

Term 3, 2005 Update: New resources for VCAL, Applied Learning, Career Pathways, Work Education and Work Experience/Work Placement.

New
resources now
available term 2.

New Literacy and Numeracy resources for 2016

In line with the proposed VCAA review and implementation in 2016 of Literacy Skills and Numeracy Skills new Literacy and Numeracy resource sets are now being developed.

- ⇒ New: **Literacy - Senior** featuring a carefully planned literacy (and oracy) program designed to support students as they develop into young adults. For the first time for VCAL includes the option of a **master PDF e-version**.
- ⇒ Updated: Literacy - Intermediate 3ed, revised and refreshed and with more content, and also available as a **master PDF e-version**.)
- ⇒ New: **Numeracy - Senior** with content geared towards situations facing Year 12 students, and with all assessment tasks offering the choice to apply to personal and/or work-related situations. (Note: **Numeracy Intermediate**, released in 2015 will only be updated if necessitated by changes to the study.)
- ⇒ New colour editions will be release of the workbook/texts for **WRS - Intermediate 3ed**, **PDS Intermediate - 3ed** and **PDS - Senior 2ed**. This means that all VCAL titles will now be in full colour. If you are booklisting these you will need to update to the new editions with new ISBNs. (Available from October 2015.)
- ⇒ You can pre-order new resources now and/or booklist. Samples will be available soon.

Keep up to date with uploads of samples by joining the email list. If you receive this flyer without receiving an email then you are not on the list. Contact me to join and to add relevant staff members so they can be kept up to date.

Released in 2015

A range of new resources are now ready for order. All of these new resources are available as full colour printed books or as e-version PDF masters that students can complete using ICT devices.

- ⇒ **Personal Development Activity Planner: Introductory** (suitable for PDS Foundation and introductory PDS Intermediate activities and projects) & **Personal Development Project Planner: Advanced** (suitable for advanced PDS Intermediate and PDS Senior projects).
These new colour-coded planning guides have been created specifically for schools and students to support Personal Development activities and projects. The planners are formatted as write-in booklets with colour-coded pages to support planning, organising, doing and reviewing a personal development activity or project.
- ⇒ **Work Placement Journal** (suitable for year 11 and Year 12 students work-related and vocational placements).
Full colour A4 size and includes 40 pages of daily journals as well as all 20+ work-related application activities.
- ⇒ **Community Services: Foundation & Community Services: Intermediate** (industry-specific sets)
These new industry-specific resource sets and workbooks support your VCAL, Applied Learning and work education and career/pathways programs with content-based topics and applied activities.
Each full colour workbook includes targeted industry-specific material, explanations, examples, images and activities. This flexibility allows teachers to teach general program content while disparate students within the same class can apply this to their own industry experience and context.

Feel free to contact me to discuss which resource sets might be best suited for your teaching program.

Current resource list: 2015 into 2016

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

- >> Career Pathways
- >> Work Experience Journal
- >> Work Placement Journal (new in term 2, 2015)
- >> Personal Development Activity Planner: Introductory (new in term 2, 2015)
- >> Personal Development Project Planner: Advanced (new in term 2, 2015)

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

- >> Community Services Foundation (new in term 2, 2015)
- >> Community Services Intermediate (new in term 2, 2015)
- >> Retail Foundation
- >> Retail Intermediate

Industry and Enterprise

- >> I&E Unit 1: Workplace Participation 3ed (& e-version)
- >> I&E 1&2: Towards an Enterprising You 4ed (revised for 2016)
- >> I&E 3&4: Towards an Enterprising Australia 3ed

VCAL and Applied Learning (Master sets also available)

- >> Literacy - Intermediate 3ed Workbook/text and Activities Portfolio booklet (revised for 2016) !!!also new e-version!!!
- >> Literacy - Senior Workbook/text and Activities Portfolio booklet (new for 2016) !!!also new e-version!!!
- >> Numeracy - Intermediate Workbook/text and Activities Portfolio booklet (new in term 1, 2015)
- >> Numeracy - Senior Workbook/text and Activities Portfolio booklet (new for 2016)
- >> Personal Development - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Personal Development - Senior 2ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Foundation Workbook/text and Activities Portfolio booklet
- >> Work Related Skills - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Senior 2ed Workbook/text and Activities Portfolio booklet

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

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

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

Order form: Current from Term 3, 2015 (Note: All prices are GST inc.)

