PERSONAL DEVELOPMENT

VM 3&4

AOS1 - Social awareness and interpersonal skills

AOS2 - Effective leadership

AOS3 - Effective teamwork

AOS1 - Planning a community project

AOS2 - Implementing a community project

AOS3 - Evaluating a community project

Important: All material, advice and assessment tasks are provided as a guide only and do not constitute official advice. As always you must check with the VCAA and any other relevant authorities about the suitability of a task.

Copyright notice/License information:

⇨ All material in this printed workbook may only be reproduced by the school or institution named on each page in accordance with its purchase of a master license.

⇨ All use of material must include the copyright and license notices at the bottom of each page. You are not permitted to electronically re-engineer or extract material from a page. Please see the Read Me First file for full licensing information in relation to a master license.

⇨ Unauthorised copying and reproduction of this material constitutes a breach of the Copyright Act.

⇨ For best results the material has been formatted to be reproduced from the master file.

VCE: VM Units 1&2: From 2023
⇨ Literacy VM 1&2: Coursebook & Applied Vocational Booklet
⇨ Numeracy VM 1&2: Coursebook & Skills Development Portfolio
⇨ Personal Development VM 1&2: Coursebook & Applied Vocational Booklet
⇨ Work Related Skills VM 1&2: Coursebook & Applied Vocational Booklet

VPC Units 1&2: From 2023
⇨ Literacy VPC 1&2 : Coursebook & Applied Vocational Booklet
⇨ Numeracy VPC 1&2: Coursebook & Skills Development Portfolio
⇨ Personal Development VPC 1&2: Coursebook & Applied Vocational Booklet
⇨ Work Related Skills VPC 1&2: Coursebook & Applied Vocational Booklet

VCE: VM Units 3&4: From 2024
⇨ Literacy VM 3&4: Coursebook & Applied Vocational Booklet
⇨ Numeracy VM 3&4: Coursebook & Skills Development Portfolio
⇨ Personal Development VM 3&4: Coursebook & Applied Vocational Booklet
⇨ Work Related Skills VM 3&4: Coursebook & Applied Vocational Booklet

VPC Units 3&4: From 2024
⇨ Literacy VPC 3&4: Coursebook & Applied Vocational Booklet
⇨ Numeracy VPC 3&4: Coursebook & Skills Development Portfolio
⇨ Personal Development VPC 3&4: Coursebook & Applied Vocational Booklet
⇨ Work Related Skills VPC 3&4: Coursebook & Applied Vocational Booklet

www.delivereducation.com.au   **michael@delivereducation.com.au**

Advice to students

Welcome to the final year of your studies of **Personal Development Skills** as part of your **Vocational Major**. Throughout this year you will investigate and demonstrate a range of personal development skills that will help you to further develop **social awareness**, **interpersonal skills**, **team skills**, **problem-solving** and applied **leadership** to **community engagement** outcomes.

So again ensure that you apply what you are learning in the classroom to yourself, to your interpersonal relationships, to leadership and team projects, to community placements, as well as in other applied situations, including work placements - and vice versa!

You will also naturally apply your developing **Literacy**, **Numeracy** and **Work Related** skills-sets in self-development situations and community participation initiatives.

In **Unit 3** you will complete **3 areas of study**:

AOS1 - Social awareness and interpersonal skills

AOS2 - Effective leadership and

AOS3 - Effective teamwork

This coursebook has two sections for each Unit 3 area of study. Sections 1, 3 and 5 have a graduated assessment. Sections 2, 4 and 6 have the area of study assessment task(s).

In **Unit 4** you will again complete **3 areas of study**:

AOS1 - Planning a community project

AOS2 - Implementing a community project and

AOS3 - Evaluating a community project.

In this coursebook, sections 7 & 8 deal with researching and planning for the Extended Community Project. Section 9 focuses on the use of applied tools to implement your project. Finally, Section 10 deals with evaluating your project's processes and outcomes; and then preparing a presentation about your Extended Community Project.

Throughout the year, your school might expect you to undertake volunteer and community placements related to your future career pathway, or VET certificate. This is an ideal way to develop employability skills, gain experience and build a deeper applied understanding of the world of work. You are also very likely to participate in team building and leadership programs, especially in Unit 3.

Use this coursebook by completing the tasks in the spaces and pages provided. You will also maintain your own work folios to complete some tasks, as well as others given to you by your teacher.

You may need to collect and keep an evidence portfolio with copies of resources, handouts and evidence of you applying work-related skills.

You should also use your Personal Development **Applied Vocational Booklet** to help build skills and to record, identify and apply transferable skills and experiences throughout the year.

You might be directed to complete some or even all of these **assessment tasks**, as well as others supplied by your teacher that are more suited to your learning program.

2023 into 2024 DELIVER Education: Order form for Semester 2 2023. All prices are (GST inc.)

2024 VM & VPC

VCE: Vocational Major

*Note: 3&4 due Nov & Dec '23	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs	*3&4 Interim masters*
*Literacy VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	- *Available now*
*Numeracy VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	- *Available now*
*Personal Development VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	- *U3 Available now, U4 Oct*
*Work Related Skills VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	- *Available now*
Literacy VM: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	
Numeracy VM: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	
Personal Development VM: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	
Work Related Skills VM: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	

Vocational Pathways Certificate

* Print Lit/WRS due Dec 23 & Jan 24 ^ Print Num & PDS due Mar '24	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs	*3&4 Interim masters*
* Literacy VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	*U3 Available from Nov, U4 Jan '24*
^ Numeracy VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	*U3 Available from Dec, U4 Feb '24*
^ Personal Development VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	*U3 Available from Nov, U4 Jan '24*
* Work Related Skills VPC: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	*U3 Available from Dec, U4 Jan '24*
Literacy VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	
Numeracy VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	
Personal Development VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	
Work Related Skills VPC: 1&2	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	

Vocational and Work Education Resources

	Printed Book	e-version Master license PDFs
Work Experience Journal	___ @ $22	or ___ @ $165
Work Placement Journal	___ @ $33	or ___ @ $220
PDS Planner: VPC 1&2	___ @ $33	or ___ @ $220
PDS Planner: VPC 1&2 (exp Mar'24)	___ @ $33	or ___ @ $220
PDS Planner: VM 1&2	___ @ $33	or ___ @ $220
*PDS Planner: VM 3&4 (exp Jan '24)	___ @ $33	or ___ @ $220
Foundation Numeracy	___ @ $44	na
Senior Numeracy	___ @ $44	na

WACE: Career and Enterprise

Career and Enterprise	Printed Text Coursebook	e-version Master PDFs
CAE: General 11 2ed	___ @ $60	or ___ @ $660
CAE: General 12/ATAR 11 2ed	___ @ $62	or ___ @ $660
CAE: ATAR 12 2ed	___ @ $68	or ___ @ $770
CAE: Foundation 11	___ @ $55	or ___ @ $595
CAE: Foundation 12	___ @ $55	or ___ @ $595

VCE: Industry and Enterprise

New editions were released in 2022

I&E Unit 1: Workplace Participation 5ed - book	___ @ $38
I&E Unit 1: Workplace Participation - e-master	___ @ $550
I&E 1&2: Towards an Enterprising You 6ed - book	___ @ $55
I&E 3&4: Towards an Enterprising Australia 5ed - book	___ @ $68

Add Postage:
VM & VPC: 1 book = $14, 2-4 books $20, 5-8 books $27. *9+ Contact me
I&E and CAE: 1 book = $14, 2-3 books $20, 4-5 books $27. *6+ Contact me

Order Details

Name:

Position:

e-mail:

School:

Address:

State: | Postcode:

Order No: | ABN:

email for invoice (if different):

VM Total $	VPC Total $	VCAL Total $
Voc Ed Total $	CAE Total $	I&E Total $
Postage $		Total Amount (approx) $ _____

Social Awareness | 1

Activities 1: Social Awareness	p.	Due date	Done	Comment
1-2 **U3: AOS1 - Requirements**	3	☐	○	
1A **Welcome to the Jungle**	6-7	☐	○	
1B **Social awareness**	9	☐	○	
1C **Social awareness - Vocational**	11	☐	○	
1D **Diversity**	13	☐	○	
1E **Different perspectives**	15	☐	○	
1F **Empathy**	17	☐	○	
1G **Contribution to society**	19	☐	○	
1H **Interpersonal relationships**	21	☐	○	
1I **Social, cultural and ethical norms**	23	☐	○	
1J **Interpersonal skills & social awareness**	24	☐	○	
AT1 **The Power of Three**	26	☐	○	

Comments:

1.01 Unit 3: AOS1 - Introduction

Unit 3: AOS1 - Social awareness and interpersonal skills

For Unit 3, **Leadership and teamwork**, you will explore the importance of social awareness and interpersonal skills, investigate leadership skills, traits and styles as part of effective leadership, and describe and demonstrate the characteristics of effective teamwork.

In **Section 1: Social Awareness**, you will explore and describe the key characteristics of social awareness. You will also examine the role of interpersonal skills in building effective interpersonal relationships with others in varied contexts.

At the end of this section, you will complete a graduated assessment (**AT1**) involving an audit of the social awareness capabilities and interpersonal skills of you and others.
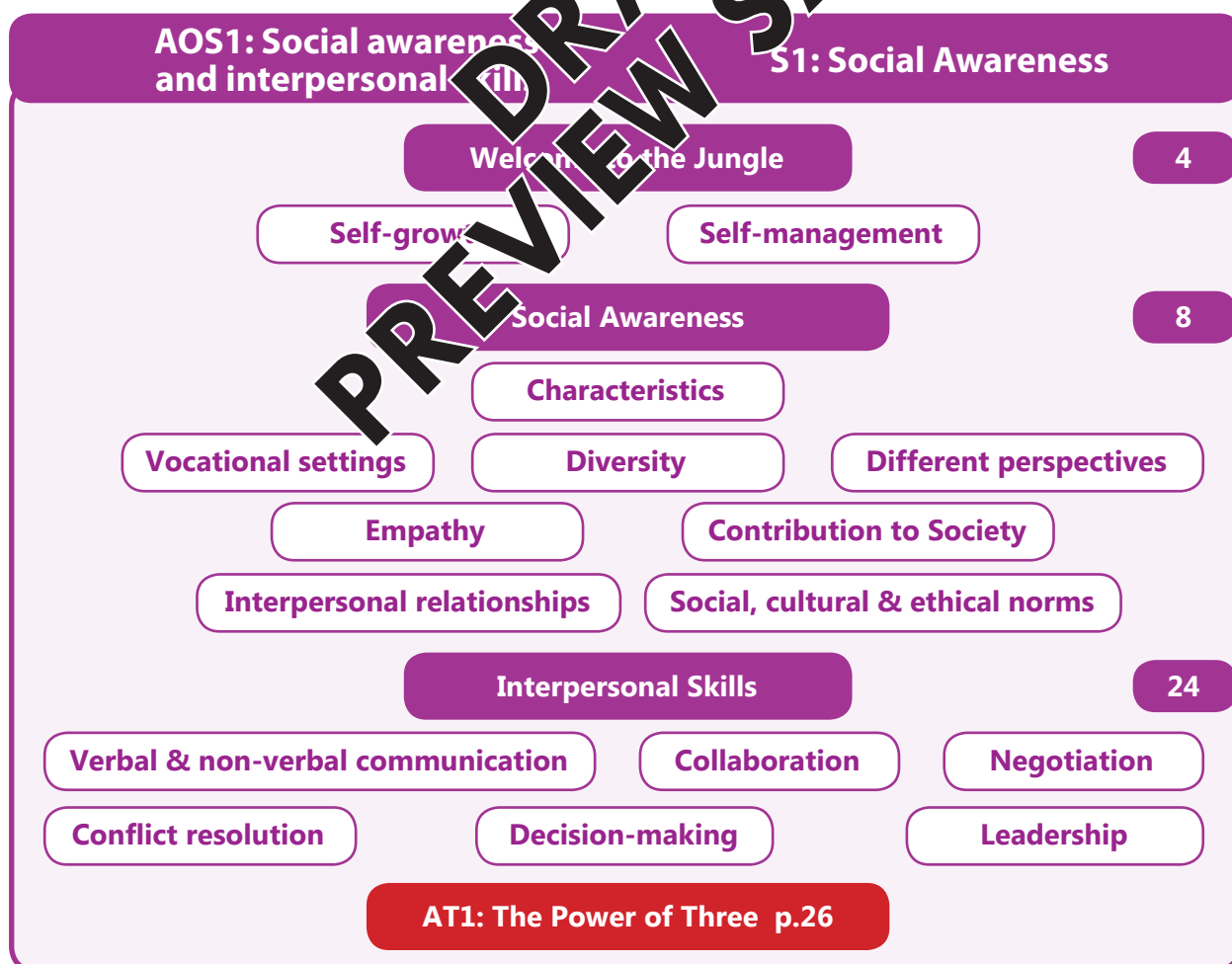
In **Section 2: Interpersonal Skills in Action**, you will unpack influences, situations and contexts related to social awareness and the applied use of interpersonal skills. You will then examine metacognition in six key skill areas that you will apply throughout this year. You will revisit processes to research key issues and then be introduced to the importance of leadership.

At the end of this section and area of study, you will complete assessment task(s).

AT2a: You are required to select an important 'event' of awareness, celebration or identity and develop a promotional campaign to bring attention to this 'cause'; and/or

AT2b: You will start developing the applied use of social awareness and interpersonal skills for your teams-based leadership problem-solving activity (for AOS3), potentially by participating in targeted leadership and team-building activities and programs.

However, your teacher might modify or vary your assessments or introduce different assessment tasks that are more suitable for the personal development of you and your class.

AOS1: Social awareness and interpersonal skills

S1: Social Awareness

Welcome to the Jungle — 4

Self-growth   Self-management

Social Awareness — 8

Characteristics

Vocational settings   Diversity   Different perspectives

Empathy   Contribution to Society

Interpersonal relationships   Social, cultural & ethical norms

Interpersonal Skills — 24

Verbal & non-verbal communication   Collaboration   Negotiation

Conflict resolution   Decision-making   Leadership

AT1: The Power of Three p.26

AOS1: Social awareness and interpersonal skills | **S2: Interpersonal Skills in Action**

| Social Awareness and Interpersonal Skills | 28 |

| Familial | Peer | Cultural | Media & technology | Educational & community |

| Contexts and Settings | 32 |

| Personal | Community | Social | Educational | Work-related |

| Applied Metacognition | 36 |

| Self-management | Communication | Problem-solving |
| Decision-making | Conflict resolution | Critical thinking |

| Digital Social Awareness | 38 |

| Dealing With Issues | 40 |

| Social | Cultural | Environmental | Economic |

| Importance of Leadership | 44 |

| AT2a: Recognise, reflect and respect pp.46-47 |

| AT2b: Team Leadership Activity - Social Awareness & Interpersonal Skills pp.48-50 |

U3: AOS1 - Requirements   1-2

Your teacher will discuss the requirements for successfully completing **AOS1: Social awareness and interpersonal skills** with your class. List these below.

S1: Social Awareness	S2: Interpersonal Skills in Action

1.03 Welcome to the Jungle

Self-growth

Life can be quite demanding. Indeed, at times, life can be very demanding!

In PDS VM 1&2 you investigated a range of strategies for **self-growth** and the ongoing achievement of personal **wellbeing**. Hopefully, some of these actions have now been embedded in your life as natural everyday behaviours.

People face all sorts of **pressures** in their personal, family, social and work-related situations. And this year, in Year 12, you will face a whole new range of challenges, pressures and stresses as you transition from the protective boundaries of school into the next stages of your life.

But how you respond to pressure (and the associated **stress** that you might feel when under pressure) is always up to you! (How you...!)

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

This means focusing on your expectations, your attitude, your behaviours and your skill levels, including **social awareness** and **interpersonal skills** when dealing with other people. (How you...!)

The pedestrian light principle (PLP)

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

You might have noticed that some people will hit the button over and over and over again trying to get the light to change.

Others will go and check and give the button one more push just in case.

Which type of person are you?

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

What you need to understand is that once the call is recorded from the first button push, pedestrians have no influence over when the lights will change.

That cycle is pre-determined and programmed into that crossing's traffic light, regardless of whether it is you, or anyone else, waiting, and irrespective of how many extra times the button is pushed.

In life you have to focus on the things over which you have influence - these are the things within your **locus of control**. This is how you can **develop** personally, **mature** into adulthood, build **patience** and develop **resilience**.

It's nothing personal if the lights take a long time to change. The traffic lights don't have a grudge against you. Sure it can be frustrating, but it's not about you! It's about the traffic lights.

So how did you think that 'repeat button pusher' feels? "Finally! Lucky I pushed it 28 times. Next time I'll push it 56 times and it might change twice as fast!"

Will their extra effort change the outcome? What a waste of nervous energy!

There's bigger and more important things in life to sweat about.

Do you agree?

Self-management

You also have to manage how you respond to **challenges**, how you help and support others, how you contribute to your local and broader **communities**, how you contribute to **society**, and how your **vocational** choices will help make you, and the world around you, a better place. So this is essentially all about how you **act** and **react** to pressure situations. (How you...!)

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

You may not be able to change the past; but the future is only ever one breath away! So take a deep breath. Take in the classroom. Take in your teacher - they are ready to go. Take in the people around you. Everything looks OK.

And it's a pretty nice day, today. So what better time to get started.

Image: alex...ski/ ...photos.com

🗣 The basketball hoop principle (...)

Imagine you have a teacher at your school called Mr Jordan, who is a basketball wizard. He often challenges anyone in your class to beat him at a 3-point shooting challenge.

The rules are simple. First to miss (based on equal shots of course) loses. Maxi's not so hot at BB but steps up to the challenge. Mr Jordan even allows Maxi a warm-up shot as goodwill. Of course, Maxi fails.

So the real comp begins. Mr Jordan spins the ball, dribbles, does some fancy Labron moves, pops his shot, but hits the ring and bounces out. Maxi steps up and using an awkward style makes a clean throw. The class goes wild and a red-faced Mr Jordan says it's not fair, he didn't get a warm-up shot. What has gone on here?

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

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

And who do you think will win tomorrow? Why so?

Sometimes we can succeed at what we do through some luck, and perhaps a bit of over-confidence from someone else. That's what happened to Maxi.

But if we want to repeat that success then we are going to have to improve our skills through commitment, practice and training. That requires discipline and sacrifice. If Maxi wants to beat Mr Jordan, again, and in a contest that involves an extended period of skills execution, then Maxi is going to have to get better.

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

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

1.05 Welcome to the Jungle

1A   Welcome to the jungle

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

As a result of doing PDS VM: 1&2	very good	good	fair	basic	poor
i. My communication skills are:					
ii. My critical thinking skills are:					
iii. My problem-solving skills are:					
iv. My decision-making skills are:					
v. My planning skills are...					
vi. My organisational skills are...					
vii. My conflict resolution skills are:					
viii. My technological skills are:					
ix. My social awareness skills are:					
x. My interpersonal skills are:					

2. List up to **12 tasks** or **activities** that you are good at doing. These will most likely feature an 'ing'.

3. List **tasks**, **activities** or skills that **you** still **need to develop** further. These will most likely feature an 'ing'.

