will be the same that you have investigated for the entire unit.

Note: If you haven't yet participated in a group or team project then you must do so for this project.

As part of this task you will also complete a portfolio of leadership activities, as directed by your teacher, related to leadership skills development, effective group and team work and teams-based decision-making.

New for 2013

Steps:

1. Under instructions from your teacher form suitable team-based groups.
2. As a class and in your groups discuss suitable complex projects. Look at some of the suggestions below and tick those that might be possibilities. Your teacher will guide you. **If you haven't already done so for ATL, then this project will need to focus on an issue related to social diversity.**
3. List some possible ideas here.

ONLY:

4. Complete the 15 step process on pp.34-35, (make a blank copy of this). This process includes you completing appropriate *PODR Planning* pro-formas.
5. In consultation with your teacher, complete the relevant activities as part of the Leadership Portfolio Planner on pp.74-75 and a Leadership Portfolio Pro-forma, p.76.
6. When finished complete the relevant evaluations including the evaluation on p.37.

- ☐ cross-age tutoring
- ☐ peer support programs
- ☐ assisting disabled people
- ☐ mentoring programs
- ☐ volunteer programs
- ☐ community visiting
- ☐ indigenous community involvement
- ☐ audits of local community services
- ☐ assisting local charities and welfare agencies
- ☐ anti-bullying mentoring
- ☐ cybersafe training
- ☐ basic computer skills training
- ☐ functional English
- ☐ introduction to the web

- ☐ multimedia training
- ☐ mobile phone use training
- ☐ phone-texting training
- ☐ iPad & tablet training
- ☐ email assistance
- ☐ social networking training
- ☐ coaching clinics
- ☐ basic computer awareness
- ☐ dance classes
- ☐ primary school mentoring
- ☐ household budgeting
- ☐ credit awareness
- ☐ fundraising
- ☐ child sponsorship
- ☐ cooking demonstrations
- ☐ art & craft demonstrations

- ☐ healthy menu planning
- ☐ basic childcare
- ☐ road-safety awareness
- ☐ gardening/horticulture help
- ☐ social skills training
- ☐ local customs training

The list is endless. Apply your own well-developed skills and knowledge based on hobbies, interests and experience and think about how you could work with a socially diverse group such as older or younger people, technophobes, recent arrivals to Australia or to your area, people with disabilities, people with special needs and so on.

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

- New for 2013**
- For each team member and/or yourself, describe a time when this person seemed really motivated and contributed positively as part of the project.
 - For each team member and/or yourself, describe a time when this person was not as motivated and did not contribute as positively as part of the project.

2. Social diversity

- Describe how you dealt with the issue of social diversity as part of your project.
- Evaluate the strategies you used in your project to take into account social diversity.

3. Communication strategies

- Describe the communication strategies you used as part of the project.
- Describe example(s) of negotiation used as part of the project and the effectiveness of this negotiation.
- Describe example(s) of networking used as part of the project and the effectiveness of this networking.
- Evaluate the usefulness of ICT and social media in improving communication as part of the project.

4. Leadership

- Explain how you (or your group) decided leadership roles for the project.
- Describe how you demonstrated a leadership role as part of the project.
- Evaluate, using evidence, how well you succeeded in that leadership role in the project.

5. Decision-making

- Describe the team-based or group decision-making strategies that were used as part of the project.
- Evaluate, using evidence, how effective these decision-making strategies were for the team or group.

6. Evaluation

- Describe how well you performed as part of this project. Rate your performance out of 10. Give 5 clear reasons to support this evaluation.
- Describe how well your group performed overall at this project. Rate the performance out of 10. Use evidence to support your evaluation.
- Complete the Team Member/Individual Assessment pro-forma on p.37.

4.17 Leadership Portfolio Planner

Name: _____

- ⇒ You are required to undertake a range of 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.
- ⇒ You must use a planning process such as PODR to help develop your leadership skills as part of this portfolio and complete a Leadership Portfolio Pro-forma, p.76, when finished.

Task	Details/Timelines	Done?/Date
Planning - Leadership Portfolio		
New for 2013		
<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.		<input type="checkbox"/> /
<input type="checkbox"/> Choose some of these activities and investigate these further. Develop a shortlist.		<input type="checkbox"/> /
<input type="checkbox"/> Discuss the suitability of these activities with your teacher. Refine your shortlist.		<input type="checkbox"/> /
<input type="checkbox"/> Start planning a complex project using a PODR planner.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
Organising - Leadership Portfolio		
<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.		<input type="checkbox"/> /
<input type="checkbox"/> Identify any permissions, OH&S 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"/> /

Name: _____

Task	Details/Timelines	Done?/Date
Doing stage - Leadership Portfolio		
⇒ You should list tasks that are specific to the leadership activities you are undertaking. ⇒ You must demonstrate leadership in a teams-based environment/activity. ⇒ Complete the Leadership Portfolio Pro-forma, p.76. (✓ = must do. Add/do others under instruction.)		
<input type="checkbox"/> Complete a school-approved program of leadership training and/or activities.		<input type="checkbox"/> /
<input type="checkbox"/> Participate in a mentoring program either as a mentor or mentee.	New for 2013	<input type="checkbox"/> /
<input type="checkbox"/> Undertake community service involvement or a community service project related to social diversity.		<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"/> /
Reviewing stage - Leadership Portfolio		
<input type="checkbox"/> Complete relevant evaluation and self-assessment pro-formas re: leadership.		<input type="checkbox"/> /
<input type="checkbox"/> Prepare a leadership report.		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /
<input type="checkbox"/>		<input type="checkbox"/> /

4.19 Leadership Portfolio Pro-forma

Leadership Portfolio Pro-forma			
Name: _____		Class: _____	
Teacher: _____		Completion date: _____	
Activity/Details	Required	Due date/	Comment/Initials
⇒ Leadership training/skills development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
⇒ Mentor/mentee program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
⇒ Community involvement re: social diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
⇒ Complex PDS project in a team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
⇒ Work-related training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
⇒ Skills-development course/training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
⇒ Leadership report and presentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Student signature: _____ Date: _____

Teacher signature: _____ Date: _____

New for 2013

**PREVIEW
SAMPLE
ONLY:**

**DO
NOT
COPY**