WACE: Career and Enterprise (exp. Dec 2015)	Printed text	e-version master	Total
Career and Enterprise General 11	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11	_____ @ \$55	_____ @ \$660	_____

Careers, Work Education & Personal Development	Printed text	e-version master	Total
Career Pathways 2015	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal 2015	_____ @ \$20	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$27.50	_____ @ \$220	_____
Personal Development Activity Planner: Introductory 2015	_____ @ \$25	_____ @ \$165	_____
Personal Development Project Planner: Advanced 2015	_____ @ \$27.50	_____ @ \$220	_____

Industry and Enterprise	Printed text	e-version master	Total
I&E Unit 1: Workplace Participation 3ed. 2015	_____ @ \$33	_____ @ \$440	_____
I&E Units 1&2: Towards an Enterprising You 4ed. 2015	_____ @ \$42.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 3ed. 2012	_____ @ \$59.95	na	_____

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

VCAL/ Applied Learning Resource Sets	Printed text/workbook	Printed activities book	CD Master text/workbook	CD Master activities book	Combined CD master sets	or license with master e-version
Literacy - Intermediate 3ed. (pre-order for 2016) 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy - Senior (pre-order for 2016)) New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Numeracy - Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy - Senior (pre-order for 2016) New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
PDS - Senior 2ed 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Foundation 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Senior 2ed. 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
Totals	_____	_____	_____	_____	_____	_____

Add Postage: CD-only orders = \$5 Melb metro printed books = \$11
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Personal Development Activity Planner - Introductory

Personal Development Project Planner - Advanced

New
full colour PDS
planners for 2015.

These new colour-coded planning guides have been created specifically for schools and students to support Personal Development activities and projects.

- ⇒ The planners are formatted as write-in booklets with colour-coded pages to support planning, organising, doing and reviewing a personal development activity or project.
- ⇒ The planners combine all the planning steps needed to successfully complete an individual or teams-based Personal Development project, with specifically designed planning pro-formas.
- ⇒ The formatting encourages students to brainstorm, discuss and document key points before finalising their actions using the pro-formas.
- ⇒ The planners offer the opportunity to use some or all of the planning steps, depending on the complexity of the activity/project.

- ⇒ **Personal Development Activity Planner - Introductory** has been designed for **foundation level** Personal Development activities; and can also be used for **introductory intermediate level** Personal Development activities/projects such as those that might occur in unit 1.
- ⇒ **Personal Development Project Planner - Advanced** has been designed for **more sophisticated intermediate level** Personal Development projects such as those that might occur in unit 2; and for **senior level** Personal Development projects.
- ⇒ Content includes advice, tips and guidelines. The Advanced planner also includes specially designed 'What would you do' scenarios so that students can problem-solve the types of issues that commonly occur in these types of projects.
- ⇒ Includes event planning pro-formas in addition to the activity/project planning steps.
- ⇒ Each planner acts as a student evidence journal with areas to gain teacher/supervisor feedback related to key planning stages.

e-versions

Both the **Personal Development Activity Planner - Introductory** and the **Personal Development Project Planner - Advanced** resources are also available as fully reproducible e-versions through a site license. These e-versions include interactive write-in PDF files, as well as the PDF 'print' version of the planners.

Pricing

Personal Development Activity Planner - Introductory:

- ⇒ e-version master license = \$165
- ⇒ Printed book = \$25

Personal Development Project Planner - Advanced:

- ⇒ e-version master license = \$220
- ⇒ Printed book = \$27.50

Special offer: Buy both master licenses for \$385 and receive a free printed copy of each book.