4. Create 3 **statements** you would use to **describe yourself** to **someone you** have **never met** before

Part B

1. Discuss these 2 principles, '**PLP**' and '**BHP**', in small groups. Where do you sit in relation to these?

2. Come up with **3 clear statements** that communicate, in your own words, the **lessons of** the '**PLP**'.

3. Develop **another** 3 for the '**BHP**'. Report back to the whole class.

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

4. What is **locus of control**? Why is an understanding of locus of control **important**?

5. Over which of **your actions** do **you** have a **locus of control**? How does that make **you feel?**

6. Over which of **your actions** do **you** have very **limited locus of control**? How does that make **you feel?**

Discussion: In groups, discuss why people become 'repeat button-pushers'. What about you - and have you now changed? Report back to the class.

1.07 Social Awareness

Social awareness

Social awareness is an important concept that drives human interaction.

Although there is no one specific definition of social awareness, it can be said to involve the ability of people to understand and recognise the dynamics of different social situations.

A key driver of social awareness is an understanding of the **emotions**, **needs** and **perspectives** of all people involved. This, of course, relates strongly to **emotional intelligence**.

Social awareness requires an awareness and understanding of social norms. **Social norms** are the 'unwritten' rules that guide interpersonal **behaviour**, **cultural norms**, and varied **expectations**.

People with well-developed social awareness are generally able to show **empathy** towards others through an understanding and acceptance of 'apparent' differences. They can usually go some way towards seeing situations from other **points of view** or perspectives - and not just simply through their own experiences.

People with well-developed social awareness are also more able to 'read' **non-verbal cues**, such as **body language** and **non-verbal communication**, as well as nuances in **tone** and **pitch** of voice. As a result, they can adjust their own behaviour because they are better able to 'read' a person or social situation.

The applied use of social awareness moves out from the individual, so that a person can recognise the larger **societal issues** and challenges faced by different groups of people. This leads to a greater understanding and acceptance of **diversity** and supports behaviours that develop **acceptance** and inclusion. This is also guided by the development of societal **ethics**.

From a **macro** point of view, social awareness leads to an understanding of the impact of social structures and systems on individuals and **communities**. This supports a willingness to work **collaboratively** towards creating a more **equitable** and **inclusive** society. This is fostered by the development of strong, supportive and respectful **relationships** with others.

Image: Elnur_/ Depositphotos.com

Characteristics of Social Awareness

Appreciating diversity

Understanding different perspectives

Empathy

Contribution to society

Relationships

Consideration of social, cultural and ethical norms

Image: RawPixel/ Depositphotos.com

1. Create **word chains** for these terms related to the important characteristics of **social awareness**

emotional intelligence	
social norms	
empathy	
non-verbal communication	
appreciating diversity	
relationships	

2. Explain why **social awareness** is **important** to the development of a **strong**, **supportive** and **inclusive** society. Give examples.

3. Describe examples of how a person your age could **apply** each of these **interpersonal skills** to demonstrate **social awareness** in society.
    Do you? Use examples from your own social or community engagement experiences.

communication	collaboration	negotiation
conflict resolution	**decision-making**	**leadership**

Investigation: Find out about a leader in society who demonstrates well-developed social awareness. Report back to the class.

1.09 Social Awareness - Vocational

Social awareness in vocational settings

Social awareness can be extremely beneficial for young workers as they navigate the workplace and begin building their careers. By **building strong relationships**, young workers who are more socially aware are better able to **connect** with their colleagues, managers, customer and clients. They are more **empathetic** and **understanding** of other's perspectives, which helps them to build trust and respect with their colleagues.

Every workplace has its own unique **social dynamics** driven by the **workplace culture**. Younger workers who are socially aware are more likely to **understand** and **interpret** the **unwritten rules** of the workplace. As a result, they can better navigate social dynamics by **adapting** their **behaviour** to fit in with the **expectations** of managers, colleagues, customers and clients, and other workplace stakeholders.

Naturally, younger workers who are more socially aware will be better at **communicating** their ideas and opinions in a way that suits the **stakeholders** that they are communicating with. They are able to read **body language** and **tone** of voice, as well as decipher **non-verbal communication**. This will help them to adapt their communication styles to be more suitable for different work-related situations.

As a result, socially aware young workers can help to create a **positive workplace culture** by promoting **respect**, **empathy**, and **inclusion**. They are more likely to be aware of the **impact** of their **actions** on others, and to work towards creating a **supportive** and **collaborative** work environment.

And finally, social awareness is a critical skill for **effective leadership**. Young workers who are socially aware are better able to understand the **needs** and **perspectives** of their **team** members, which helps them to be more effective leaders. They are also better equipped to **navigate conflict** and build strong, **productive teams**.

Socially Aware Vocations

Occupational areas that require very high levels of social awareness include:
- medical professionals
- pharmacists
- nurses and health-care workers
- aged-care and support workers
- child-care workers
- teachers
- social & youth workers
- mental health professionals
- law enforcement officers
- justice workers
- emergency service workers
- media professionals
- writers and journalists
- advertising and marketing professionals
- HR professionals
- retail workers
- hairdressers
- beauty and make-up workers
- customer support workers
- hospitality workers
- travel and tourism workers
- sports and recreation workers
- events and entertainment staff
- actors, musicians & performers
- environmental professionals

and of course, managers of all levels in all industry settings!

"In reality I'm part-stylist, part-counsellor, part-therapist, part-life coach but wholly people-focused. And I have to run my business!"

Image: Wavebreakmedia/ Depositphotos.com

1. Create **word chains** for these terms related to **social awareness** in **vocational** settings.

relationships	
social dynamics	
communication	
workplace culture	
leadership	

2. Explain why **social awareness** is **vital** for success in **vocational situations**. Give examples.

3. Describe examples of how a social worker could **apply** each of these **interpersonal skills** to demonstrate **social awareness** in **vocational** situations.

   Use examples from your own vocational or community engagement experiences.

communication	**collaboration**	**negotiation**
conflict resolution	**decision-making**	**leadership**

Investigation: Find out about a vocational leader in the world of work who demonstrates well-developed social awareness. Report back to the class.

1.11 Social Awareness - Diversity

Diversity

Australia is one of the most **culturally diverse** nations in the world.

At the core of our nation is the oldest continuously living culture in the world, with Australian **Aboriginal history** dating from 65,000 years ago.

Australia is also home to peoples from almost 200 different countries who have added to the rich layer of **culture** and **community**.

We experience this diversity through many social and community **bonds** that bring people together to **celebrate** their culture and enjoy their **democratic freedom** and **human rights**.

This diversity is reflected, and sometimes even magnified, in **vocational** situations.

At work you might find that clients, customers, supervisors, colleagues, suppliers, contractors and other workplace stakeholders come from varied and diverse backgrounds.

It is vital that you have well-developed **social awareness** to both recognise and deal with cultural diversity in society generally, and in vocational situations. In response to this, you need to develop your **cross-cultural skills**.

Australian diversity (2021)

⇨ The median age was 38 years.

⇨ 29% of the population aged 55+.

⇨ 18% of the population aged 10-24.

⇨ 3.2% of the population is Aboriginal and Torres Strait Islander peoples; the median age is 23.

⇨ 30% of the Aboriginal and Torres Strait Islander population aged 10-24.

⇨ 167 Aboriginal and Torres Strait Islander languages used at home.

⇨ 29.3% of people born overseas, plus another 22.2% of people with at least 1 parent born overseas.

⇨ Top 5 origin countries for overseas-born population: England, India, China, NZ and the Philippines.

⇨ Mandarin most common language other than English, followed by Arabic, Vietnamese, Cantonese and Punjabi.

⇨ 67% of people lived in major cities; 33% lived in regional, rural and remote areas.

⇨ 10% of people provided unpaid assistance to others with a disability, long-term health condition, or due to old age.

Source: www.abs.gov.au, Census 2021

Cultural Diversity

Sex/Gender

Gender identity

Ethnicity

Race

Age

Religion

Language

Sexual orientation

Background

Disability

Family status

Political beliefs

Image: adapted from MAJIVECKA/Depositphotos.com

1. What is **diversity**?

   _____

   _____

   _____

2. How does an applied **understanding** of **diversity** enable a **person** to be **more socially aware**? You could use an **example** to better explain this.

   _____

   _____

   _____

   _____

3. How could **you build** your **understanding** of **diversity** and **become** more **socially aware**?

   _____

   _____

   _____

   _____

4. Describe **examples** of when you, and **other people**, catered for **diversity** in these **settings**.

Personal situations	Social/community situations	Work-related situations

1.13 Social Awareness - Different Perspectives

Different perspectives

Issues are never really simple and always have two, or more sides to them. You have experienced this through your investigations in Literacy and in PDS last year when you analysed issues from not just your own perspective, but also from other **perspectives**.

Consider a local retail development to build a new shopping precinct in an outer-metro or regional area. Some local stakeholders will welcome the initiative as it will create retail access, investment, economic activity, commerce and jobs.

Other local stakeholders might oppose the development on the grounds that it threatens small local traders, or that might it impact on local traffic flows, or on the environment, and/or that it might even encourage over-spending by locals and visitors.

What hope do small local traders have of competing against corporate retail giants?

Image: pwollinga/Depositphotos.com

Varied **stakeholders** might have **different perspectives** from one another. And each other's perspective (or **voice**) might be based on the **truth**. It's just that there is a different **hierarchy** applied to which truth is more **important**, or **valid**.
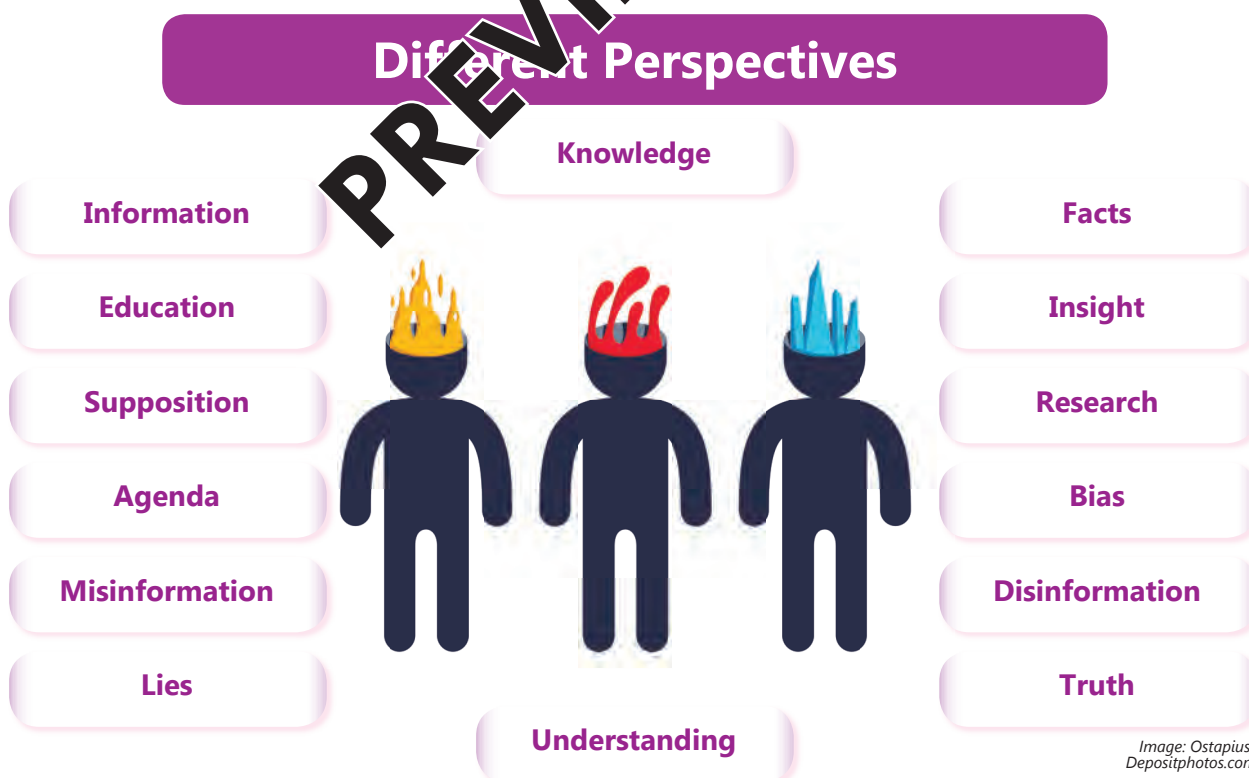
Different perspectives can lead to **disagreement** and this **conflict** and can threaten community cohesion. Therefore, when you are unpacking issues it is important that you can **analyse** information to present an unbiased and **balanced** point of view.

There are always **critical thinking** skills you can develop and apply to improve your ability to identify, understand and deal with different perspectives on issues.

Different Perspectives

Knowledge

Information

Facts

Education

Insight

Supposition

Research

Agenda

Bias

Misinformation

Disinformation

Lies

Truth

Understanding

Image: Ostapius/ Depositphotos.com

Different perspectives   1E

1. What does it mean by **different perspectives**?

    _____
    _____
    _____
    _____

2. How does an applied **understanding** of **different perspectives** enable a **person** to be more **socially aware**? You could use an **example** to better explain this.

    _____
    _____
    _____
    _____
    _____

3. How could **you build** your **understanding** of **different perspectives** and **become** more **socially aware**?

    _____
    _____
    _____
    _____

4. Describe **examples** of when **you**, and **other people**, demonstrated an **understanding** of **different perspectives** in these **settings**.

Personal situations	Social/community situations	Work-related situations

1.15 Social Awareness - Empathy

Empathy

Empathy is one of the key characteristics of social awareness as part of strong **emotional intelligence**.

Empathy can be described as the ability of a person to sense and understand the **feelings of others**. Being empathic requires a person to suspend their own values and perspectives, and then to try and **switch roles** so as to view the actions and outcomes from the other parties' **perspective**.

Empathy doesn't mean that you can truly experience what others might have to deal with, such as with racial discrimination or disability exclusion. But having empathy for others means that you can start to **imagine** and **understand** what it might be like for other people when they have to deal with their struggles.

Empathy is a key pillar of **emotional intelligence**. Empathy is one of the most important personality traits that enables people, to truly think, feel, **care** and act, as **compassionate** human beings. The opposite of empathy is apathy - which basically means, not caring!

Empathy occurs when:

⇨ people are united in developing a better understanding of others

⇨ workplaces and society give a true voice and recognition to diverse peoples

⇨ people actively listen and accept the views and perspectives of others

⇨ workplaces and society encourage community cohesion with support and participation opportunities

⇨ people act to promote and achieve community engagement

⇨ social structures become truly representative of social inclusion and diversity

⇨ people think beyond themselves, their own needs, and their entrenched attitudes

⇨ social norms and attitudes evolve and reflect the needs and views of others.

Empathy involves...

Noticing	Communicating	Listening
Feeling		Respecting
Understanding		Accepting
Encouraging		Welcoming
Learning		Trusting
Adapting		Initiating
Appreciating		Celebrating
Motivating		Including
	Working together	

Image: mashmuh/Depositphotos.com

1. What is **empathy**?

_____

_____

_____

_____

2. How does an applied **understanding** of **empathy** enable a **person** to be more **socially aware**? You could use an **example** to better explain this.

_____

_____

_____

_____

_____

3. How could **you develop** your **empathy** to become more **socially aware**?

_____

_____

_____

_____

_____

4. Describe **examples** of when you, and **other people**, demonstrated **empathy** in these **settings**.

Personal situations	Social/community situations	Work-related situations

1.17 Social Awareness - Contribution to Society

Contribution to society

Individuals who possess social awareness are better able to interact with others, **collaborate** effectively, and make positive contributions to their communities.

A **socially aware** person recognises the impact of their actions and decisions on others and on the community as a whole.

They will naturally be empathetic and **respectful** towards others, which can lead to greater **cooperation** and **understanding**.

They are also more likely to identify **social issues** and injustices in their communities, and take positive actions to address these issues.

Individuals with social awareness can play a vital role in promoting **social change** and making a positive impact on society. By understanding the challenges faced by diverse or marginalised groups, they can become advocates for social justice and work towards creating a more equitable and inclusive society.

Volunteering is a great way to give back to the community and make a positive impact as part of contributing to society. People can join community groups and participate in community and social service initiatives to help those in need.

People can use their 'voice' to **advocate** for social issues they care about. Advocacy can help raise awareness and create change on important issues.

Mentoring is a proactive way to contribute to society. People can become mentors to others who could benefit from their guidance and support. This could include tutoring, mentoring, or coaching inexperienced or less-skilled people in life's; health-care, sports, education, career development or other activities. Being a mentor can help young people build leadership skills. Mentoring makes a real, positive and lasting impact on someone else's life.

People can **educate themselves** and others on important social issues. They can research and learn about issues such as racism, gender inequality, climate change, and poverty, and share what they learn with others. By educating themselves, as well as **educating others**, people can help create a more informed and engaged society.

Contribution to Society

Understanding	Image: belchonock/ Depositphotos.com	**Caring**
Helping		**Collaborating**
Respecting		**Mentoring**
Volunteering		**Educating**
Supporting		**Advocating**
Providing	Someone needs to care for those that have no-one to care for them.	**Leading**

1. What does it mean by **contribution to society**?

    _____

    _____

    _____

    _____

2. How does an applied **understanding** of **contributing to society** enable a **person** to be more **socially aware**? You could use an **example** to better explain this.

    _____

    _____

    _____

    _____

    _____

3. How could **you build** your **willingness** to **contribute to society** and **become** more **socially aware**?

    _____

    _____

    _____

    _____

4. Describe **examples** of when **you**, and **other people**, **contributed to society** in these **settings**.

Personal situations	Social/community situations	Work-related situations

1.19 Social Awareness - Interpersonal Relationships

Interpersonal relationships

Social awareness and interpersonal skills are vital for the many and varied **interpersonal relationships** and situations that you will naturally experience in life.

These experiences can involve family, friends, peers, partners, colleagues, customers, acquaintances and even people you encounter but have never met before.

We all experience some people who are pretty **laidback** and easy to get along with. Others are friendly, polite, patient and **supportive**.

Our social awareness helps us to 'read' the emotions and moods of people we know and care for. This helps to build more positive, supportive and rewarding relationships based on mutual trust, care and respect.

These close **relationship bonds** enable us to deal better with the ups and downs in **behaviours** that we experience from our families, friends, partners and other people close to us. And vice versa.

But sometimes, we also have to deal with people who are at the other end of the scale who may be **pushy** and uptight. Then there are those who seem to be trying to **manipulate** others into doing what they want. Of course, we will come across angry people, **selfish** people and people who are just plain unfriendly and **rude**. And we don't even need to mention the **online** behaviour of some people!