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

Personal Development Activity Planner - Introductory: Contents

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2. PODR Brainstorm.....	6-7
3. PODR Planner	8-11
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5. People Guidelines	14-15
6. TEMP-O	16-19
7. Timeline	20-21
8. Task Organiser	22-23
9. Roster	24-25
10. Communication	26-27
11. Risk Management	28-31
12. Budget	32-33
13. Event Timeline	34-35

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16. Event Planner	38-39
17. Reflection	40-41
18. Evaluation: General Comp's..	42
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20. Other information	44-45



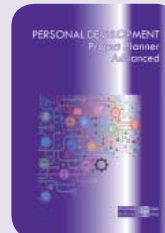
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Personal Development Project Planner - Advanced: Contents

Introduction.....	2-3
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3. PODR Brainstorm	8-9
4. PODR Planner	10-13
5. Task Skills	14-15
6. Team Guidelines	16-19
7. External Partnerships	20-21
8. TEMP-O	22-23
9. Timeline	24-25
10. Task Organiser	26-27
11. Equipment Organiser	28-29
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Personal Development Project Planner: Advanced

PREVIEW

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Personal Development Project Planner: Advanced

(978-1-925172-13-3)

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Available for VCAL and Applied Learning

- Personal Development Activity Planner: Introductory (2015)
- Personal Development Project Planner: Advanced (2015)
- Literacy - Intermediate 2ed. (Oct 2014)
- Personal Development - Intermediate 2ed. (2012)
- Personal Development - Senior (2013)
- Work Related Skills - Foundation (2014)
- Work Related Skills - Intermediate 2ed. (2014)
- Work Related Skills - Senior 2ed. (2014)
- Numeracy - Intermediate (2015)

Also available for industry-specific work education

- Retail Trade Industry - Foundation (2014)
- Retail Trade Industry - Intermediate (2014)
- Community Services Industry - Foundation (2015)
- Community Services Industry - Intermediate (2015)

Also available for Careers, Pathways and Work Education

- Career Pathways (2014)
- Work Experience Journal (2014)
- Work Placement Journal (2015)

Also available for Industry & Enterprise

- I&E 1: Workplace Participation 3ed. (2015)
- I&E 1: Workplace Participation - e-version 3ed. (2015)
- I&E 1&2: Towards an Enterprising You 4ed. (2015)
- I&E 3&4: Towards an Enterprising Australia 3ed. (2012)

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Personal Development Project Planner: Advanced

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Introduction

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

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

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

PREVIEW

1. Plan

In the first stage you should:

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

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

2. Organise

In the second stage you should:

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

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

3. Do

In the third stage you should:

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

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

4. Review

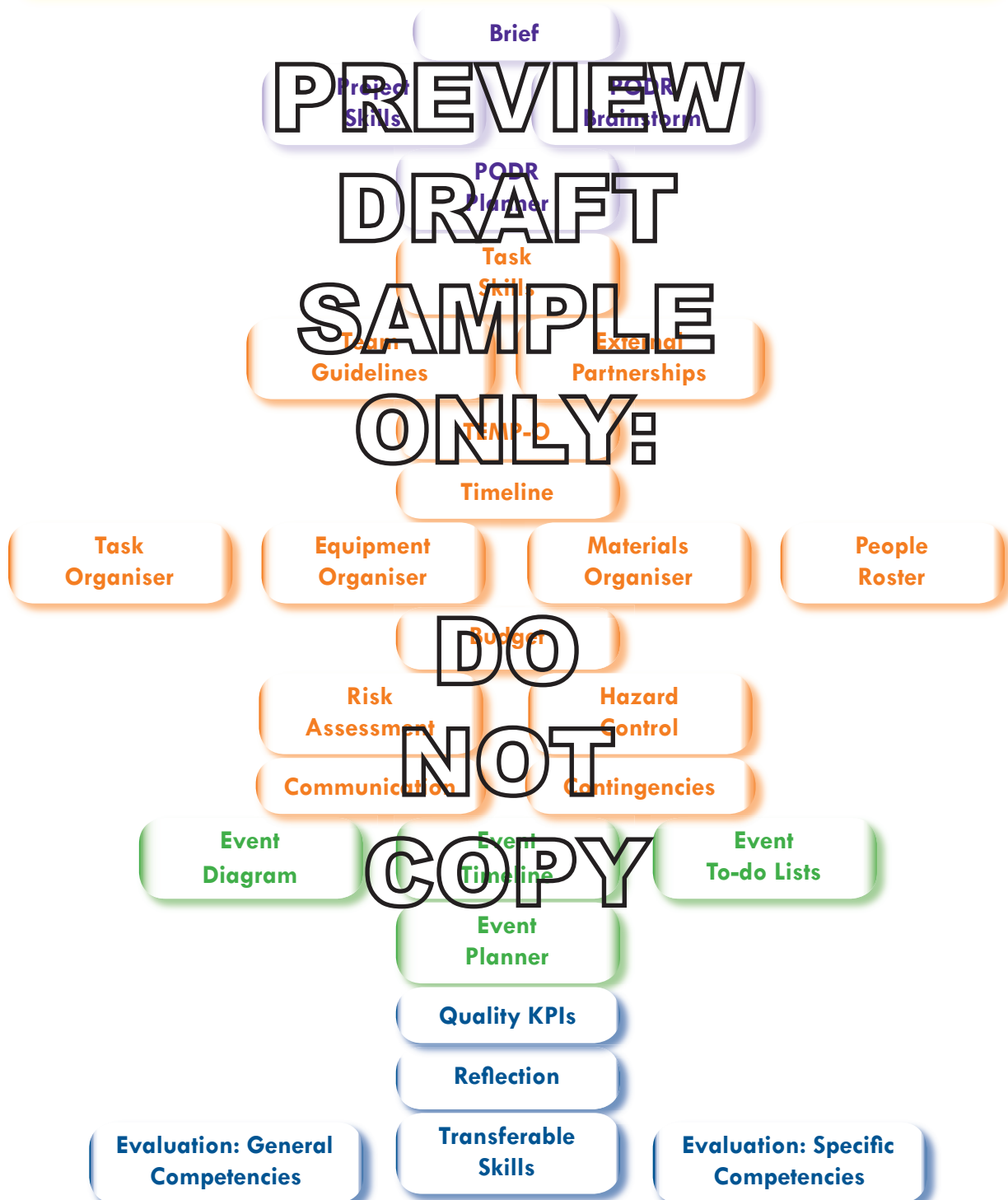
In this stage you should:

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

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

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

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



Project Planning Steps

Your teacher will direct you to tick which steps need to be completed for your project.

	Project Step	Page	Information	Required?	Date	Done?
PLANNING	1. Brief	4-5				
	2. Skills	6-7				
	3. Podr Brainstorm	8-9				
	4. Podr Planner	10-13				
ORGANISING	5. Task Skills	14-15				
	6. Team Guidelines	16-19				
	7. External Partnerships	20-21				
	8. Temp-o	22-23				
	9. Timeline	24-25				
	10. Task Organiser	26-27				
	11. Equipment Organiser	28-29				
	12. Materials Organiser	30-31				
	13. People Roster	32-33				
	14. Budget	34-35				
	15. Risk Assessment	36-37				
	16. Hazard Control	38-39				
	17. Communication Strategy	40-41				
	18. Contingencies	42-43				
DOING	19. Event Timeline	44-45				
	20. Event Diagram	46				
	21. Event To-do Lists	47				
REVIEWING	22. Event Planner	48-49				
	23. Quality Kpis	50-51				
	24. Reflection	52-53				
	25. Transferable Skills	54-55				
	26. Evaluation: General Competencies	56				
	27. Evaluation: Specific Competencies	57				