So it is important to develop strong social awareness to help you recognise and better deal with some of the 'less than positive' behaviours people you might have to deal with in different situations.

Interpersonal relationships

- Family relationships
- Interpersonal relationships
- Friendship and peer relationships
- Close romantic or intimate relationships
- Education and training situations
- Social situations and acquaintances
- Online interactions and relationships
- Community participation situations
- Phone and digital relationships and interactions
- Vocational situations as a customer or client
- Vocational situations as a worker

Many young people work in frontline roles where they need assertiveness to deal with difficult customers and clients.

Image: Vadymvdrobot/ Depositphotos.com

Interpersonal relationships   1H

1. What are **interpersonal relationships**?

    _____

    _____

    _____

    _____

2. How does an applied **understanding** of **interpersonal relationships** enable a **person** to be more **socially aware**? Use an **example** to better explain this.

    _____

    _____

    _____

    _____

    _____

3. How could **you improve** your **interpersonal relationships** and **become** more **socially aware**?

    _____

    _____

    _____

    _____

4. Describe **examples** of you and your, and **other people**, demonstrated **positive interpersonal relationships** in these **settings**.

Personal situations	Social/community situations	Work-related situations

1.21 Social Awareness - Social, Cultural and Ethical Norms

Social, cultural and ethical norms

Social, cultural, and ethical norms are guidelines and expectations that govern behaviour within societies and cultures.

Social norms can be said to be the **unwritten rules** that dictate how people should behave in specific situations. These norms extend to etiquette, manners and forms of address. Social norms are generated through shared **social values**. Social norms can influence how we dress in different situations, how we speak with varied people, and what is considered acceptable behaviour in a whole range of relationships.

Cultural norms arise from a shared sense of **cultural identity**. They may be formed based on nationality, geography, spirituality and faith, shared ethnicity and Indigeneity, as well as other shared cultural characteristics.

As a result, cultural norms shape the **values**, **beliefs**, **attitudes** and **behaviours** that are considered acceptable within a cultural group or sub-culture. Cultural norms can include personal expectations, customs, traditions, familial bonds and even prohibitions and taboos.

Ethical norms refer to the **principles** and values that guide **behaviour** and **decision-making** by individuals, within society and in work-related situations. Ethical norms are generally related to issues of right and wrong, equity and fairness, and justice, and include honesty, integrity, respect for others, and taking responsibility for one's actions.

Often there are clashes between varied stakeholders who hold different social values, for example, we commonly see clashes over the environment and commercial decisions. On one side the behaviour is considered acceptable and ethical, whereas their opponents believe that the behaviours and actions are unacceptable and therefore unethical.

Overall, social, cultural, and ethical norms play an important role in shaping individual behaviour and social interactions. They help to maintain order, promote social cohesion, and provide a framework for resolving conflicts.

Social, Cultural and Ethical Norms

- Standards
- Behaviours
- Etiquette
- Forms of address
- Justice
- Principles
- Customs
- Beliefs
- Values
- Identity
- Rules and laws
- Expectations
- Manners
- Attire/dress
- Taboos
- Attitudes
- Traditions
- Inclusion

Image: sangoiri/Depositphotos.com
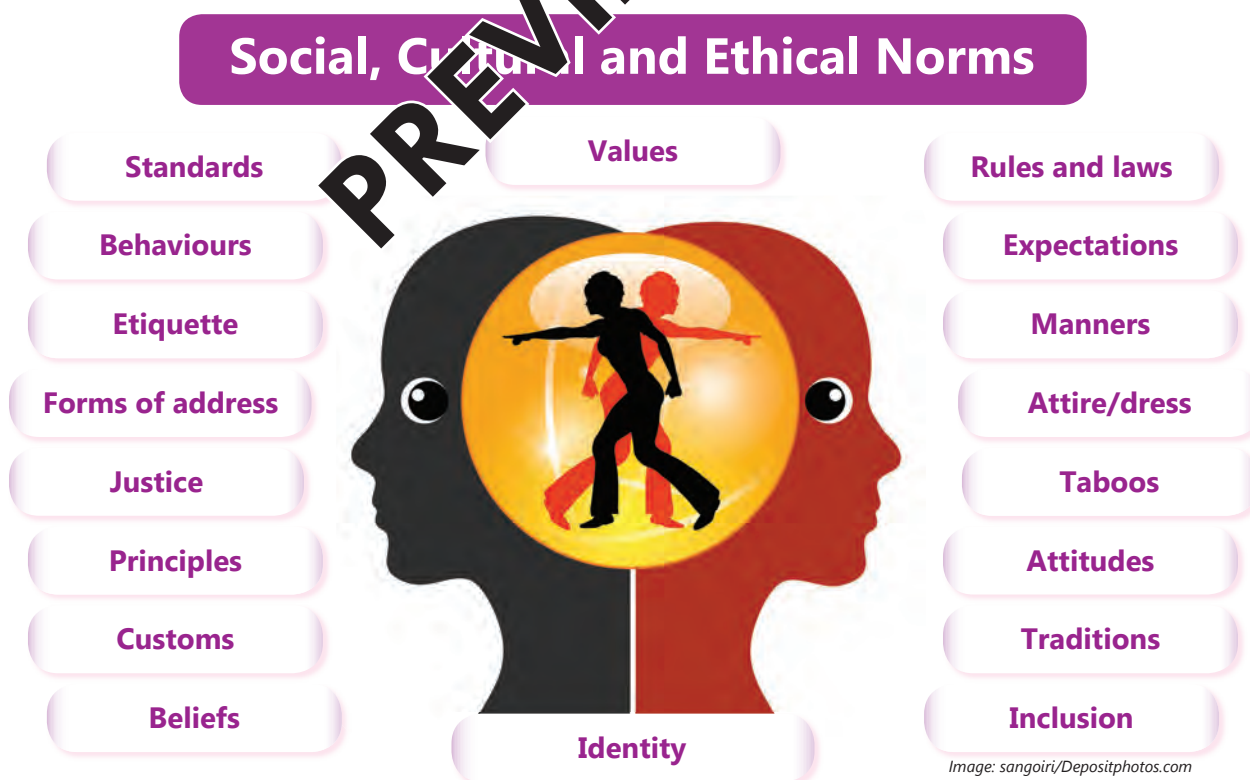
1. What are **social**, **cultural** and **ethical norms**?

    _____

    _____

    _____

    _____

2. How does an applied **understanding** of **social**, **cultural** and **ethical norms** enable a **person** to be more socially aware? Use an **example** to better explain this.

    _____

    _____

    _____

    _____

    _____

3. How could **you build** your **understanding** of **social**, **cultural** and **ethical norms** to **become** more **socially aware**?

    _____

    _____

    _____

    _____

4. Describe **examples** of when you, and **other people**, demonstrated an understanding of **social**, **cultural** and **ethical norms** in these **settings**.

Personal situations	Social/community situations	Work-related situations

1.23 Interpersonal Skills

Interpersonal skills and social awareness

As you are already aware through your Vocational Major studies, it is vital that you develop a strong and effective suite of interpersonal skills. **Interpersonal skills** are essential for effective **personal**, **social** and **community relationships**.

And as you have seen reinforced in Work Related Skills, all workers need well-developed interpersonal skills, including **emotional intelligence**, to conduct respectful and professional relationships with **colleagues**, **managers**, **clients**, **customers** and other work-related **stakeholders.**

Naturally, social awareness can go a long way to developing interpersonal skills. And interpersonal skills are also essential to developing social awareness. So these two concepts, interpersonal skills and social awareness, are **interdependent**. They each rely on the other; and you can't have one without the other.

And this interdependence is an important concept that should drive all of your VM studies this year, across all of your subject areas, VET studies, and your vocational and community engagements. Together, **skills development**, **skills application**, interpersonal skills and social awareness actively **combine** to:

☺ improve you

☺ make you more **employable**

☺ enable you to become a more **productive member** of your **community** and society in general and

☺ help you to better achieve your **personal ambitions** and **vocational goals**.

> **Interpersonal Skills**
> ✓ Verbal and non-verbal communication
> ✓ Collaboration
> ✓ Negotiation
> ✓ Conflict resolution
> ✓ Decision-making
> ✓ Leadership

1J   Interpersonal skills & social awareness

1. Describe **examples** when you have demonstrated effective **interpersonal skills**.

Personal situations	Social/community situations	Work-related situations

2. If you were to **emerge** as a **leader** this year, in what **context/situation** would this most likely be and which **interpersonal skills** would be most **important**?

Interpersonal Skills & Social Awareness

The relationship between social awareness and interpersonal skills is interdependent. You can't have one without the other.

And your ongoing development of interpersonal skills as part of your growing social awareness will enable you to establish, maintain and enjoy more positive personal, social and vocational relationships.

So here are some tips to help you apply active social awareness in different settings. How many of these already sound like you?

Verbal and non-verbal communication

⇨ Verbal communication: Speaking clearly and listening actively to understand others and be understood.

⇨ Non-verbal communication: Using body language, facial expressions, and eye contact to express emotions and understand others without words.

Collaboration

⇨ Working together as a team, sharing ideas, and helping each other to achieve a common goal.

⇨ Being open-minded and respectful towards others' opinions and contributions.

⇨ Being flexible and willing to adapt to different working styles and preferences.

⇨ Building positive relationships and trust with teammates.

Negotiation

⇨ Keeping communication lines open and seeking understanding.

⇨ Listening to the other person's perspective and expressing your own views calmly and respectfully.

⇨ Being willing to give and take, and looking for solutions that benefit everyone involved.

⇨ Finding a compromise or agreement that satisfies both sides when there are different opinions or needs.

Conflict resolution

⇨ Resolving disagreements and problems in a peaceful and fair way.

⇨ Listening to both sides of the story and trying to understand each person's feelings and needs.

⇨ Finding common ground and compromise, and seeking solutions that everyone can accept.

⇨ Promoting open and honest communication to prevent misunderstandings.

Decision-making

⇨ Making choices or decisions based on gathering information and considering different options.

⇨ Weighing the pros and cons of each choice and thinking about the potential outcomes.

⇨ Consulting with others and considering their input before making a decision.

⇨ Taking responsibility for your decisions and communicating them clearly to others.

Leadership

⇨ Guiding and inspiring others to work towards a shared goal or vision.

⇨ Being a good listener and communicator, and respecting the ideas and opinions of others.

⇨ Helping others develop their skills and grow, and providing support when needed.

⇨ Resolving conflicts and promoting a positive and respectful environment.

⇨ Setting a good example and being someone others can trust and look up to.

Is there a natural leader or two in your class? How can you tell? Well look to their social awareness and their interpersonal skills.

Image: Lighthunter/Depositphotos.com

1.25 Graduated Assessment

AT1 The Power of Three
AOS1: Social awareness and interpersonal skills

For this assessment task, you are required to undertake an audit of the social awareness capabilities and interpersonal skills of you and others.

Tasks

1. Develop a set of **questions** to **assess** for **social awareness capabilities** including the **applied** use of **interpersonal skills**.

2. **Self-assess** using these questions.

3. Work with **2 other students** and **use** each **others' questions** to **assess** for **social awareness capabilities** and **applied interpersonal skills**.

4. **Combine** your **self-assessment**, and the **assessments of your** 2 **partners**, into an overall **summary** of **your social awareness capabilities** and **applied interpersonal skills**. Consider using visuals and multimedia.

5. Propose **examples** of how you could **apply** your **social awareness capabilities** and **interpersonal skills** to **community** and **vocational situations** throughout this year.

6. Describe how you can use **community** and **vocational situations** to **improve** and further **develop your social awareness capabilities** and **interpersonal skills**.

Name:		Key dates:		UNIT 3 AOS1
Tasks - AT1: The Power of Three	**Must Do?**	**Due Date**	**Done**	**Level**
🗣 **Complete the tasks above in a format negotiated with your teacher.**				
1. Develop your set of assessment questions.	✓		○	
2. Self-assess using questions giving applied examples.	✓		○	
3. Use your questions to assess other students.	✓		○	
Be assessed by other students.	✓		○	
4. Combine the assessments into an overall summary for you.	✓		○	
5. How you could apply your social awareness capabilities and interpersonal skills:	✓		○	
- In community situations.	○		○	
- In vocational situations.	○		○	
6. How you could improve your social awareness capabilities and interpersonal skills:	✓		○	
- In community situations.	○		○	
- In vocational situations.	○		○	
⇨ **Prepare and submit my final responses.**	✓		○	
🗣 **Present or report to the class (if required).**	○		○	

Social Awareness in Action | 2

Activities 2: Social Awareness in Action	p.	Due date	Done	Comment
2A Social awareness and interpersonal skills - Influences	29	☐	◯	
2B What can you do?	31	☐	◯	
2C Interpersonal skills & social awareness	34-35	☐	◯	
2D Applied metacognition	37	☐	◯	
2E Digital social awareness in context	38-	☐	◯	
2F Social Issues and Cultural issues	41	☐	◯	
2G Environmental Issues and Economic issues	3	☐	◯	
2H Community leadership	45	☐	◯	
AT2a Recognise, Reflect and Respect	46-47	☐	◯	
AT2b Team Leadership Activity - Social Awareness & Interpersonal Skills	48-49	☐	◯	
2.23 Applied Leadership Skills Record	50	☐	◯	

Comments:

27

www.delivereducation.com.au   michael@delivereducation.com.au

2.01 Social Awareness and Interpersonal Skills - Influences

Influences on social awareness and interpersonal skills

There are many factors that combine to influence how people develop their level of social awareness and how they apply interpersonal skills effectively as part of this social awareness. One way that we can summarise these is by taking a **socio-cultural** view.

Five key areas of influence are:

1. **Parental/caregiver and familial influences**
2. **Peer interactions**
3. **Cultural influences**
4. **Media and technology**
5. **Educational and community environments**.

As you read through this article, reflect on your experiences in each of these areas, both now in your final year of schooling, and as you have matured.

Socio-cultural influences

1. Parental/caregiver and familial influences

Naturally, the interactions and relationships with **parents** and caregivers, siblings and extended **families** all play a crucial role in the development of social awareness and interpersonal skills.

Children who receive **sensitive**, **responsive**, and **nurturing care** tend to develop better social awareness and interpersonal skills compared to those who experience neglect or inconsistent care. And one of the most crucial **relationships** is that of a stable parent-child bond which provides a secure base for children to explore and understand **social interactions**.

But this doesn't mean that these strong relationships automatically create higher-level social awareness. Nor does it exclude people who have had challenging upbringings from developing strong social awareness. Each person's road is a bit (or even a lot) different, and some journeys are a little more challenging than others.

Image: Ufalab/ Depositphotos.com

Families come in all sorts of different configurations and not just this happy 'nuclear' family.

2. Peer interactions

As children grow older, their interactions with **peers** become increasingly important for the development of social awareness and interpersonal skills. **Interacting** with peers allows children to learn about **social norms**, **empathy**, **cooperation**, and **conflict resolution**.

Positive **peer relationships** provide opportunities for practising social skills and developing a **sense of belonging** within a social group. Of course, these experiences happen within educational settings, as well as in play, and through sharing and social **bonding** with others as peers.

3. Cultural influences

Cultural influences set **values**, norms, and **expectations** that significantly shape social awareness and interpersonal skills. Each culture has its own set of social **rules** and **expectations** such as the role of family, communication, manners, care for others, respect for elders, and various social hierarchies.

Children learn cultural norms through **observation**, **imitation**, and explicit **teaching**. **Role modelling** and **learned behaviour** also come into play.

It is also vital to recognise, understand, and respect cultural differences, so as to have better social awareness and **empathy** to drive social interactions in **diverse** settings.

4. Media and technology

The increasing use of digital **media and technology** has had a profound impact on social awareness and the development of related interpersonal skills. Exposure to media, such as **social media** platforms, the **internet** generally, video games, TV shows, movies, user-generated content, advertising, and other media **texts**, can strongly influence a person's understanding and **expectations** in relation to **social interactions**, **relationship**-forming, and suitable **communication** styles.

Unfortunately, as we are experiencing in the digital age, excessive screen time and reliance on virtual interactions can at times hinder or even threaten the development of face-to-face social skills and empathy for others.

Really, is this a good thing?

5. Educational and community environments.

Schools and **community settings** provide opportunities for socialisation and the natural development of social awareness and interpersonal skills. Educational programs that foster **collaboration**, **teamwork**, and **emotional intelligence** can positively impact on a person's social development, at any age; but especially in their formative years.

Community activities, **sports** teams, **clubs**, and other community experiences, including community involvement and **volunteering**, offer additional avenues for people to engage in social interactions, build relationships, and develop interpersonal skills.

Image: Stas_K/ Depositphotos.com

Social awareness and interpersonal skills - Influences   2A

Create **word chains** for the terms related to **influences** on the development of **social awareness** and **interpersonal skills**.

Parental/ caregiver & familial	
Peer interactions	
Cultural influences	
Media and technology	
Educational and community	

2.03 Social Awareness and Interpersonal Skills - Influences

What Can You Do?

Parental/Caregiver/Familial

⇨ Seek to establish and maintain open and nurturing relationships with parents/caregivers and family members.

⇨ Actively engage in meaningful interactions with parents/caregivers and family members by expressing needs and emotions to build better social awareness.

⇨ Show initiative in developing and learning by seeking guidance and support from parents/caregivers and family members.

Peers

⇨ Actively seek opportunities to engage with peers in various social settings, including activities that interest them and not just you.

⇨ Be able to show empathy, cooperation, and conflict-resolution skills during interactions with peers.

⇨ Build positive and inclusive peer relationships by actively listening, supporting, and respecting others, and asking for help when needed.

Cultural

⇨ Seek to understand and appreciate diverse cultural norms, values, and expectations.

⇨ Actively engage in cross-cultural experiences by applying respect and openness to different communication styles and socio-cultural expectations.

⇨ Take the initiative to learn about different cultures through reading, cultural events, asking and engaging with individuals from diverse backgrounds.

Media and technology

⇨ Practice mindful consumption of media, selecting content that promotes positive social interactions and empathy.

⇨ Limit screen time; and balance virtual interactions with face-to-face social interactions so as to develop both online and offline interpersonal skills.

⇨ Engage in critical thinking about media portrayals of social interactions and actively seek out diverse perspectives.

Educational and community

⇨ Actively participate in educational and training programs and activities that promote collaboration, teamwork, and emotional intelligence.

⇨ Engage in community activities, clubs, or teams to develop social skills and build relationships with others.

⇨ Seek out opportunities for socialisation and personal growth within educational and community settings, including taking an active role as a volunteer or community leader.

What can you do?   2B

The development of **social awareness** and **effective interpersonal skills** always starts with the **person**. So, what can **you do**?

1. Describe **examples** of how **you demonstrate social awareness** on a day-to-day basis by using **interpersonal skills** in each of these **settings**.