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1. Project Brief

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

1. What does the project involve?



PREVIEW

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



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



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



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



Project Employability Skills

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

Employability skills		
Employability skill	How have I demonstrated skill previously?	How might this skill be needed for the PDS project?
e.g. Learning	<i>I completed my Certificate in Food Hygiene as part of my VET course.</i>	<i>For our cultural luncheon project we will need team members who have their Certificate in Food Hygiene.</i>
Communicating	<div>PREVIEW DRAFT SAMPLE ONLY: DO NOT COPY</div>	
Problem-solving		
Working cooperatively		
Using technology		
Planning and organising		
Showing initiative and enterprise		
Learning		
Showing self-awareness		

2. Project Skills

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

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Planning

PLANNING

Now it is time for you to start actively planning your project. Effective planning involves developing a strategic timeline to assist you to achieve the goals and objectives associated with your project. Planning and goal-setting is also more successful when you break your overall goals into smaller, achievable 'bites'.

Generally we can establish three key planning timeframes.

- ⇒ Long-term (or strategic) **planning** which reflects the overall timeline of the project.
- ⇒ Mid-term (or operational) which should match key deadlines associated with **organising** your project.
- ⇒ Short-term (or frontline) which should detail specific tasks and deadlines associated with successfully **doing** your project.

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

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

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

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3. Project PODR Brainstorm

List the main tasks that might be required in each of the 4 PODR stages for your personal development project.

1. Planning Stage

2. Organising Stage

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3. Doing Stage

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4. Reviewing Stage

4. Project PODR Planner

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

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

Write a one sentence description of your project.

List key goals/objectives associated with the project.

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

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4. Project PODR Planner

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

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

Which external stakeholders might be involved?

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

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

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List potential safety hazards, legal requirements and permissions?

4. Project PODR Planner

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

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

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

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

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

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Who? & When?

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Who? & When?

What?

Who? & When?

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4. Project PODR Planner

iv. Reviewing stage

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

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

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

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What back-up plans might be needed?

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Feedback on PODR planner

Task Skills

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

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

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

Potential project task skills (tick/add others specific to your project)

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

5. Project Task Skills

a. Who is involved?

What skills do they bring to the project?

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ORGANISING

b. What are the skills gaps?

What training might address these gaps?

e.g. We don't have anyone in our team who knows how to do budgets.

We are going to learn project budgeting in Numeracy.

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c. Mentor/External partner

Who might be able to assist your project as a mentor or as an external partner?

Team Guidelines

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

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

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

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

i. Which management styles best suit the team and provide motivation?

ii How will roles and responsibilities be allocated and communicated?

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Tips

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

What would you do?

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

6. Project Team Guidelines

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

iv. How will decisions be made and communicated?

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

vi. How will negotiation skills be developed and applied?

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

viii. How will the team deal with conflict situations?

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ORGANISING

Meeting Agenda

Meeting Agenda

Group/team/project title: _____

Location: _____ Day & Date: _____ Time: _____

Chaired by: _____ Minutes by: _____

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

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

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

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

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

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

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

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6. Project Team Guidelines

Project Team Guidelines

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

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External Partnership

Depending on your level of study you may need to form an external partnership in support of your personal development project. Your teacher will advise you on your requirements.

If so, you are required you to make contact with an individual, a community enterprise or some other organisation. You will also have to negotiate the type of help you require such as mentoring, advice, guidance, sponsorships, co-partnerships or some other assistance. Your project might even see you providing a community service to benefit stakeholders in an external setting such as aged-care, landcare or another community service.

Discuss these four elements of building a successful external partnership in relation to your personal development project. Then get feedback from your teacher.

PREVIEW

i. External partnerships

Identify individuals, enterprises and organisations with whom you could form an external partnership.

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ii. Strategies

How will you go about establishing and maintaining this external partnership?
What steps will you take?

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7. Project External Partnership

iii. Objectives and goals

What benefits do you hope to achieve as a result of the external partnership?
List some key goals/objectives associated with this partnership.



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iv. Evaluation

What criteria or KPIs will you use to evaluate whether the external partnership is effective?



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Feedback on external partnerships

Organising

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

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

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

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i. Tasks (What, when & how?)

What task?	When by?	How?
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ii. Equipment

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

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

Feedback on TEMP-O

Organising Timelines

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

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

Discuss and answer these three questions related to organising. Then complete a **Project Timeline**.

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

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ii What is the availability of project participants?

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

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Tips

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

What would you do?

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

Draw a project timeline identifying the key dates of project milestones and deadlines as negotiated with your teacher.

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ORGANISING

Organising Tasks

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

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

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

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Tips

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

What would you do?

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

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10. Project Task Organiser

Project Task Organiser

When by?	Specific tasks to be organised	How will this be done?
e.g. Week 1 18/4	e.g. Work out cost of all consumables to be used as part of the BBQ.	Develop list of food and other items needed then visit supermarket to price items.

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ORGANISING

Organising Equipment

For your project you might have to use equipment, tools, ICT and other workplace technology. This requires you to consider these three issues.

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

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

ia. Which project tasks require equipment, tools, ICT and technology?

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

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

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

Tips

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

What would you do?

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

11. Project Equipment Organiser

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

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

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Organising Materials

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

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

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

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

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

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ii. What are the costs associated with these inputs?

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

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Tips

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

What would you do?

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

12. Project Materials Organiser

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

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Organising People - Rosters

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

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

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

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

Key tasks involved in organising the project are:

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What would you do?

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

13. Project Roster

Project Roster

Project (or specific task) _____

Supervisor: _____ Supervisor's phone: _____

Task	By ...day ...date ...time	Person(s) responsible?	Equipment/money/ inputs	Other information	When...day ...date ...time ...duration	Done/ initials
e.g. Go to the shops and buy sausages for BBQ.	Monday Aug 12 9.00 am	Jim & Yusuf	\$50 budget. Use the cash we have collected.	Needs to be Halal	Monday Aug 12 8.00 am 45 mins	JB YS
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Budgeting

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

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

Income

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

- ⇒
- ⇒
- ⇒
- ⇒

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

- ⇒
- ⇒
- ⇒
- ⇒
- ⇒
- ⇒

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Tips

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

What would you do?

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

They are left with a deficit of \$85, which they have to fund.

Cash Budget/Financial Planner

Name(s): _____
Project: _____ Date(s): _____

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

Student signature: _____ Date: _____
Supervisor's signature: _____ Date: _____

14. Risk Assessment

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

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

Discuss each of these seven issues and list key points related to your project. You will need to consult with your teacher as to how to deal with these issues.

i. OH&S/WHS Safety Rep

Who is going to be responsible for overall project safety? You might appoint one or a pair of team members with safety expertise as the rep(s).



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ii. Risk assessment and hazard control

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



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iii. Safe procedures

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



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iv. Permissions

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



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v. Legal requirements

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



vi. Copyright and intellectual property

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



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vii. Ethics and social responsibility

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



Hazard Control

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

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

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

Answer the following focus questions.

Main hazard control and risk assessment procedures

☹ What are the most likely hazards and risks?

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

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

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

Tips

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

What would you do?

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

Project:

Specific worksite location:

Description of task/project/process:

Assessed by (& position):

Date:

Outline the hazard	Identify the risk	What controls exist?	What is the likelihood of occurrence? (H,M,L)	What is the potential for harm? (H,M,L)	Recommended action for control of hazard	Controlled by whom and by when?	Monitoring by whom and by when?
e.g. Serving dairy item (cream) with lunch.	Possible food poisoning (unsafe storage)	Fridge has thermometer.	M	(H,M,L)	Cert in Food Hygiene Store at safe temp, 5° or below	PB 7/4	OH&S rep 8/4

Communication Strategy

Communication is about effectively delivering a message to a receiver. As part of your project you will have to communicate with internal stakeholders such as your team members. You will also have to communicate with external stakeholders such as customers and clients, suppliers, supervisors, safety reps and external partners. It is also very likely that you will have to develop a communications product and make a presentation. As part of your communication strategy you need to consider how to most effectively utilise:

- ✓ verbal communication
- ✓ non-verbal communication
- ✓ appropriate communication formats and media/devices
- ✓ ICT and social media.