2. How did **you develop** these **skills**?

Family situations	Peer situations

Cultural situations	Media and technology situations

Educational and community situations

3. Pair up. Provide **advice** to one another on how to **apply social awareness** to better **deal** with **difficult situations** that people (such as you or your peers) sometimes experience in these situations.

4. What **help**, **advice** and **support** can **you get** to **help develop** these **skills**?

2.05 Contexts and Settings

Contexts and settings of social awareness and interpersonal skills

All people exist within broader **society** and live, work and thrive within their **communities**. We live a life of many **interactions** through our **personal**, **community**, **social**, **educational** and **work-related** experiences.

A **socially aware** person is more able to recognise how to develop and apply **interpersonal skills** not only for the **benefit** of **themselves**, but also for the **betterment** of **others**.

Do you recognise yourself in any of these examples?

Personal situations

Naturally, all people demonstrate social awareness and interpersonal skills in personal situations.

Consider these examples and reflect on other situations that you might experience in your personal life.

⇨ When a friend is going through a tough time, people actively listen to their concerns and offer emotional support.

⇨ When someone shares their accomplishments or experiences, people express genuine happiness for them and validate their achievements.

⇨ When attending a family gathering, family members engage in respectful and inclusive conversations, avoiding topics that may be sensitive or offensive to others.

Community situations

We all live and connect with others through community participation.

Again consider these examples, and reflect on the relevance of these, and other situations that you might experience in your own community engagement.

⇨ People volunteer their time and skills as part of community groups and services to assist those in need, such as serving meals at a local shelter or helping elderly people.

Sometimes, just a moment of your time can help make someone's whole day.

⇨ When discussing community issues, participants actively listen to different perspectives and work with others to find effective solutions.

⇨ Community leaders advocate for marginalised groups to raise awareness about their challenges, such as promoting inclusivity and achieving social justice.

Social situations

One of the strongest influencers on our success in social situations is the ability to apply social awareness and interpersonal skills. Are these the types of social situations you find yourself experiencing?

⇨ At a social gathering, people pay attention to non-verbal cues and make an effort to include everyone in the conversation, ensuring everyone feels valued and heard.

⇨ When conflict occurs within a group of friends, someone steps up to mediate the situation and help resolve the conflict by actively listening to each person's perspective and finding a resolution that respects everyone's needs.

⇨ People respect personal boundaries and seek consent before engaging in physical contact or emotional engagement, so as not to step over the line.

Educational situations

Education doesn't just happen within a school or institutional setting with established rules, expectations and standards of behaviour.

People engage in formal and informal education, training, mentoring, and other educational activities as part of lifelong learning that requires applied use of social awareness and interpersonal skills.

⇨ In a group project, team members are expected to actively participate and encourage collaboration, valuing the diverse ideas and perspectives of their classmates.

⇨ When a classmate is struggling with a concept, people can offer advice, support and assistance, by unpacking and explaining the material, and/or leading those struggling to helpful resources.

⇨ People show respect for their teachers, trainers and their peers by actively listening in class, asking questions, and acknowledging the contributions of others.

As you know, you always have to apply social awareness and interpersonal skills when working with fellow students on your PDS group activities.

Image: .shock/Depositphotos.com

Work-related situations

Of course, all personal, social, community and educational situations that we experience help us to develop a suite of transferable skills that we can apply over and over again to workplace situations.

The value of a worker with well-developed social awareness cannot be overstated. Indeed, the ability to develop a suite of interpersonal skills is the stepping stone to work-related leadership.

⇨ When working as part of a work team, employees must communicate effectively and collaborate with colleagues of all levels, respecting their opinions and working towards a common goal for the good of their customers/clients and employers.

Workplace mentoring is a very effective way of demonstrating applied leadership skills.

⇨ If a colleague is experiencing stress or difficulty, workers can show empathy and offer support, such as lending a helping hand or listening attentively and assisting their colleague to tackle the problem.

⇨ All workers need to embrace diversity in the workplace by respecting different cultures, perspectives and experiences, and by working towards an inclusive and harmonious work environment.

Image: SergeBertasiusPhotography/ Depositphotos.com

2.07 Contexts and Settings

2C Interpersonal skills & social awareness

Part A: Applying social awareness

Explain how you **apply your** own **social awareness** and **interpersonal skills** in these **situations** by describing at least **2 contextual example**s from **personal**, **community**, **social**, **educational** and **work-related situations**.

Active listening Paying attention and showing genuine interest in others' perspectives, thoughts and emotions during conversations.		
Empathy Understanding and relating to others' feelings and experiences, demonstrating compassion and support.		
Emotional intelligence Recognising and managing one's own emotions, as well as understanding and responding effectively to the emotions of others.		
Respect for boundaries Respecting personal space, privacy and individual boundaries in relationships and interactions.		
Negotiation Listening to other points of view, seeking win-win solutions and being prepared to compromise.		
Respect for diverse perspectives Valuing and considering different viewpoints and creating an inclusive learning environment.		
Inclusion Valuing diversity, embracing different backgrounds, cultures, and identities, and promoting equal opportunities for all.		

Collaboration Working effectively in teams, sharing ideas and contributing to group projects or discussions.		
Effective communication Clearly expressing ideas, actively listening and adapting communication styles to different colleagues and situations.		
Social etiquette Demonstrating polite and respectful behaviour, considering others' feelings, and following social norms and expectations.		
Professionalism Demonstrating integrity, accountability and respect in the workplace, maintaining appropriate boundaries, and keeping confidentiality.		
Conflict resolution Addressing conflicts professionally, seeking common ground, and finding mutually beneficial solutions.		
Leadership skills Inspiring and motivating others, delegating effectively, and providing constructive feedback to promote growth and development.		

Part B: Case study: Analysis and discussion

In a group of 3, discuss this case study. Identify **examples** of **strong**, and **not-so-strong**, **social awareness** in action. What **advice** would you give to each person?

> In the delivery office Sarah, a young employee, noticed her colleague, Mark, struggling to meet a tight deadline. Sarah approached Mark and offered to work through lunch to help Mark get the orders ready. They both kept going and got all the orders ready for the 1pm delivery pick-up.
>
> After lunch, their manager, upon seeing that Mark had got on top of the morning's orders, assigned additional tasks to Mark because he was able to cope well with the big order workload he had.

2.09 Applied Metacognition

Metacognition

🗣️ Do you remember the concept of metacognition from last year? Let's have a recap and also help those of you who might be new to PDS.

So in which contexts have you experienced the word 'Meta' being used? Let's break it down. **Meta** refers to '**above**' or 'beyond'. **Cognition** is about **understanding** and **thinking**.

A simple definition of metacognition is 'above understanding' or 'thinking about thinking'. So, we can say **metacognition** is understanding what we are thinking, and understanding why we are thinking this. This helps us to understand why we feel and act in certain ways.

When we develop meta-cognitive skills, we become more **self-aware** which improves our **emotional intelligence**. This naturally leads to social awareness whereby we can apply a range of **interpersonal skills** as well as **critical thinking** approaches. The ultimate aim is to be able to make **better decisions** in life.

Self-management

In the end, how we manage ourselves really comes down to the individual.

Of course, there are certain situations where we are expected to follow laws, rules, regulations and directives.

However, how you respond, what you do, and whether you develop and demonstrate a positive or negative attitude, is down to you.

If you have a good understanding of your intrapersonal strengths and weaknesses then you can apply this personal understanding to respond proactively when acting for yourself, when dealing with others, and when navigating the ups and downs of life.

Communication

How we communicate is a product of our personal identity. This includes what we say, how we say our non-verbal communication, and to whom we communicate.

The way that we communicate with others goes a long way to building understanding, tolerance and respect.

The way that we talk to ourselves internally is also important. We have to balance talking ourselves up too much, and talking ourselves down too much.

A lot of our self-talk is driven by feelings. Sometimes self-talk gets overwhelmed by what is happening in our lives. And the online world has truly distorted self-talk!

Problem-solving

At times life can seem like an endless series of problems that we have to deal with. Although this may be true, not all problems are 'bad' problems'. Some are just the normal decisions in life that we need to make.

But people can turn little problems into big problems by procrastinating. Think of a small, but untreated, cavity in a tooth.

Increasingly, people are turning common everyday problems into huge worries by catastrophising. They stress over the worst possible thing that could happen!

There are ways to deal with problems. The best start is to identify just what the problem actually is.

Decision-making

One of the most difficult things to do in life is to make the right decisions. Essentially life is just a never-ending series of decision after decision after decision.

It is important that you understand and accept, that ultimately, it is you who has responsibility for the decisions you make.

Metacognition assists effective decision-making. The outcomes of your decisions impact on you, as well as others in personal, social, community, vocational and even global situations. And when you make decisions in work-related situations you have responsibility to your customers, clients, managers, colleagues, visitors and many other work-related stakeholders.

Conflict resolution

Conflict can happen in different situations; including personal, family, friendship groups, work, and increasingly in online situations.

We also experience conflict within ourselves, i.e. intrapersonal conflict. This happens when we experience a clash in our values, or a limit on our behaviours, or even a rethink of our attitudes.

Conflict resolution involves understanding, listening, negotiating and compromising. These are components of effective two-way and open communication.

Conflict is not resolved by withdrawal, stubbornness, aggression, intimidation, bullying and violence.

Critical thinking

The ability and willingness to think critically is a key driver of mindful metacognition. Critical thinking usually involves these five elements.

⇨ **Analysis**: Breaking down information and examining its components.

⇨ **Evaluation**: Assessing the credibility and relevance of information.

⇨ **Inference**: Drawing logical conclusions based on available evidence.

⇨ **Interpretation**: Understanding and explaining the meaning of information.

⇨ **Self-reflection:** Being aware of biases, assumptions and limitations in one's thinking.

Applied metacognition   2D

1. What is **metacognition**; and how can it **help you** be more **socially aware**?

2. Explain why **critical thinking** is so vital to **social awareness**. Perhaps an **example** might be a better way of doing this.

3. A good way to **apply critical thinking** as part of **metacognition** is to **question** the **reasons** for **decisions**. You should always **ask yourself**: 'What are they doing?', 'How are they doing this?' and 'Why are they doing this? And in many cases, the 'they' might be 'you'. Apply this 3-**question process** to these situations, as well as to unpack the reasons for your reactions/responses to some of these scenarios.

- ❑ **5G protests**
- ❑ **vape restrictions**
- ❑ **electric vehicles**
- ❑ **veganism**
- ❑ **gambling ads**
- ❑ **anti-gambling warnings**

- ❑ **driverless cars**
- ❑ **social housing**
- ❑ **public hospitals**
- ❑ **'free' TAFE courses**
- ❑ **equal opportunity programs**
- ❑ **online bullying**

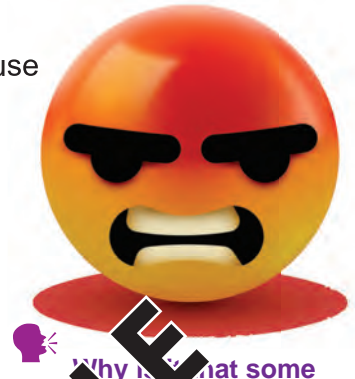## 2.11 Digital Social Awareness

Digital social awareness

All throughout your Vocational Major studies, you have been asked to actively analyse and develop strategies to ensure that you are communicating appropriately using **digital technologies**. As **digital natives**, some younger (and not so young) people take for granted that the way they communicate in the online world is totally acceptable, and is quickly and clearly understood by all parties who view this content.

Image: hobbit_art/Depositphotos.com

Sometimes, our digital communication experiences **slippages** between **content** and **context**. You all know how easy it is to cause **digital offence**, especially when people are not dealing with one another face-to-face.

At times, viewers will feel that some people might be posting without fully considering the potential impact of what they say, show, share; and especially how they comment!

And you need to be socially aware in all your digital communication, especially in community and vocational settings.

Why is it that some one perfectly reasonable people become so angry and nasty on social media?

2E   Digital social awareness in context

Given below are 5 **life contexts**, 25 digital social awareness actions, and 25 **descriptions** of digital social awareness in action.

In pairs, match the digital **social awareness actions** to the **contexts**, and then to the most appropriate **description** in the pairs. There's 5 actions for each life context, but some actions may also suit other contexts, so there's not just 1 correct solution.

| 1. Personal life | 2. Educational life | 3. Community life |

| 4. Social life | 5. Work-related life |

Digital Social Awareness Actions

- Digital citizenship
- Digital community building
- Digital empathy
- Digital hobbies and interests
- Digital organisation
- Digital research skills
- Digital social connections
- Digital storytelling
- Digital volunteering
- Digital wellbeing

- Management of online presence
- Mindful communication
- Online activism and awareness
- Online etiquette
- Online event participation
- Online learning engagement
- Online professional development
- Online support networks

- Professional online presence
- Remote communication skills
- Respectful online discourse
- Supporting online initiatives
- Virtual collaboration
- Virtual meeting etiquette
- Virtual teamwork and collaboration

| Showing empathy in online interactions by considering others' feelings and perspectives, and avoiding harmful or offensive behaviour. | Actively participating in virtual classes, asking questions, and utilising digital resources to enhance learning experiences. | Effectively conveying information, ideas, and feedback through digital communication channels like email, messaging, or video conferences. |

Cultivating a professional career profile on platforms like LinkedIn showcasing skills, accomplishments, and engaging with industry peers.	Using digital collaboration tools and platforms to work effectively with colleagues, share documents, and coordinate tasks.	Using digital platforms to raise awareness about social issues, share information, and mobilise communities for positive change.
Engaging in webinars, online courses, or virtual conferences to expand knowledge and skills relevant to one's profession.	Sharing personal stories, experiences, or perspectives through blogs, vlogs, or social media platforms to build connections.	Participating in online support groups or forums to seek and provide emotional support, advice, and encouragement.
Using social media and messaging platforms to maintain relationships, connect with friends, and celebrate milestones.	Cultivating a positive and respectful online presence through thoughtful sharing, commenting, and engaging with others' content.	Joining virtual gatherings, parties, or celebrations, and actively engaging with others through video calls or chat platforms.
Participating in online community discussions with respect, tolerance, and open-mindedness.	Engaging in online collaborative projects, using digital tools to share ideas, and effectively communicating with peers.	Demonstrating professionalism in online meetings by being punctual, actively participating, and respecting others' speaking turn.
Critically evaluating online sources, citing references properly, and avoiding plagiarism in digital academic work.	Engaging in online virtual volunteering and engagement opportunities that benefit the community.	Practising responsible and ethical behaviour online, respecting privacy, and promoting a safe and inclusive online environment.
Promoting local businesses, not-for-profit organisations, or community events through digital platforms.	Being aware of tone and intent in digital communication to avoid misunderstandings or hurtful messages.	Respecting the digital space of others, following netiquette rules, and engaging in respectful and constructive discussions.
Balancing screen time, setting healthy boundaries, and prioritising offline connections and self-care.	Connecting with like-minded individuals or communities through social media groups, online forums, or interest-based platforms.	Managing digital files, using productivity tools, and staying organised in online educational platforms.

Sharing and discussing personal interests, hobbies, and creative activities through digital platforms and communities.

2.13 Dealing With Issues

The big issue!

Last year in your VM, especially in PDS and Literacy, you delved into a range of **social**, **cultural**, **environmental** and **economic** issues. We need to re-introduce these, as they will become a focus for your teams-based problem-solving activity (or activities) for AOS3.

Social issues

All issues that impact on groups of people and communities are **social (societal) issues**. Some social issues impact **locally**, some impact across **Australia**, and some play out as broad **global** issues.

⇨ **Governments** create **policies** and provide **funding** to try and deal with social issues. But not everyone will agree with those decisions.

⇨ **Pressure** and **lobby groups** try to encourage community action and social change. But at times people and groups only promote only own values and interests, so as to get their **voices** heard above others.

⇨ **Community groups** and **enterprises** try to perform direct community action to help address social issues. But not everyone supports these actions.

⇨ As a result, the sometimes varied and conflicting objectives and roles of **stakeholders** can lead to **conflict** and threaten social **cohesion**.

⇨ People with opposing views might view a correct a '**social harm**' that they feel isn't being addressed (e.g. animal welfare activists protesting battery-farmed pigs).

Contemporary issues such as changing family roles play out as socio-cultural issues, whereby society's attitudes need to do a little catching up.

Some social issues might arise due to consumer and commercial activities (e.g. global warming). Others come about due to neglect (e.g. disability-care issues), or a lack of power or recognition (e.g. asylum seekers' rights). In some circumstances, social issues might manifest in direct exploitation (e.g. underpayment of younger workers and unpaid interns).

Cultural issues

When you are engaging with and researching issues, some can be broadly classified as **cultural issues**.

Culture refers to the **shared characteristics**, **values**, **beliefs** and **history** of a particular **group** of people. Culture may manifest through Indigeneity, ethnicity, language, geography, religious and spiritual beliefs, social norms and habits, creative and performing arts, sport and recreation, and many other characteristics.

It is important to understand that when we use the term 'culture' it is a **positive** term that **celebrates** characteristics that both link and unite people. Cultural cohesion is created by developing an understanding, tolerance and acceptance of the natural diversity that exists within different peoples and varied cultural groups.

However, in a **diverse society** such as Australia, cultural issues do often occur. This is why it is important that people develop better **cross-cultural communication skills** as part of social awareness. When some cultural issues affect a broader group of people (such as **equal opportunity** and **anti-discrimination**) these naturally become social issues.

Social issues

Some of the major social issues impacting on people include:
⇨ impact of poverty
⇨ right to safety and security
⇨ access to education
⇨ social isolation
⇨ impact of technologies
⇨ impact of social media
⇨ environmental care
⇨ incidence of homelessness
⇨ access to employment
⇨ human rights
⇨ animal rights
⇨ acceptance of diversity
⇨ impact of government policies;

and many, many more including **local issues** that might be at play right now in your community.

Cultural 'issues'

Some of the major cultural issues impacting on people include:
⇨ Australian identity
⇨ cultural identity
⇨ recognition and respect for First Nations cultures
⇨ equal opportunity
⇨ anti-discrimination
⇨ cross-cultural communication
⇨ inclusion and exclusion
⇨ youth culture
⇨ acceptance of diversity
⇨ generational values
⇨ ignorance and stereotyp.
⇨ impact of government policies;

and many, many more including **local issues** that might be at play right now in your community.

Social Issues and Cultural issues   2F

1. Describe a **social issue** and a **cultural issue** that you feel needs to be addressed.

Social issue	Cultural issue

2. What type of **leadership can young people**, such as yourselves, **demonstrate** to try to **tackle** this address?

Young leaders can:	Young leaders can:

3. How can you **research** and find out more about **these issues**, and **who can help advise** you?

2.15 Dealing With Issues

Environmental issues

Sustainability is a key environmental issue impacting on communities locally, nationally and globally. In general, sustainability involves a reduction in the use of **non-renewable resources**, such as fossil fuels. Partnered with this, is an accompanying shift towards the use of **renewable resources**; as well as the reduction of **over-consumption** and **waste**.