Discuss these issues associated with communication and then complete a **Project Communication Strategy**.

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How can you make verbal communication more effective?

How is non-verbal communication an important communications tool?

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

How can the use of social media enhance the message?

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17. Project Communication Strategy

1. What is the message?

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

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

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

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ORGANISING

Contingencies

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

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

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

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

Potential things that could go wrong include:

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Tips

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

What would you do?

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

18. Project Contingencies

Contingency Plan					
Task/potential problem	Likelihood	Impact	Back-up plan	Other information	People
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Doing

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

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

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

- Plan and draw an **Event Timeline**.
- Develop a mindmap, flowchart, or **Event Diagram** that includes key roles, work stations, equipment location, safety issues and other information.
- Create and use **To-do Lists** (on paper or e-devices) for each team member.
- Develop an **Event Planner** that lists all the tasks, the times and the people involved in preparing, in doing and in cleaning-up (or de-installing) the event. (Note: You might already come up with some of these when on your **Project Task Organiser** on p.27 and/or your **Project Roster** on p.33.

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

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

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

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DOING

20. Project Event Diagram

b. Event mindmap, flowchart, or diagram

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21. Project Event To-Do Lists

c. Event To-do Lists

_____ 's To-do List

Task: _____ Date: _____

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

_____ 's To-do List

Task: _____ Date: _____

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

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_____ 's To-do List

Task: _____ Date: _____

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

_____ 's To-do List

Task: _____ Date: _____

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

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22. Project Event Planner

d. Event Planner

Project/specific event): _____

Task	Time	People	Equipment/materials	Other information	Done?
Divide this planner into 3 sections: Preparing for, during and after the event.					
Preparing for the event e.g. Cut-up onions	30 mins 11.-11.30	Vlade	Knife, chopping board, goggles, bowl.	Must do in the Foods kitchen.	VT
During the event e.g. Take customer orders	60 mins 12-1pm	Khristy	Cash tin, \$20 of change.	Cannot handle both food & money.	CB
After the event e.g. Clean-up serving area	60 mins 1-2pm	Nancine & Czarleah	Bins, broom, spray clean & wipes.	All bins must be emptied in skip.	NR/ CB
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DOING

22. Project Event Planner

d. Event Planner (cont.)

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DOING

Review - Quality

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

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

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

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

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

Own performance

How can I assess whether I have achieved my goals?

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

Team performance

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

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

Quality outcomes

How can we measure whether our product/service is of suitable quality?

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

Customer/stakeholder feedback

How can we find out if our external stakeholders are happy with the quality of our product or service?

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

23. Project Quality KPIs

Quality Key Performance Indicators			
Key Performance Indicator	Explanation	Assessed by?	When?
Internal goal/objective			
e.g. We aim to raise \$200 from our healthy lunchtime bazaar.	We have budgeted for \$250 in expenses and plan to sell 100 lunch packs @ \$4.50. We can assess this at the end of the project.	The budget team.	March 27
External goal/objective			
Other information:			

Reflection

Feedback, review and self-assessment are important ways to identify your strengths and weaknesses. An honest assessment of the successes and challenges associated with the project can enable you to identify transferable skills you developed through project participation. This assessment can also help you to develop a learning improvement strategy to help you develop further.

Listed below are some questions that you are expected to answer so as to review and reflect on your experiences as part of the personal development project. There are also evaluation pro-formas on pp.56-57

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

PREVIEW

Personal successes

Outline examples from your personal development project of how you achieved successfully.



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Personal challenges

Outline examples from your personal development project of tasks that you found difficult or challenging.



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24. Project Reflection

Team successes

Use examples from your personal development project to describe how teamwork helped achieve a better outcome.



PREVIEW

Team challenges

Use examples from your personal development project to describe how teamwork didn't help achieve a better outcome.



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Improvement strategies

After discussing your performance with your teacher, and getting constructive feedback, list 3-5 improvement strategies that can help you develop in the future.



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REVIEWING

25. Transferable skills

A good way to self-assess is to provide an explanation, using an example, of how you demonstrated various skills as part of your active participation in your personal development project. Some of these skills might even be directly transferable to your CV.

These tables contain many of the project skills that you have been expected to demonstrate. Your teacher will indicate which of these apply to you for this project. For each relevant skill, briefly outline, using an example, how you successfully demonstrated the skill. The your teacher will check and initial these.

Transferable skills		Teacher
How did I successfully...	Explanation/example	
<input type="checkbox"/> work with others?	<div>PREVIEW</div> <div>DRAFT</div> <div>SAMPLE</div> <div>ONLY:</div>	
<input type="checkbox"/> contribute to quality outcomes?		
<input type="checkbox"/> manage my time?		
<input type="checkbox"/> show creativity?		
<input type="checkbox"/> manage stress?		
<input type="checkbox"/> build resilience?	<div>DO</div> <div>NOT</div> <div>COPY</div>	
<input type="checkbox"/> manage conflict?		
<input type="checkbox"/> get motivated?		
<input type="checkbox"/> motivate others?		
<input type="checkbox"/> participate in discussions?		
<input type="checkbox"/> use active listening?		
<input type="checkbox"/> use research methods?		
<input type="checkbox"/> manage risk?		

25. Transferable skills

Transferable skills		
How did I successfully...	Explanation/example	Teacher
<input type="checkbox"/> solve problems?		
<input type="checkbox"/> make decisions?		
<input type="checkbox"/> negotiate with others?		
<input type="checkbox"/> develop a network?		
<input type="checkbox"/> use formal communication?	<div>PREVIEW</div> <div>DRAFT</div> <div>SAMPLE</div> <div>ONLY:</div>	
<input type="checkbox"/> use informal communication?		
<input type="checkbox"/> use social media to communicate?		
<input type="checkbox"/> use ICT to communicate?		
<input type="checkbox"/> demonstrate leadership?		
<input type="checkbox"/> lead a structured meeting?		
<input type="checkbox"/> analyse an issue?		
<input type="checkbox"/> develop an external partnership?	<div>DO</div> <div>NOT</div> <div>COPY</div>	
<input type="checkbox"/> take minutes in a meeting?		
<input type="checkbox"/> demonstrate empathy?		
<input type="checkbox"/> deliver a presentation?		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

26. Evaluation: General Competencies

Evaluation: General Competencies

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

Student: _____

Project: _____

Student's role: _____

Evaluated by: _____ Position: _____

Ability to effectively:

	Excellent	Very Good	Good	Basic	Not shown
☺ Communicating effectively.....					
☺ Being adaptable.....					
☺ Showing initiative (& enterprise).....					
☺ Solving-problems.....					
☺ Managing and leading.....					
☺ Planning & organising.....					
☺ Learning new tasks.....					
☺ Using technology.....					
☺ Being self-aware.....					
☺ Working in teams.....					
☺ Working safely.....					

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

1. _____

2. _____

3. _____

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

1. _____

2. _____

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

Signed: _____ Date: _____

27. Evaluation: Specific Competencies

Evaluation: Specific Competencies

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

Student: _____

Project: _____

Student's role: _____

Evaluated by: _____ Position: _____

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

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

PREVIEW
DRAFT
SAMPLE
ONLY:

DO
NOT
COPY

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

1. _____
2. _____

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

Signed: _____ Date: _____

REVIEWING

**PREVIEW
DRAFT
SAMPLE
ONLY:**

**DO
NOT
COPY**

**PREVIEW
DRAFT
SAMPLE
ONLY:**

**DO
NOT
COPY**

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