This issue is one of the most hotly debated within society, with varied stakeholder opinions. Debate rages on different sides of politics over something as arbitrary as an emissions reduction target. How is Australia doing on that right now?

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

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

Are we doing better? Have we gone backwards? Or are we just dragging our environmental footprint behind us until someone else steps up and does the heavy lifting for us?

In essence, pretty much all environmental issues also play out as economic issues - and that's the issue!

Economic issues

People and groups in our society face constant economic pressures. Australia is a highly developed market capitalist economy, with the 10th highest standard of living per person in the world (2022). However, not all people benefit equally from Australia's **income and wealth distribution**.

We are all affected by the general state of the economy. **Economic growth** is a macro pressure that drives employment and unemployment levels. Australia's total production of goods and services needs to grow at about 3% a year just to maintain our general standard of living.

At a micro level, particular areas and **regions** might experience greater economic pressure due to local **industry** changes and **closures**, the impact of **climactic conditions** and natural disasters, a lack of services due to distance and isolation, and other economic pressures.

At a household level, families face financial pressure due to economic issues such as **inflation** and the cost of living, interest rate rises, falling real wage growth, **job insecurity**, growing casualisation and contracting, and other economic issues.

At a societal level, we still see certain economically **marginalised** groups suffering from greater financial hardship than others. Generally, these include First Nations peoples and communities, older and invalid people on pensions, people with a disability, family carers, newly-arrived migrants and refugees, the long-term unemployed, people with low levels of literacy and numeracy, and people who find themselves caught in a welfare/poverty cycle.

And some of you will have real lived experience of the effects of these economic issues on your own opportunities and lifestyle, or should we say, lack of lifestyle opportunities.

Environmental issues

Some of the major environmental issues impacting on people include:

⇨ addressing climate change

⇨ emissions reduction targets

⇨ improved sustainability

⇨ reliance on fossil fuels and minerals

⇨ use of renewables

⇨ dealing with pollution

⇨ over-consumption

⇨ reducing, re-using, recycling, upcycling

⇨ indigenous environmental management

⇨ preventing natural disasters

⇨ water use and availability

⇨ impact of government policies;

and many, many more including **local issues** that might be at play right now in your community.

Economic issues

Some of the major economic issues impacting on people include:

⇨ employment, unemployment and youth unemployment

⇨ industry growth and decline

⇨ cost of living issues

⇨ household food security

⇨ housing affordability

⇨ low-paid work and exploitation

⇨ contracting & sub-contracting

⇨ regional access to services

⇨ funding for care services

⇨ gendered income & wealth disparities

⇨ global fair trade

⇨ impact of government policies;

and many, many more including **local issues** that might be at play right now in your community.

Environmental Issues and Economic issues 2G

1. Describe an **environmental issue** or an **economic issue** that you feel needs to be addressed.

Environmental issue	Economic issue

2. What type of **leadership** can **young people**, such as yourselves, **demonstrate** to try to **tackle** this **address**?

Young leaders can:	Young leaders can:

3. How can you **research** and find out more about **these issues**, and **who can help advise** you?

2.17 Importance of Leadership

Leadership

Leadership is the most effective way that we, as a society, can work together to address social, cultural, environmental and economic **issues**. But just saying that we need **leadership**, does not mean that we will have, or even find, the **leaders** we need to tackle issues affecting us and our communities.

As you are aware, one of the key features of **community participation** is a **sense of belonging**. People have a need to **connect** with others. People reach out to communities to find like-minded people who share similar **values** or **interests** and develop a sense of belonging. Community leaders and organisations, by their very nature, are focused on **connection** and **engagement**. Community **leaders** work tirelessly to turn 'I' into 'we'.

People join in with communities because they want to **unite** with others to achieve **positive actions** and outcomes. People benefit from the **social** interaction that comes from community involvement. This enables people to join together through **sharing**, **helping** and **supporting**. And people like to identify as members of their communities with community **pride** one of the most powerful drivers of belonging.

But 'being' part of a community is only a small part of the equation. A sense of belonging is more about '**doing**' as part of a community. And that requires **leadership**.

In response, we all need to find and unite behind our leaders. But some leaders are not always apparent and visible to all. Other leaders are not all that they, (or their followers), pump them up to be, especially in this digital age of influence, online persuasion and manipulation. At times leaders have been 'chosen' as the leader people want, rather than the leader they truly need. And some leaders have not yet fully emerged.

What about you? Are you ready to take the next step into becoming a young leader? It's not as simple as just wanting to be a leader. You have to grow into a leader.

Characteristics of Community Leadership

Communication

Participation

Connection

Acceptance

Inclusion

Empathy

Understanding

Encouragement

Support

Involvement

Engagement

Support

Advice

Recognition

Enjoyment

Unity

Teamwork

Service

Sacrifice

Duty

Image: Dmyrto_Z/Depositphotos.com

**Don't wait for others to do nothing.
Be the change you want to see!**

Community leadership   2H

Leaders need highly developed social awareness and the ability to apply inclusive interpersonal skills.

1. For each of these terms, use an **example** to **describe** how a **leader** might apply their **social awareness** and **intrapersonal skills** to lead others. Add 3 more.

Communication	Participation	Acceptance
Understanding	**Unity**	**Sacrifice**

2. Give examples of **community groups** and **leaders** in each of these **settings**. What types of **issues** might they be trying to address?

Care and support	Sport and recreation
Environmental action	**Arts and culture**

2.19 Assessment Task

AT2a Recognise, Reflect and Respect
AOS1: Social awareness and interpersonal skills

Introduction

There is a whole range of awareness, celebratory, cultural or commemorative days and weeks on the annual calendar such as NAIDOC week (early-July), International Women's Day (early-March), World Diabetes Day (mid-November) and even World Teachers' Day (late-October).

There is also a range of days that mark important periods of religious observation or celebration. And let's not forget about national days in different countries beyond Australia.

Required

For this assessment task, you are required to select an important day of awareness, celebration, cultural identity or commemoration and apply your **social awareness** and **interpersonal skills** to develop a **promotional campaign** to bring attention to the importance of this day/week within your **school community.**

To keep things simple, we will refer to this day/week as your '**cause**'.

You should select a cause that has a day/week close to this time of the year.

However, you might start your planning now and then deliver your promotional program for your cause to time-in with the key dates sometime in the future.

Your teacher will give you advice whether this will be a whole-class or teams-based activity. In some cases, you might work independently based on you having unique lived experience in relation to a specific cause.

My/our cause is:	Why this cause?:
Key dates are:	

Specific requirements

1. Explain the '**cause**' and its **relevance** and **importance** for the community.
2. Explain the importance of '**Recognise, Reflect and Respect**' in relation to the cause.
3. Describe **examples** of how having **social awareness helps** to **support** the cause.
4. Apply your skills of **social awareness** to **develop methods** and **materials** to promote the cause to your community.
5. Apply your **interpersonal skills** to **develop methods** and **materials** to promote the cause to your community.
6. Apply your skills of **social awareness** to **deliver** a **promotional campaign**.
7. Apply your **interpersonal skills** to **deliver** a **promotional campaign**.
8. **Evaluate** your performance in relation to **social awareness** and your use of **interpersonal skills**.
9. **Evaluate** your performance in relation to **demonstrating leadership**.
10. Use **feedback** to make **recommendations** about **future recognition** of the cause.

Throughout all stages of this activity, you are required to identify and apply **leadership** skills in these six categories: **communication**, **critical thinking**, **problem-solving**, **decision-making**, **planning** and **metacognitive** skills. (See pro-forma on p.50)

Assessment Task 2.20

Name(s):	Key dates:			UNIT 3 AOS1

Tasks - AT2a: Recognise, Reflect and Respect	Must Do?	Due Date	Done	Level
Stage 1: Negotiate the task details 🗣	✓		○	
My 'cause':				
Complete **AT1: The Power of Three;** or other task.	✓		○	
Stage 2: Development				
1. Explain the 'cause', its relevance and importance.	✓		○	
2. Explain importance of 'recognise' in relation to the cause.	✓		○	
Explain importance of 'reflect' in relation to the cause.	✓		○	
Explain importance of 'respect' in relation to the cause.	✓		○	
3. Examples how social awareness helps support the cause.	✓		○	
4. Apply skills of social awareness to develop methods.	✓		○	
Apply skills of social awareness to develop materials.	✓		○	
5. Apply interpersonal skills to develop methods.	✓		○	
Apply interpersonal skills to develop materials.	✓		○	
	○		○	
🗣 Use feedback to refine and make improvements.	✓		○	
Stage 3: Delivery				
6. Apply social awareness to deliver promotional campaign.	✓		○	
7. Apply interpersonal skills to deliver campaign.	✓		○	
8. Evaluate performance in relation to social awareness.	✓		○	
Evaluate performance in relation to interpersonal skills.	✓		○	
9. Evaluate performance in demonstrating leadership.	✓		○	
10. Use feedback to make recommendations.	✓		○	
⇨ **Apply activity leadership skills in the 'six' categories.**	✓		○	
⇨ **Use appropriate digital communication and materials.**	✓		○	
🗣 **Prepare and deliver my promotional campaign**	✓		○	

Additional information:

Signed: _____ Date: _____

2.21 Assessment Task

AT2b Team Leadership Activity - Social Awareness and Interpersonal Skills
AOS1: Social awareness and interpersonal skills (and for AOS3)

Overview: Social awareness and interpersonal skills

For this assessment task, your teacher might get you started on developing the applied use of **social awareness** and **interpersonal skills** for your **teams-based leadership problem-solving activity** (for AOS3).

To support this, you might have to demonstrate applied social awareness and interpersonal skills in a shorter, one-off PDS activity now, or undertake leadership and team skills training to build an applied understanding of social awareness and interpersonal skills.

Teams-based leadership problem-solving activity

For AOS3, you are required to engage in a **teams-based leadership problem-solving activity**. You are expected to identify, develop and apply effective leadership and team skills. You will also be expected to evaluate your contribution as a leader, as a member of team, and as a problem-solver.

Your teacher might have started this process and already led you through a number of steps to clarify your requirements. The activity might involve:

- ❑ the **whole class** participating in a <u>universal</u> **teams-based leadership problem-solving activity**

- ❑ smaller **groups** undertaking the <u>same</u> **teams-based leadership problem-solving activity**

- ❑ the entire class, or smaller groups or teams, developing and delivering **their own specific** **teams-based leadership problem-solving activities**.

> **Teams-based leadership problem-solving activity is:**

Graduated leadership activity: Social awareness and interpersonal skills

Your teacher might have you starting work on this major PDS problem-solving activity early in your learning program as you explore topics such as:

⇨ **social awareness and interpersonal skills (AOS1 through sections 1-2)**; and

⇨ leadership styles and approaches and applied leadership in varied contexts (AOS 2 through sections 3-4).

If this is the case, then right now you have to identify, analyse and evaluate the application of social awareness and interpersonal skills for your **teams-based leadership problem-solving activity**.

> **Requirements now for the teams-based leadership problem-solving activity**
> **Re: Social Awareness and Interpersonal Skills**

Leadership activities, programs & training: Social awareness & interpersonal skills

Another option that your teacher might be offering your class is for you to participate in targeted leadership and team-building activities and programs.

At this stage of the year they would likely focus on you developing social awareness and interpersonal skills that you will apply later in the unit for your teams-based leadership problem-solving activity.

> **Leadership programs and training Re: Social Awareness and Interpersonal Skills**

Applied activity leadership skills: Social awareness and interpersonal skills

Throughout all stages of this assessment task you are required to identify and apply leadership skills in these six categories: **communication, critical thinking, problem-solving, decision-making, planning** and **metacognitive skills**. (See pro-forma on p.50).

Name(s):	K... ...es:			UNIT 3 AOS1
Tasks – AT2b: Team Leadership Activity – Social Awareness and Interpers... ...Skil...	**...Do?**	**Due Date**	**Done**	**Level**
Complete **AT1: The Power of Three**; or o... ...sk.	✓		○	
Short-term PDS activity Focus:	○		○	
a. Demonstrate understanding of social awareness.	○		○	
b. Demonstrate understanding of interpersonal skills.	○		○	
c. Apply social awareness to the PDS activity.	○		○	
d. Apply interpersonal skills to the PDS activity.	○		○	
e. Effectively use and apply digital technologies in activity.	○		○	
f. **Apply activity leadership skills in the 'six' categories.**	○		○	
Teams-based leadership problem-solving activity (ongoing) Focus:	○		○	
a. Investigate applied use of social awareness for activity.	○		○	
b. Investigate applied use of interpersonal skills for activity.	○		○	
c. Participate in leadership training/programs.	○		○	
d. Participate in team skills training/programs.	○		○	
e. Effectively use and apply digital technologies for activity.	○		○	
f. **Apply activity leadership skills in the 'six' categories.**	○		○	

2.23 Applied Leadership Skills Record

		Key dates:	**PDS Activity Applied Leadership Skills Record**
Name(s): **Leadership Activity:**			

Tools, techniques & skills of:	Applied demonstration of social awareness	Applied demonstration of interpersonal skills	Applied demonstration of leadership skills
Communication What, how and why? Required resources?			
Critical-thinking What, how and why? Required resources?			
Problem-solving What, how and why? Required resources?			
Decision-making What, how and why? Required resources?			
Planning What, how and why? Required resources?			
Metacognitive What, how and why? Required resources?			

Leadership

3

Activities 3: Leadership	p.	Due date	Done	Comment
3-4 **U3: AOS2 - Requirements**	53	☐	○	
3A **Leadership**	55	☐	○	
3B **Leadership in personal settings**	58	☐	○	
3C **Leadership in social settings**	59	☐	○	
3D **Leadership in community settings**	62	☐	○	
3E **Leadership in vocational settings**		☐	○	
3F **Task vs people orientation**	5	☐	○	
3G **Transactional vs transformational leadership**	6	☐	○	
3H **Leadership and management styles**	69	☐	○	
3I **Suitability of leadership styles**	72-73	☐	○	
3J **Distributed leadership**	75	☐	○	
3K **Charismatic leadership**	77	☐	○	
3L **Transformational leadership**	79	☐	○	
AT3 **Leadership Skills and Styles**	80	☐	○	

Comments:

3.01 Unit 3: AOS2 - Introduction

Unit 3: AOS2 - Effective leadership

In **Section 3: Leadership**, you will investigate the characteristics and traits of effective leadership and examine the varied contexts in which people demonstrate leadership.

You will then examine a range of leadership styles and analyse the characteristics and applied suitability of each, as well as potential strengths and weaknesses associated with these approaches.

At the end of this section, you will complete a graduated assessment (**AT3**) whereby you will explain the differences between leadership approaches and describe how leaders apply these approaches within different contexts. You will also participate in a leadership and/or team-building program or activity.

In **Section 4: Leadership in Action**, you will undertake an applied investigation into leadership. Through this you will examine the importance of ethics and democracy for leadership, as well as the role of leadership in guiding change. You will again apply the six key metacognitive skills.

At the end of this section and area of study, you will complete assessment task(s).

AT4a: You are required to apply leadership skills as part of a suitable leadership style to prepare and deliver a training activity to a particular audience.

AT4b: You will continue developing the applied use of effective leadership skills and leadership approaches for your teams-based leadership problem-solving activity (for AOS3). You might also participate in further targeted leadership and team-building activities and programs.

Once again, your teacher might modify or vary your assessments; or introduce different assessment tasks that are more suitable for the personal development of you and your class.

AOS2: Effective leadership	S3: Leadership
Leadership Traits	54
Traits	
Developing Leadership - Settings	56
Personal Social Community Vocational	
Leadership Approaches	64
Orientation Transactional Transformational	
Autocratic Participative Laissez-faire	
Consultative Participative	
72 Task-Oriented vs People-Oriented	Distributed Leadership 74
76 Charismatic Leadership	Transformational Leadership 78
AT3: Leadership Skills and Styles p.80	

AOS2: Effective leadership   S4: Leadership in Action

Demonstrating Leadership	85
Ethics and Leadership	84

Ethics   **Leaders and ethics**

Democracy in Action	88

Democracy   **Leadership approaches**   **Australian democratic system**

Leadership and Change	88

Difficulties   **Locus of control**   **Innovation**

⇨ **Crisis management**
⇨ **Technological advancements**

⇨ **Environmental sustainability**
⇨ **Socio-cultural shifts and values**

⇨ **Economic influences**
⇨ **Policy and legal changes**

Critical and Creative Thinking	100

Decision-making   **Critical thinking**   **Creative thinking**   **Problem-solving**

Putting it all Together	104

AT4a : Handling Activity pp.106-7

AT4b : Teams-based Leadership Activity pp.108-110

DRAFT PREVIEW SAMPLE

U3: AOS2 - Requirements   3-4

Your teacher will discuss the requirements for successfully completing **AOS2: Effective leadership** with your class. List these below.

S3: Leadership	S4: Leadership in Action

3.03 Leadership Traits

Leadership

As part of your Personal Development Skill studies this year, you will be expected to investigate and apply **leadership skills** in a range of different settings. You are also developing a suite of leadership skills on an ongoing basis to apply to your teams-based **problem-solving activity**.

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

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

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

Some people argue that there are innate **qualities** in some people that make them good leaders. This is supported by the growing acceptance of the importance of **emotional intelligence** to support effective leadership.

Some of the key skills of leadership are listed below. Discuss these as a class right now and see how you are travelling.

Traits of Effective Leaders

- Communication
- Responsibility
- Knowledge
- Encouragement
- Inclusiveness
- Flexibility
- Teamwork
- Self-awareness
- Empathy
- Enterprise
- Emotional intelligence
- Collaboration
- Self-evaluation
- Feedback
- Perseverance
- Vision
- Loyalty
- Initiative
- Focus
- Consultation
- Innovation

Image: adapted from Pixelery.com/Depositphotos.com

1. Match the **leadership traits** from the diagram with the correct **definitions**. Write definitions for 3 of the terms that are left out. Make sure that you **discuss all** the leadership **traits**, and add any others as well.

Trait	Description
Initiative	The ability to look for and create opportunities, rather than just sitting back and waiting for things to happen.
L	The ability to remain true to yourself, to your values, or to someone you are involved with.
F	The ability to talk with people and to give constructive criticism and positive reinforcement; and to listen to what others say about you.
I	The ability to see and develop new trends, new products and new and better ways of doing things; being more enterprising.
S A	The ability to know one's strengths and weaknesses and to be prepared to act in accordance with these.
C	The ability to get a message across using verbal and non-verbal techniques, to be able to listen, and to tailor a message to suit the listener.
I	The ability to ensure that people in a group have different skills and abilities, and that different cultures are included in what goes on.
P	The ability to stick with a task and see it through, even if it takes longer than expected, or is not going as well as expected.
F	The ability to be able to perform varied tasks at the same time, and to have the knowledge and skills to back this up.
R	The ability to accept that you are in control of your own actions, or that you are the person in charge of others.

2. Describe a time when **you demonstrated leadership** traits or skills.

3.05 Developing Leadership

Leadership in different settings

People with leadership qualities are one of the most valuable resources for the community and in the world of work.

As you know, people can develop and apply transferable leadership characteristics in personal, social, community and vocational settings.

So what about you?

Image: sindler1/Depositphotos.com

Leadership in personal settings

The most common way that people develop leadership abilities is in their personal lives. People have to **manage** themselves, help and **organise** their families, assist friends and peers, **support** others through tough times, and make **decisions** and **solve problems**.

Sometimes people develop leadership abilities through their ongoing interest in health and fitness, pet and animal care, environmental protection and other leisure and hobby **activities** and **interests**.

We often say that these people become **natural leaders**, especially those who deal with adversity and hardship, and those leaders who show others how to do the same. This often involves caring for, helping and supporting others as part of social awareness and community action and involvement.

Key leadership traits

✓ **Communication**
✓ **Knowledge**
✓ **Responsibility**
✓ **Initiative**
✓ **Focus**
✓ **Encouragement**
✓ **Perseverance**
✓ **Loyalty**

Leadership in Personal Settings

Personal goal setting, problem-solving and decision-making.

Managing responsibilities related to personal, parenting and family duties.

Caring for and protecting others, animals and the environment.

Achieving educational and training goals and personal successes.

Nurturing positive friendships and personal relationships.

Overcoming adversity and personal hardship.

Excelling in a hobby, interest or personal health and fitness area.

Achieving key life goals such as independent living, financial management, self-growth and other personal successes.

Image: adapted from bloomua/Depositphotos.com

Leadership in social settings

The natural extension from leadership in personal situations is to leadership in social situations.

People apply their personal strengths to social situations. They can emerge as someone to look up to within a social group or community activity or setting.

Some people grow into leadership roles through their **care**, **commitment**, **expertise** and **empathy**.

Others may create **social interaction** and **participation** opportunities by taking on the **responsibilities** associated with being a social leader, by creating and leading a social enterprise and by initiating and leading social activities. This is applied **social awareness** in action!

Demonstrating leadership through social interaction helps us all to develop our **interpersonal skills**.

We can apply these skills back to our own **personal** lives, and apply these across to our **vocational** lives.

That is the beauty of **transferable skills**; and leadership traits are perhaps the most transferable of any skill-s...

So, again we witness the emergence of **natural leaders** with well-developed social awareness.

How about you?

Key leadership traits

✓ Communication
✓ Knowledge
✓ Inclusiveness
✓ Empathy
✓ Encouragement
✓ Loyalty
✓ Collaboration
✓ Consultation

Leadership in Social Settings

Building and maintaining friendship networks.

Reaching out to connect with extended family networks.

Initiating, planning and organising social events.

Participating in social interest groups and communities.

Meeting with and learning from people from different cultures.

Developing activities for diversity and inclusion.

Participating in sports, recreation, hobbies and interests.

Coaching, mentoring and supporting others.

Developing empathy, tolerance and patience with others.

Image: adapted from bloomua/ Depositphotos.com

3.07 Developing Leadership

3B Leadership in personal settings

1. Describe **3** ways that people can **demonstrate leadership** in their **personal lives**.

2. Describe **2** examples of how **people you know** demonstrate **leadership** in their **personal lives**. **Why** do they do this - what **drives** or **motivates** them?

3. Describe an example of how **you** have demonstrated **leadership** in your **personal life**. **Why** did you do this?

4. How could **you further develop leadership** skills or traits through your personal activities? What do **you need** to **do**?

Investigation

2023 Young Australian of the year, Awer Mabil, has a life's journey full of overcoming challenges and adversity. Find out more about Awer's journey to community leadership. **https://australianoftheyear.org.au/recipients/awer-mabil**

1. Describe **3** ways that people can **demonstrate leadership** through their **social experiences**.

2. Describe **2** examples of how **people you know** demonstrate **leadership** in their **social lives**. **Why** do they do this - what **drives** or **motivates** them?

3. Describe an example of how **you have demonstrated leadership** in your **social activities**. **Why** did you do this?

4. How could **you further develop leadership** skills or traits through your **social activities**? What do **you need** to **do**?

Investigation

What do you know about the 2019 Young Australian of the Year, Danzal Baker?

Find out more about this young community leader.

3.09 Developing Leadership

Leadership in community settings

Many people who demonstrate personal and leadership abilities go on to become leaders in the community and apply their social awareness and interpersonal skills to the betterment of others.

Sometimes they identify as members of a specific **demographic** in society based on shared cultural, ethnic, Indigenous, faith, disability, age-related or other characteristics and **lived experiences**. These leaders often emerge from within their own communities and become a **voice** for others and an **agent of change**.

Many other people also go on to become leaders within communities generally. They take action to include people, unite people, educate people, help and support people, and create better **outcomes** for **society**.

And in reality, all community leaders take action to **unite** diverse groups of people regardless of their personal characteristics.

Community leaders develop sophisticated leadership behaviours and apply these on an ongoing basis. Without these **enterprising** community leaders, we would find that society would suffer greatly.

These community leaders apply their skills to establish and run community groups and social enterprises, often starting as local grass-roots operators. The real driver is that they take action and lead for change.

So what do you think that you could offer in your community - are you a leader just ready to emerge?

Key leadership traits

- ✓ Communication
- ✓ Responsibility
- ✓ Initiative
- ✓ Empathy
- ✓ Encouragement
- ✓ Collaboration
- ✓ Flexibility
- ✓ Vision

Leadership in Community Settings

Volunteering, donating and funding.

Addressing a community issue or problem.

Starting community activities, programs and groups.

Caring for and protecting others, animals and the environment.

Creating positive change for the good of many.

Taking community action to help, support and contribute to communities.

Changing community values and attitudes.

Leading and/or moderating an online community.

Uniting and working with government community agencies, and existing community services and groups.

Image: adapted from bloomua/ Depositphotos.com

Leadership in vocational settings

Leadership is the most sought-after vocational skill-set in the world of work. Employers are looking for employees who might become future leaders. They are seeking those with **initiative**, **problem-solving** and **communication** skills; some of the key drivers of **emotional intelligence**.

Future vocational leaders must have strong social awareness capabilities and a willingness to continually develop and apply their suites of interpersonal skills.

It is vital to recognise that being a manager doesn't automatically mean that a person is a leader. Leadership in vocational situations is about **motivating** people, **uniting** workers and taking **responsibility** for actions. It is about doing things better (and not necessarily faster, cheaper or easier). So newly-appointed managers need leadership **training**.

Many people go on to perform a leadership role in a vocational setting. They teach, they care, they advise, they support. They might protect others, protect the environment, or protect those with no voice - such as in animal welfare.

There are very, very few people who work in community roles who are there by accident. What they do is hard and demanding. But they love it.

After all, it is their vocation in life - their reason for working. And it might just become yours. You just might have to talk to your inner-leader!

Key leadership traits

- ✓ Communication
- ✓ Knowledge
- ✓ Encouragement
- ✓ Feedback
- ✓ Responsibility
- ✓ Initiative
- ✓ Collaboration
- ✓ Consultation

Leadership in Vocational Settings

Applying problem-solving and decision-making skills at work.

Recognising that leading is not just being a manager.

Developing products and services that help people.

Uniting and motivating people, including workers.

Being able to seek, give and receive constructive feedback.

Well-developed emotional intelligence and empathy.

Including, catering for and uniting diverse people.

Training, mentoring and supporting others.

Pursuing a vocational career to help support, educate, care for and improve the lives of others.

Image: adapted from bloomua/ Depositphotos.com

3.11 Developing Leadership

3D   Leadership in community settings

1. Describe **3** ways that people can **demonstrate leadership** through their **community participation**.

2. Describe **2** examples of how **people you know** demonstrate **leadership** through their **community actions**. **Why** do they do this - what **drives** or **motivates** them?

3. Describe an example of how you have demonstrated **leadership** through your own **community participation**. Why did you do this?

4. How could **you further develop leadership** skills or traits through community participation? What do **you need** to **do**?

🗣️

Investigation

Research the community actions of the 2023, NSW Young Australian of the year, Lottie Dalziel. **https://banish.com.au/pages/recycling-program**

🔍

1. Describe **3** ways that people can **demonstrate leadership** through their **vocational roles**.

2. Describe **2** examples of how **people you know** demonstrate **leadership** in their **vocational roles**. **Why** do they do this - what **drives** or **motivates** them?

3. Describe an example of how you have demonstrated **leadership** in your **vocational activities**. **Why** did you do this?

4. How could **you further develop leadership** skills or traits through your **vocational activities**? What do **you need** to **do**?

Investigation

Invite a local business owner or manager to talk to the class and explain how they develop and apply leadership in the workplace.

3.13 Leadership Approaches

Orientation

You may have already heard about the difference between task-orientation and people-orientation as important factors in **leadership approaches**.

Task-orientation focuses mainly on solving the problem to deal with getting the task done. i.e. "What do we need to do so as to get the task done?"

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

It should be noted, that either of these styles might be suitable depending on the people involved, the task or problem that needs to be dealt with, and the timeframe and other issues that prevail. Although **managers** may prefer either of the styles depending upon different circumstances, socially aware **leaders** nearly always favour a people-oriented style.

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's 3 Leadership Styles

Traditional leaders

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

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

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

Bureaucratic leaders

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

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

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

Charismatic leaders

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

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

This model is criticised for being too reliant on 'a' personality or personal 'brand'. But it can be effective at building motivation.

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?

4. Which **style would you**, as a **leader of a team**, prefer to **use**? Why so?

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

Extension

Discuss the styles seemingly preferred by your principal and by some of the teachers in your school. Describe examples, and then develop and role-play applied scenarios using these different styles.

3.15 Leadership Approaches

Transactional vs transformational leadership

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

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

The key is for you to decide which approach best suits you, your team, and any vocational or personal development community situations.

Transactional vs Transformational Leadership

Transactional leadership style

⇨ More of a task-oriented style which involves a transaction that occurs between leaders and followers.

⇨ It uses pre-determined structures and communication channels between managers and their staff.

⇨ It involves rewards based on achieving outcomes or goals; but uses discipline when these are not achieved.

⇨ It sometimes focuses on outcomes or events such as errors and failures to meet goals and standards.

⇨ e.g. "You didn't meet your targets."

⇨ Transactional leadership assumes people will do the right thing, and therefore the leader usually only takes action 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 to communicate a vision, which inspires trust, builds common goals and supports teamwork.

⇨ 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.

⇨ Therefore, it helps to support and foster a **distributive** style of leadership.

Managers vs Leaders

Being a manager

✓ Be sure of your goals and objectives before you ask anyone to do anything.

✓ You have authority, responsibility and accountability for your actions.

✓ Being assertive is not the same as being aggressive, arrogant or rude. Just because you're in charge doesn't mean you can boss people around.

✓ Give clear instructions, directives and orders.

✓ A good manager relies on a good team.

✓ Sometimes you will need to give orders, at other times you can rely on others to have a say,

✓ When appropriate, consult others.

✓ Being a manager does not automatically = being a leader.

Being a leader

✓ Clearly know the goals and objectives you want to achieve.

✓ You have authority, responsibility and accountability for your actions.

✓ Have a clear vision and communicate this.

✓ Develop your people and bring them along.

✓ Aim to develop a sense of synergy in your team.

✓ Instil a sense of trust in your people.

✓ Before you can become a leader, you must know how to manage yourself.

✓ If needed, take decisive action.

✓ When appropriate consult others.

✓ Ask yourself, would you follow you? Why?

✓ Communicating effectively sometimes close mouth and open ears!

Transactional vs transformational leadership   3G

1. What is the **difference** between a **transactional** leadership style, and a **transformational** leadership **style**?

2. Describe **examples** from **vocational** or **community situations** where **you** have **experienced these** leadership **approaches**.

Investigation

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

3.17 Leadership Approaches

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 management of tasks and people.

As you read each of these five commonly applied **management styles**, consider how they might apply to you, or to others, when acting in a leadership role. 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 approach requires leaders who are decisive and proactive, such as in a time of crisis.

⇨ Decision-making is often centralised, and then is communicated using a top-down approach from managers to employees, to deliver effective direct communication.

⇨ Generally, an autocratic style is not normally associated with effective longer-term leadership, although there are definitely times when all leaders might need to make decisions without the input of others.

Participative management & leaders

⇨ Effective leaders support and encourage their people as part of a teams-based approach.

⇨ A participative style usually involves people in decision-making by increasing responsibility and inclusiveness.

⇨ Successful participation requires managers and employees to have well-developed communication skills, interpersonal skills and emotional intelligence as part of a collaborative approach driven by social awareness.

⇨ 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' their decisions to employees or group members.

⇨ This style brings people along as followers, and can create a more positive working relationship.

⇨ Persuasion can be a positive thing. Your teacher might use persuasion to encourage you to complete work so that you effectively achieve your VM objectives.

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

⇨ In the digital age, we are experiencing the emergence of political, social and cultural leaders using persuasive techniques (some of which are dubious or even unethical).

Have you heard of a carrot and stick approach?

Image: julos/Depositphotos.com

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.

⇨ This can help boost engagement and motivation.

Laissez-faire management & leaders

⇨ The laissez-faire style of management sees managers have very little input in day-to-day decision-making, instead placing full trust in their people.

⇨ Laissez-faire managers take responsibility for big-picture goals, timelines and budgets, therefore letting their workers get on with their highly demanding day-to-day roles.

⇨ 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 things, such as researchers, designers and creatives.

⇨ The sharing of a vision and of goals, as well as communication, are essential. Otherwise, nothing will get done!

⇨ The laissez-faire style is the most difficult leadership style to apply successfully and relies on a unique blend of motivation, commitment, dedication, skills and responsibility.

DRAFT SAMPLE PREVIEW *(watermark)*

Leadership and management styles   3H

Complete **word chains** to identify keywords about the 5 **management and leadership approaches** on these pages.

Autocratic management & leaders	
Participative management & leaders	
Persuasive management & leaders	
Consultative management & leaders	
Laissez-faire management & leaders	

3.19 Task-Oriented vs People-Oriented

Task-oriented vs people-oriented

So what type of leadership style do you think might best suit? Well, the answer is not as straightforward as you would think.

Task-oriented: Authoritarian/autocratic

An authoritarian or dictatorial style of leadership is the most extreme form of **task-orientation**. Under an authoritarian approach, decisions are made by managers and leaders (**centralised**) with little input asked for, or provided by, workers.

For example, under an authoritarian approach you as a manager **might decide** on the best way to serve customers. You will then have to **communicate** this **to employees**, and make sure that all employees carry out these instructions, to the letter! But you will still need the **social awareness** to 'read' your workers, and to work out for yourself whether you are pushing them too hard, or at times, too easy.

Or for your personal development activity you, as the leader, might **mandate** that your team members wear barrier gloves when handling food. This is not a point that's open for negotiation. It's an OH&S/WHS requirement. Therefore this is a **directive** that must be followed by all.

Does this sound like a style you would prefer to use as a manager or leader; or even the type of style that you would prefer that your manager or leader used in you were their employee or team member?

"I don't yell or scream or treat my workers badly.

But I'm paid to make the decisions so it's up to me to be firm and to make it clear what they have to do.

And my workers respect that."

Authoritarian underlying assumptions...

The leader/manager has an extremely high degree of power.

Decision-making is usually centralised.

Suits managing lower-skilled or new employees.

Employees follow strict rules and procedures.

Useful when clear processes are already in place.

Uses one-way, top-down management communication.

Leaders & managers are responsible for decision-making. Employees are responsible for getting the task done successfully.

Good for meeting tight deadlines.

Image: ahmetemre/ Depositphotos.com

People-oriented: Participative/democratic

A participative approach usually involves workers in decision-making and relies on employee **responsibility**, **engagement** and **inclusiveness.** Participative leadership requires managers and employees to have well-developed **interpersonal skills**, and to trust in their workers as part of a **decentralised** decision-making system.

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

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

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

"I encourage my workers to be involved in decision-making.

It doesn't mean I'm Ms. Nice all the time.

But I trust in the expertise and experience of my team to make decisions for the good of the company."

Image: pressmaster/ Depositphotos.com

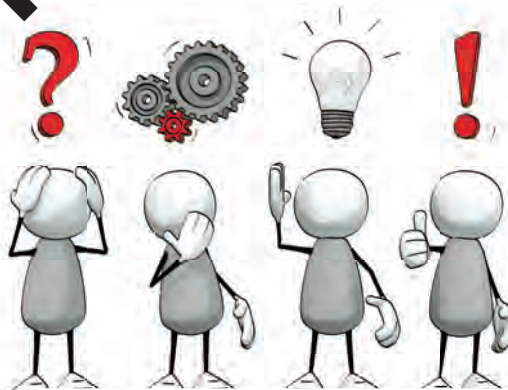## Participative underlying assumptions...

Employees are given responsibility for some decision-making.

Decision-making is usually decentralised.

Supports a teams-based or projects approach.

Relies on shared communication and 360° feedback.

Leader gives some responsibility for decision-making to employees. Employees have input into how things should be done.

Suits higher-skilled, motivated and experienced team members.

Suits forward-looking and proactive planners.

Useful for complex tasks that vary from day-to-day.

Image: ahmetemre/ Depositphotos.com

3.21 Task-Oriented vs People-Oriented

3I   Suitability of leadership styles

Part A: Choose the most appropriate words to complete this passage about management styles.

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

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

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

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

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

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

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

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

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

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

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

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

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

❑ autocratic	❑ experienced	❑ making	❑ responsibility
❑ awareness	❑ influences	❑ management	❑ rigid
❑ culture	❑ interpersonal	❑ motivation	❑ rules
❑ decentralised	❑ involve	❑ people	❑ team
❑ decisions	❑ lower	❑ permitted	❑ utilise

Part B: What about you?

1. Explain the **management/leadership style you** would most **respond to** as an **employee** or **team member**. Report back to the class with vocational examples.

2. Explain the style that **you**, as **a manager** or **team leader**, would most **prefer** to **use**. Report back to the class with vocational examples.

3. Justify **which style** you think would be most effective for a PDS team activity.

Discussion

Vlad says: "Autocratic is the best because I'm the boss and you'll do as I say!"

Rad says: "Laissez-faire is the best style 'coz everyone can kick back and chill."

Lad says: "Participative is the best because people get a say and can have input into most decisions."

What do you think? Which style is the 'best'? Why? And perhaps more importantly, when? Use examples of different styles that you have experienced in community and vocational situations

3.23 Distributed Leadership

Distributed leadership

One of the more recent approaches to leadership to emerge is that of the notion of **distributed leadership**. The key ideas of **shared**, or distributed leadership, began to emerge in the early 1990s, especially within educational settings, as part of a broader questioning of the suitability of the more traditional **hierarchical** models of leadership that were prevalent in many organisations.

In a distributed leadership model, leadership is seen as a **collective process** that involves multiple individuals **working together** to achieve a **common goal**. Distributed leadership aims to encourage the **sharing** of **authority** and **decision-making power** among a broader group of individuals and/or work teams, rather than just having authority and decision-making power concentrated in one person or executive level.

One of the ideas driving distributed leadership is that no one person has all the skills and knowledge necessary to lead effectively in all situations. Instead, leadership is distributed among a group of individuals who bring different strengths and expertise to the table.

A distributed leadership style is characterised by shared responsibility, collaboration, empowerment and flexibility. The application of these traits creates synergy.

In a distributed leadership model, each member of the group is encouraged to take on leadership **responsibilities** and contribute to decision-making. This ensures that leadership is shared and that everyone's ideas and perspectives are taken into account.

To be successful, distributed leadership requires a culture of **trust** and **open communication** where everyone feels comfortable contributing their ideas and opinions.

Distributed leadership promotes a **flexible** and **adaptive** approach to leadership that emphasises shared responsibility and collective decision-making. It can be applied in a wide range of contexts, from schools and non-profit organisations to business and government.

Given that a distributed leadership style is characterised by **shared responsibility**, collaboration, empowerment, flexibility and **continuous learning**, it is no accident that distributed leadership emerged out of educational settings. Educators and teachers have always had to be highly-skilled, motivated and accountable for their actions. Education practitioners do not have people looking over their shoulder in the classroom. Instead, they operate **autonomously**, in conjunction with their colleagues, to achieve broader group goals for the benefit of their clients, that is, their students.

**They are not racing against each other, they're racing alongside one another.
At different times, varied people will take the lead, depending on their expertise.**

*Image: PantherMediaSeller/
Depositphotos.com*

Strengths	Weaknesses
✓ **Enhanced decision-making**: Distributed leadership can lead to better decision-making by incorporating multiple perspectives and ideas. This can help to identify and address potential problems and opportunities that may have been overlooked by a single leader.	☹ **Lack of clear direction**: In a distributed leadership model, it can be challenging to ensure that everyone is aligned around a common goal and working towards the same objectives.
✓ **Increased engagement**: When everyone in a team or organisation feels empowered to contribute to decision-making and take on leadership responsibilities, it can lead to increased engagement and motivation.	☹ **Potential for conflict**: Collaborative decision-making can sometimes lead to conflicts and disagreements among team members.
✓ **Shared ownership**: Distributed leadership can create a sense of shared ownership among team members, as everyone feels responsible for the success of the team or organisation.	☹ **Difficulty in decision-making**: It can often take longer to make decisions when using distributed leadership. If everyone's input is to be considered, then this can really be a challenge in fast-paced environments or when dealing with urgent priorities.
✓ **Flexibility**: Distributed leadership can be more flexible than a traditional hierarchical model, allowing teams to adapt to changing circumstances and take advantage of new opportunities.	☹ **Lack of accountability**: In a distributed leadership model, it can be difficult to hold individuals accountable for their actions and decisions, as responsibility is shared among the group.
✓ **Increased creativity and innovation**: Distributed leadership can lead to increased creativity and innovation, as multiple perspectives and ideas are considered in decision-making.	**Potential for power struggles**: Under a distributed leadership approach, power struggles can emerge if team members are competing for influence or decision-making authority. This can lead to negativity, hostility and the undermining of colleagues.

Distributed leadership   3J

1. Complete word chains to identify key words and/or terms related to **distributed leadership**.

shared	
goals	
synergy	
flexibilty	
responsibility	

2. In small groups, **suggest** when a **distributed leadership approach** might be **suitable** for a **group PDS activity**. **Why** is that? Report back to the class.

3.25 Charismatic Leadership

Charismatic leadership

Charismatic leadership is a style of leadership where the leader **inspires** and **motivates** followers through their personal charisma and vision.

Charismatic leaders often have a '**magnetic personality**' that inspires others and motivates followers.

They possess strong **communication** skills, are able to articulate their **vision** clearly, and are often skilled at **public speaking** and **self-promotion**.

These leaders galvanise others by communicating a compelling vision of the future and the need for **action**. You might recognise these people as '**agents for change**'.

Charismatic leaders usually have high levels of **emotional intelligence**. This enables them to **connect** with followers on a deeper level and to build strong **trust-based** relationships. Sometimes they are excellent at **reading others**, or at 'reading the room' and adapting to changing social values or evolving cultural norms.

Of course, charismatic leaders exude **confidence** and inspire confidence in others, i.e. 'follow the leader'. They are often **risk-takers** and are willing to take **bold** and **decisive** action to achieve their vision.

Many charismatic leaders are able to **understand the perspectives** and **needs** of their followers. They **connect** with their followers on an **emotional** level which builds **trust** and **loyalty**.

Even if you don't like or agree with a particular charismatic leader, you often still need to accept that they have an ability to **win people over**. In the digital age, charismatic leaders not only have the skills, but they also have the 'tools', to garner a large following.

However, in the digital age, we are seeing an erosion of broader empathy. In its place is an understanding, acceptance and propagation of just a narrow, or even singular, point of view

Charismatic leaders, especially those leaders in commercial organisations or in social enterprises, are often willing to make significant **personal sacrifices** to achieve their vision. They may work **long hours**, take on additional **responsibilities**, or make other sacrifices to demonstrate their commitment to their followers and their vision.

And in this digital age, some of these charismatic leaders certainly spend a lot of time telling you how much time they spend working and making personal sacrifices for others!

🗣 **Some people really like to be lead by a personality. But what happens when the charisma runs dry?**

Image: yusa@i.ua/ Depositphotos.com

Suitability

☺ Charismatic leaders can be effective in small business, start-ups, and other fields of entrepreneurial endeavour where there is often a need for a clear vision and direction to guide an organisation.

☺ Charismatic leaders can be very effective in social enterprises and non-profit organisations. Their natural charm works to 'enlist' and unite people to join and focus on a mission or cause that requires passionate and committed leadership.

☺ Naturally, politics is a key calling for charismatic leaders. They can be effective in politics by inspiring and motivating supporters to take action. However, it doesn't always end up being positive!

☺ Charismatic leaders can be very effective in creative industries, such as advertising, entertainment, media and performing arts where there is a need for innovation and creativity. This can also extend to sporting enterprises in leadership coaching and captaincy roles as well as community engagement and PR.

☺ Charismatic leaders can be effective in crisis situations, where there is a need for quick action and decisive leadership to address the situation. In recent times, the free world has probably had no better examples of this, than in the actions, inspiration and leadership of the Ukrainian President, Volodymyr Zelenskyy.

Limitations

While charismatic leadership can be effective in certain situations, it is not always the best approach.

☹ Organisations that rely too heavily on the charisma of their leader can become overly dependent on that individual.

☹ Organisations can struggle to maintain their momentum if the leader departs or loses influence.

☹ They can prioritise their own vision and goals over those of the organisation as a whole, which can lead to a lack of accountability and transparency.

☹ They can focus too much on self-PR, promotion and building a personal brand, at the expense of the true goals and vision of the organisation. This can lead to narcissism.

☹ Charismatic celebrity-leaders often fail in their high-profile businesses, when their novelty and profile wear off. This leaves their investors and other supporters footing the bill.

Charismatic leadership   3K

1. Complete word chains to identify key words and/or terms related to **charismatic leadership**.

personality	
communication	
emotional	
loyalty	
responsibility	

2. In small groups, **suggest** when a **charismatic leadership approach** might be **suitable** for a **group PDS activity**. **Why** is that? Report back to the class.

3.27 Transformational Leadership

Transformational leadership

Transformational leadership is a style of leadership whereby the leader **inspires** and **motivates** workers and followers to create **change** to enable the future success of an organisation.

The aim is to get people to think and act beyond their own self-interests, and instead strive to achieve a **greater good** for an organisation, or even for society.

Transformational leaders inspire others by creating and communicating a **vision** of the future. They usually are able to think **strategically**, anticipate future **trends** and challenges, and develop **innovative long-term plans** to achieve their vision.

They **motivate** others by setting high **expectations** and challenging **goals**, thereby encouraging **creativity** and **innovation**. This helps to generate a **sense of purpose**. and even at times, **excitement.**

They usually have strong **charisma** and can apply this to create a **culture** of **engagement** and **achievement**.

Transformational leadership encourages critical **thinking**, **creativity**, and **problem-solving** in its workers and/or followers. This leadership approach aims to seek **diverse** perspectives and encourage new ideas.

As a result, it promotes a **culture of learning** and growth. It is enabled by providing **support**, **coaching**, and **mentoring** to help people reach their full potential.

It also involves the willingness and ability to **proactively** provide **feedback**, and **recognise** and **reward** individual **contributions**.

Effective transformational leadership naturally requires a high degree of **social awareness**, **emotional intelligence**, empathy, strong **interpersonal relationships**. This enables a collaborative work culture where individuals feel included, recognised, valued and supported.

In many applied situations, transformational leaders serve as **role models** and earn the **respect** and **admiration** of their followers.

To achieve and maintain this standing they need to demonstrate high **ethical** standards, **integrity**, and **consistency** in what they say, and in what they do.

So we can say that they lead by their actions and inspire others to believe in them and work towards a clear and compelling vision of the **future**.

Image: olly18/ Depositphotos.com

Strengths	**Weaknesses**
☺ **Inspirational**: Transformational leaders inspire and motivate their followers through a compelling vision and a sense of purpose, encouraging them to achieve beyond their perceived limitations.	☹ **Dependency**: Followers may become overly reliant on the leader's guidance and vision, potentially hindering their own independent decision-making and problem-solving abilities.
☺ **Empowerment**: They empower their followers by delegating authority and granting autonomy, creating a sense of ownership and responsibility, which leads to increased job satisfaction and commitment.	☹ **Over-expectations**: They may set high expectations and push for constant improvement, which can lead to stress and burnout among followers if work/life balance is harmed.
☺ **Developmental**: Transformational leaders focus on the personal and professional development of their followers, providing mentoring, coaching and training opportunities, which leads to individual growth and skill enhancement.	☹ **Manipulation**: The charismatic and persuasive nature of transformational leaders can be misused, leading to manipulation and the pursuit of self-interest rather than the collective good.
☺ **Visionary**: They have a clear and compelling vision for the future, inspiring followers to embrace change and align their efforts towards shared goals, innovation and adaptability.	☹ Resistance: Not all individuals are **receptive** to the changes and challenges brought about by transformational leaders, leading to resistance and conflict within the organisation.
☺ **Trust-building**: Transformational leaders establish trust and strong relationships with their followers through open communication, ethics, emotional intelligence and creating a positive and supportive work environment.	☹ **Lack of attention to detail**: Transformational leaders often focus on the big picture and the long-term vision. This can result in operational details and day-to-day management tasks being neglected, potentially affecting operational efficiency and effectiveness.

Transformational leadership   3L

1. Complete word chains to identify key words and/or terms related to **transformational leadership**.

change	
motivation	
problem-solving	
interpersonal relationships	
integrity	

2. In small groups, **suggest** when a **transformational leadership approach** might be **suitable** for a **group PDS activity**. **Why** is that? Report back to the class.

3.29 Graduated Assessment

AT3 Leadership Skills and Styles
AOS2: Effective leadership

1. For this assessment task, you are required to examine the differences between a range of leadership approaches.

2. You will describe examples of how leaders you are familiar with in different contexts (at least 3) have applied varied leadership approaches effectively, and also not so effectively.

3. You are also required to participate in a leadership and/or team-building program or activity, within the school setting, or provided by an external community group or organisation.

4. You will reflect on your participation in this program or activity, and suggest how you can apply your own leadership and team skills to a teams-based PDS activity.

The specific tasks required will be negotiated with your teacher and will be assessed against the actions below.

Name:	Key Date:			UNIT 3 AOS2
Tasks - AT3: Leadership Skills and Styles	**Must Do?**	**Due Date**	**Done**	**Level**
🗣 **Complete the tasks in a format negotiated with your teacher.**				
1. Comparison of different leadership approaches.	✓		◯	
2. Examples of applied leadership in:	✓		◯	
- Personal contexts	◯		◯	
- Social contexts	◯		◯	
- Community contexts	◯		◯	
- Vocational contexts	◯		◯	
Evaluation of applied leadership in 3 contexts.	✓		◯	
3. Participation in a leadership program/activity.	✓		◯	
Details:				
4. Reflection of leadership skills developed.	✓		◯	
Reflection of team skills developed.	✓		◯	
Suggestion of how to apply these leadership skills to PDS.	✓		◯	
⇨ **Prepare and submit my final responses.**	✓		◯	
🗣 **Present or report to the class (if required).**	◯		◯	

Leadership in Action | 4

Activities 4: Leadership in Action	p.	Due date	Done	Comment
4A Leadership	82-83	☐	◯	
4B Ethics and leadership	86-87	☐	◯	
4C Democracy and leadership	90-91	☐	◯	
4D Resistance to change	93	☐	◯	
4E Leading for change	94-95	☐	◯	
4F Dealing with change		☐	◯	
4G Innovative actions	9		◯	
4H Critical and creative thinking	01		◯	
4I Applied critical and creative thinking	103	☐	◯	
4L Training activity	104-105	☐	◯	
AT4a Training Activity	106-107	☐	◯	
AT4b Team Leadership Activity - Leadership Style and Skills	108-109	☐	◯	
R4 Review and Reflection	110	☐	◯	

Comments:

4.01 Demonstrating Leadership

Leadership in action

In Section 3, you investigated **contexts** in which people demonstrate leadership and then undertook a detailed examination of different **leadership styles** and **approaches** and the suitability of these in varied situations.

In this section, you are expected to apply your understanding of leadership to analyse the suitability of leadership styles and approaches in different situations. As part of this you need to identify and justify the **leadership approaches** you would take in either **real** or **simulated situations**.

Throughout this section, you will also learn about the importance and application of leadership in **times of change** and as part of the **democratic process**. Underpinning both of these settings is the very important notion of **ethical leadership** and how this is applied.

You are expected to analyse the role of both **critical thinking** and **creative thinking** to support leadership that reflects an ethical and democratic approach. You are also expected to engage with **innovation** and **problem-solving** as part of effective leadership to address **issues** and achieve **goals**.

One proactive way to do this is to undertake a series of actions and activities as part of developing a **leadership portfolio**. This could involve you acting as a leader in a **school setting** such as by **mentoring** younger students.

You should strongly consider undertaking a short-term or one-off **community engagement activity** whereby you can develop and apply leadership skills.

You should also strongly consider participating in a **leadership program** that would normally be delivered by an external agency. Your teacher might be able to provide some suitable local examples of these; or you could find out about one that might suit you and your whole class and present this as an option to your teacher.

So just remember, at all times throughout this unit, bring in what you have learned in sections 1-3, and think clearly (i.e. **metacognition**) about how you would respond to these leadership approaches; and how you would apply leadership in individual and teams-based situations and settings.

ONE OF A KIND

LEADER

BOLD AND DECISIVE

INSPIRES OTHERS

Image: iqoncept/ Depositphotos.com

4A   Leadership

1. When you hear the term **leadership**, what does this **mean** to **you**?

2. What are some of the key **characteristics** or **personality traits** you would **expect leaders** to **demonstrate**?

3. Identify **3 different leaders** you are aware of. They might be community leaders, workplace leaders, school leaders, sporting leaders, political leaders or others.

   Complete this table related to **leadership** for each.

Person	is a leader in the field of...	They are a leader because...	They also lead by...	They inspire others by...

4. Identify **leadership characteristics** or traits that **you** have **demonstrated**. Briefly **describe** how you demonstrated them in **situations** you were **involved** in.

5. Give examples of how **you could apply leadership** to a **PDS activity**.

DRAFT PREVIEW SAMPLE

4.03 Ethics and Leadership

Ethics

Ethics refers to the **moral principles** and **values** that guide **human behaviour**. When people establish ethical principles they create a framework within which they can evaluate and determine which **actions** are morally acceptable and which actions are not. By extension, this means that ethical principles both influence and drive **decision-making**.

At a most basic level, ethics relates to questions of **right** and **wrong**, **good** and **bad**, legal vs illegal, lawful vs unlawful and the principles that govern human conduct.

You have your own **personal ethical principles** that are driven by your **beliefs**, **values** and your **attitudes** to a whole range of **personal**, **social**, **educational**, **community** and **vocational situations**. You are expected to apply ethical principles when working, when at school, when participating in the community and even within your friendship and family networks.

You constantly have to **weigh up** whether you should do something that might go against your core values. Sometimes we flout our own ethics by being lazy (not recycling), by being selfish (eating all the Tim Tams before your siblings get home) or by being influenced by others ("don't hand in the wallet bro, keep the money!") All three of these acts will be considered by some (or many) as lacking ethics, but only one is illegal (i.e. 'stealing by finding').

So what about you? Where do you sit on the ethics debate? And do you think that your ethical principles might change over time as you grow, mature and develop broader and deeper vocational and community connections?

Ethics can involve...

Honesty, trust and integrity

Respect for self-determination

Transparency and openness

Ethical trading and commerce

Professional responsibility and accountability

Resource use

Greed, power and exploitation

Social responsibility

Environmental responsibility

Equity, fairness and justice

Diversity, access and inclusion

Privacy and confidentiality

Ethical consumption

Personal accountability in relationships

Technological use

Income, wealth & living standards

Sometimes people make decisions that take advantage of the grey areas.
Their actions might not be 'wrong', but are they ethical?

Image: iqoncept/Depositphotos.com

Leaders and ethics

Naturally our political leaders, our business leaders and our community leaders must act within a socially acceptable set of ethical standards.

Our **political system** of **governance** sets strict ethical expectations. However, at times we might see political leaders 'stray' from their core responsibilities, or even from their party values. This might play out through **personal** power **grabs**, **conflicts of interest**, or even **pork barrelling** (giving funding to projects in marginal seats, especially when an election is looming). Fortunately, Australian politics is not subject to significant corruption or bribery.

Business and **organisational leaders** often set their own ethical standards. These get communicated as a business or organisation's **core values**, **mission** and **vision** statements.

An organisation will also develop a set of **policies** setting out ethical **standards of behaviou**r that it enforces upon itself and its **employees**. These standards need to reflect **legal requirements** such as workplace safety, anti-discrimination and fair trading laws.

These ethical standards can also reflect **social** and **community standards** such as environmental sustainability, commitment to diversity and inclusion, and offering family-friendly work arrangements.

Community leaders often have to step in and take actions that aren't being delivered by governments or by the commercial world. You see this through:

⇨ the activities of **pressure** and **lobby group**

⇨ the actions of local, Australia-wide and global **community groups**

⇨ the social benefit activities of **not-for-profits** and other **social enterprises**.

Image: catalin205/ Depositphotos.com

Community leaders often try to redress areas of concern that have slipped through the broader ethical net, such as environmental protection, giving a voice to marginalised groups and providing social and community, support and help to people.

So in effect, community leaders are guided and driven by a **strong ethical framework** based on their own **attitudes** to the **principles** of **fairness**, **equity**, **inclusivity** and **support**.

Our political leaders must uphold the highest standard of ethics and lead by example. If not, then there's no trust left to give.

Ethical approaches by leaders: Outcomes

Some of the positive outcomes of an ethical approach by political, business and community leaders are:

✓ communicating openly with the public
✓ building trust
✓ setting positive examples
✓ upholding public interest
✓ setting boundaries
✓ promoting socially responsible practices
✓ calling out exploitative actions
✓ caring for vulnerable stakeholders
✓ creating social cohesion
✓ contributing to long-term growth
✓ helping to manage risks and
✓ modelling positive actions & behaviours.

4.05 Ethics and Leadership

4B   Ethics and leadership

1. When you hear the term **ethics**, what does this **mean** to **you**?

2. What are some of the key **ethical behaviours** that you would **expect leaders** to **demonstrate**?

3. Identify **3 different leaders** you are aware of. They might be community leaders, workplace leaders, school leaders, sporting leaders, political leaders or others.

   Complete this table related to **ethics** for each.

Person	is a leader in the field of...	Their core values seem to be...	They are ethical because...	They show their ethics by...

4. Identify **ethical leadership characteristics** or **traits** that **you** have **demonstrated**. Briefly **describe** how you demonstrated these in **situations** you were **involved** in.

5. Give examples of how **you could apply ethical leadership** in a **PDS activity**.

Applied

Form into groups of 3.

a. Discuss these case studies and make notes about what your partners suggest. Report back to the class.

b. Do all of your classmates have the same ethical viewpoint as you?

c. Do any of the responses surprise you? Why/why not?

You find a wallet with $20 in it and a student ID with a phone number. What would you do?	The three of you get burgers and the cashier mistakenly only charges you for 2. What would you do?
Your uncle takes you for some driving supervision and offers to 'fudge' your hours up by double. What would you do?	At a beach picnic with friends it's time to bin your trash the bins are already overflowing. What would you do?

d. How would you deal with a team member who 'cuts corners' on quality, and says to you, "It's all right, no-one will ever know". Explain using possible examples.

4.07 Democracy in Action

Democracy

Last year in PDS, you were introduced to rights and responsibilities of citizens as part of the democratic process. The basic meaning of a **democracy** is a system of **government** in which **power** is vested in the **people**. Citizens have the right to participate in the decision-making process, typically through **voting** for **representatives**, or through being engaged directly in important issues.

The application of democracy in Australia is via the 3-tier system of governance. **Federal**, **state** and **local politicians** are your democratically **elected leaders**; whether you know who they are or not; whether you voted for them or not; and whether you like them or not.

Australia's democratic process aims to promote **participation**, **accountability**, and **representation** at all levels of government, ensuring that decisions are made in the best **interests** of the **people** and the nation as a whole.

---

1. Representation
- ⇨ Members of parliament at each level are elected by the people through elections, allowing citizens to have a voice in decision-making processes.
- ⇨ Votes elect the political representatives and parties that they feel best represent their values and interests.

2. Policy-making
- ⇨ Governments develop and implement policies and laws that impact various aspects of society, addressing the needs and values of the people.
- ⇨ Government policy reflects the values of the party and often reflects prevailing, changing and evolving social values, attitudes and cultural norms.

3. Checks and balances
- ⇨ The separation of powers between the legislative, executive, and judicial branches of government ensures accountability and prevents concentration of power.
- ⇨ This includes the varied responsibilities and authority residing in different jurisdictions such as at the Commonwealth, state and local levels.

4. Decision-making
- ⇨ Governments make decisions through consultation, debates, committees and parliamentary votes, taking into account diverse perspectives and interests.
- ⇨ Sometimes decisions are party-political with little consultation. Other, more sweeping changes affecting social and cultural values might invite broader consultative participation by interest groups and from the community.

5. Service delivery
- ⇨ Governments are responsible for delivering public services and infrastructure to meet the needs of the population at all levels, from national to local.
- ⇨ These include the operations and activities of government departments, as well as many government agencies at all levels.

Leadership styles and approaches

In the context of leadership, a **democratic leadership** style or approach emphasises **inclusivity**, **participation**, and **shared decision-making** and **responsibility** among the members of a group or organisation.

This **collaborative participative** approach is the opposite to autocratic leadership, whereby power and decision-making are concentrated in the hands of a single leader or a small group.

Australian Democratic System of Governments

Australia follows a democratic system of government and operates within a federal framework.

The country's democratic process involves three levels of government: federal, state/territory, and local.

Each level of government has distinct roles and responsibilities in ensuring democratic leadership and governance.

Federal Government

(Sometimes referred to as the Australian or Commonwealth Government):

⇨ The federal government is responsible for national issues and has authority over matters like defence, foreign affairs, trade, and most taxation such as income tax and company tax.

⇨ The key institution at the federal level is the Parliament of Australia, which consists of two houses: the House of Representatives and the Senate.

⇨ The House of Representatives has members elected by the people, representing specific geographic constituencies known as electorates.

⇨ The Senate has members elected by each state and territory, providing equal representation for all regions.

⇨ The federal government is headed by the Prime Minister, who is the leader of the political party or coalition that holds the majority in the House of Representatives.

⇨ The Prime Minister and the Cabinet are responsible for formulating and implementing government policies.

State/Territory Governments

⇨ Australia has six state governments and two territorial governments (ACT & NT).

⇨ State and territory governments have authority over various areas, including education, health, transport, law enforcement, and infrastructure, within their respective jurisdictions.

⇨ Each state and territory has its own parliament, led by a Premier or Chief Minister, who is the head of the government.

⇨ Five state parliaments have a similar structure to the federal parliament, with lower and upper houses. (Queensland, the ACT and the NT have lower houses only.) The names and composition of these can vary.

⇨ Most of the day-to-day law and order issues you have to abide by are state (or territory) based.

Local Governments

⇨ Local governments, also known as councils or shires, operate at the community level.

⇨ They are responsible for local matters such as waste management, local planning, roads, parks and community services.

⇨ Australia has a large number of local governments spread across city metropolitan, regional and rural areas.

⇨ Local governments are governed by elected representatives, often called councillors, deputy mayors and mayors, (as well as Lord Mayors for capital cities) who make decisions on behalf of the local community.

⇨ It is at the local level where people can interact more closely with their elected local representatives.

⇨ Many local councils and shires welcome consultation and community participation on grass-roots issues.

*Image: Leonid_Andronov/
Depositphotos.com*

🗣 **Do you know this building and what decisions are made in there?**

4.09 Democracy in Action

4C Democracy and leadership

1. When you hear the term **democracy**, what does this **mean** to **you**?

2. What are some of the key **behaviours** that you would **expect leaders** to **demonstrate** in a democracy?

3. Identify **3 different leaders** you are aware of. They might be community leaders, workplace leaders, school leaders, sporting leaders, political leaders or others.

   Complete this table related to **democracy** for each.

Person	is a leader in the field of...	Their core values seem to be...	They are democratic because...	They honour democracy by...

4. Identify **democratic leadership characteristics** or **traits you** have **demonstrated**. Briefly **describe** how you demonstrated these in **situations** you were **involved** in.

5. Give examples of how **you could apply democratic leadership** in a **PDS activity**.

Applied

Form into groups of 3.

a. Discuss these case studies and make notes about what your partners suggest. Report back to the class.

b. Do all of your classmates have the same viewpoint as you about democracy?

c. Do any of the responses surprise you? Why/why not?

Your PDS teams votes on who is to be leader. One member says to you, "I didn't vote for them so good luck if they try and tell me what to do!"

Your PDS team decide to rotate leadership each week. When it's Harvs turn, they take over, don't consult and do it themselves.

A new manager says that work teams will be able to suggest ideas to improve safety. Although the boss listens, they don't implement any of the suggestions.

Porlene says, "A democracy means that I get a say about what I think - but due to political correctness gone mad, I can't express my views any more!"

Discussion: Discuss this issue in small groups and feed back to the class.

Nearly everyone says they prefer a democratic approach to leadership because that gives them the right to have their say about matters and decisions - i.e. freedom of choice. But in reality, that is not what happens nor is it even practical! And then we experience that when some people do get their say, they insist that things be done their way - for their benefit. Now, that's not really very democratic at all!

4.11 Leadership and Change

Change

🗣 "We need to change. If we don't, then things won't get any better, instead they'll get worse!"
How do you think people would respond to that statement about needing to change?

Would they willingly agree? "Yep, well let's do it."

Would they feel scared and think they might lose out on something - like their job?

Or would they actively resist by stating, "It's a free country mate, don't tell me what to do."

Managing change is difficult for a variety of reasons. People, organisations, institutions and communities can actively **resist** change. Why do you think this happens?

Have a discussion about these common reasons below, and think of examples when you have experienced **change hesitancy** in a workplace, in your school, in your community and in society generally.

"Woa, slow down there buddy, what you are suggesting is too radical!"

Difficulties in Dealing with Change

Resistance to change
People and institutions often resist change due to fear and uncertainty.

Clash of values
Different stakeholders may have conflicting values and perspectives.

Uncertainty
The prospect of change brings unknown outcomes and consequences.

Complexity and scale
Change is challenging for large organisations or broad communities.

Overcoming inertia
Organisations or people can resist changes to established conventions.

Change fatigue
Ongoing or rapid changes can lead to exhaustion and resistance.

"I'm not going to change, I want all of you to change!"

Resource constraints
Change initiatives require additional resources, funding time and effort.

Lack of trust
Some people and institutions lack trust in the change agents, and question the need for change, and/or undermine the change process.

1. Why do some **people resist change**? Give examples.

2. When have **you resisted** or been **reluctant** to **change**? **Why** was that?

3. Describe different **situations** whereby **people** might **resist** change for these reasons. How might **you**, as a **leader**, help people to embrace the change?

Reason	Example	Leadership actions
fear		
uncertainty		
clash of values		
complexity		
inertia		
fatigue		
resource constraints		
lack of trust		

4.13 Leadership and Change

4E   Leading for change

There are many circumstances when change happens. It is the role of leaders to lead people **into change**, lead them **through change**, and lead them into **new states** of being as a result of the change.

In pairs, discuss each of these 6 **situations** that bring about the need for change. Make **notes** of **actions** that **leaders could take** to help their 'followers' deal with the change.

Consider using recent **examples** of when these situations have happened in **workplaces**, **educational** settings, in the **community**, and in **society** generally.

Crisis management

Leaders must be prepared and able to lead and act during times of crisis, such as natural disasters, public health emergencies, economic downturns, or social unrest.

They are expected to provide guidance, coordinate resources, make difficult decisions, and ensure the safety and wellbeing of their communities, employees, or constituents.

Think of responses related to the COVID-19 pandemic, to natural disasters, and to the impact of global conflict.

Technological advancements

Technological advancements often require commercial leaders to lead and act by embracing innovation, adapting business models, and upskilling their workforce.

Leaders need to anticipate the impact of technology on their organisations, their communities, or society; and proactively guide their stakeholders through the necessary changes.

New technological advancement also requires significant capital investment, as well as supporting those people 'left behind' by the change.

In times of crisis management, leaders could...

To deal with technological advancements, leaders could...

Environmental sustainability

With growing environmental concerns, leaders are expected to lead and act by championing sustainable practices, advocating for regulations, and promoting sustainable initiatives.

They must address climate change, resource use, pollution and emissions reduction, and guide their communities or organisations toward a more sustainable future.

Of course, governments at all levels are key leaders in environmental sustainability. But in the end, it comes down to people to make the changes in their everyday lives.

To improve environmental sustainability, leaders could...

Socio-cultural shifts and values

Societal and cultural changes such as demographic shifts, changing values, or evolving community attitudes require leaders to lead and act by promoting inclusivity, diversity, and equity.

Leaders in all settings must address emerging social issues, adapt policies or practices, and create an inclusive environment that respects and values different perspectives.

Our leaders represent their people. And when the values of their people are changing and evolving, leaders can be the key stakeholder in initiating and supporting proactive positive change.

To deal with socio-cultural shifts and values, leaders could...

Economic influences

Leaders in community, work-related, and political contexts must lead and act during economic transformations, such as globalisation, industry closures, recession and cost of living issues.

Leaders are responsible for promoting economic growth, creating opportunities, supporting trade, and helping their communities and stakeholders to better cope with the negative impact of economic changes.

Community leaders step-in and take action to support people who are disproportionately affected by economic hardship.

To deal with economic influences leaders could...

Policy and legal changes

Leaders are expected to lead and act in response to policy or regulatory changes.

This could involve advocating for, or against, specific policies, proposing new legislation, engaging in negotiations, or implementing policy changes that align with the interests and needs of the broader public on a specific area of issue.

Workplace leaders must adapt to new policy initiatives and laws in the way that they operate.

Community leaders are likely to have to action the changes from a local or grass-roots level.

To deal with policy and legal changes, leaders could...

4.15 Leadership and Change

Locus of control

A very important enabler of effective leadership is to be aware of the relevance of your locus of control.

Locus of control refers to the extent to which you are able to control events that might impact on you. Your locus of control influences the **decisions** you make and the **actions** you take.

As leaders, you can't force people to accept and embrace change. It is important to emphasise that external events, and the actions of other people, are generally outside your locus of control. However, how you respond, what you do, how you behave, and the actions you take are within your locus of control. And this includes **proactive** or **positive actions**, **reactive** or **negative actions**, as well as **neutral inaction**.

People can have change **forced** upon them by **authority**, **rules**, **regulations** and **laws**. Even if their outward **behaviour** changes to some degree, you can't make them embrace the change. Sometimes people might play along, but as soon as they can avoid the new actions and behaviours, then they will.

This usually happens because people have ingrained **attitudes**. Long-held attitudes are hard to change. And the only person who can truly change an attitude is that person themselves.

This also happens due to **self-interest** and **self-protection**. These go a long way to explaining why people act in ways that are **unhelpful**, **unethical** or even **illegal**. They are looking after number one and resisting change. We still see this play out in environmentally-damaging actions and commercial decisions, and in relation to (slowly) changing attitudes and values towards diversity, inclusion and acceptance.

Why do some people leave trash on the beach? Is it that hard for them to change their actions?

Image: MaciejBledowski/Depositphotos.com

But as a leader you have to develop skills and behaviours, and apply **leadership approaches** to try and bring others along with you, (somewhat like a **transformational** leadership approach).

You will certainly have to do some **persuading** and communicating of a **vision**.

But at times you might have to set the **rules**, such as with an **authoritarian** approach.

You might **consult** with people and **engage** them in the change process - this helps **empower** those affected by the change.

Finally, you have to be prepared to accept that you cannot and will not win over all people. So you will need **strategies** to deal with **resistors**. And you will definitely need specific strategies to deal with resistors when they are part of your work team. That's why being a leader can be very, very, very hard indeed.

1. What is **locus of control**?

2. Why, as a **leader**, is it **important** to have a clear **understanding** of **your locus of control**?

3. Do you remember the difference between an **agent for change** and **an agent of change**; and the **RAISE Engagement model**? How could leaders act as an agent for change, and then as an agent of change in these situations?

RAISE model	Agent for change	Agent of change
Recognise	How can I/we get others to recognise the need for change?	What can I/we do to model a positive example?
Acceptance	How can I/we get others to accept the need for change?	What can I/we do to model a positive example?
Involvement	How can I/we get others to act for positive change?	What can I/we do to model a positive example?
Support	How can I/we get others to be willing and able to support the change initiatives?	What can I/we do to model a positive example?
Engage	How can I/we encourage others to engage with the initiatives?	What can I/we do to model a positive example?

4.17 Leadership and Change

Innovation

The term **innovation** usually refers to coming up with **new** ways of doing something **better**. According to the Australian Bureau of Statistics (ABS) innovation is:

"The process of introducing new or significantly improved goods or services and/or implementing new or significantly improved processes." ABS, Innovation in Australian Business, (8158.0)

New goods or services or new processes may:

⇨ involve the development of **new technology** (e.g. smart watches),

⇨ be an **adaptation** of existing technology to a **new use** (e.g. using shipping containers for temporary housing),

⇨ be non-technological in nature (e.g. a change in **work practices** or **managerial** change driven by a new **leadership approach)**;

⇨ include some changes in **marketing**, such as 'live sites' using QR codes).

Innovation doesn't only refer to something that is new, or some type of new technology, or a new process. New isn't always better. In order to be innovative, something must be better; usually significantly better.

Sometimes innovation involves using an already existing technology but in a new or better way. At other times innovation can involve an organisation taking a different approach to leadership and **team empowerment** (i.e. new for it or new for its stakeholders).

Innovation is vital for creating **cultural change** within Australian industries and workplaces as part of an enterprise culture. Innovation demonstrates a culture of **leadership** and comes from being **enterprising**, being **proactive** and seeking out **opportunities**.

Enterprising people are innovators. They seek better ways to achieve their outcomes. This often involves better leadership through **transformation**, **distributive** and **participative** leadership approaches.

Innovation and Leadership

New products

New technologies

New processes

Sustainable resource use

Ethical standards

Employee empowerment

Shared decision-making

Social responsibility

Commercial responsibility

Sometimes it's about starting again!

Image: Yaruta/ Depositphotos.com

New culture

New vision

New markets

New direction and goals

Communication and feedback

Training and support

Diversity and inclusion

Listed below is a range of **actions** that you would **expect** to see **demonstrated** by an **innovative leader**.

1. Reflect on **4 different leaders** you are aware of in community, vocational, social, educational or other contexts. Describe **examples** of how **they demonstrated** these **actions** as part of **innovative leadership**.

- ❑ communicating effectively
- ❑ creating a vision
- ❑ demonstrating initiative
- ❑ being flexible
- ❑ adapting to change
- ❑ being proactive
- ❑ being ethical
- ❑ leading by example
- ❑ solving problems
- ❑ giving feedback
- ❑ acting on feedback
- ❑ learning from failure

- ❑ building resilience
- ❑ accepting responsibility
- ❑ making decisions
- ❑ being proactive
- ❑ embracing change
- ❑ being creative
- ❑ being self-aware
- ❑ planning goals
- ❑ organising resources
- ❑ motivating others
- ❑ thinking critically
- ❑ empowering others
- ❑ managing risks
- ❑ seeking opportunities

- ❑ being innovative
- ❑ encouraging diversity
- ❑ fostering inclusion
- ❑ working sustainably
- ❑ leading change
- ❑ delegating tasks
- ❑ driving innovation
- ❑ uniting people
- ❑ working with others
- ❑ consulting with experts
- ❑ reviewing own performance
- ❑ protecting others
- ❑ being honest

Leader 1:	Leader 2:
Leader 3:	Leader 4:

2. How could **you learn** from **their actions** and **apply** these **innovative traits** to **PDS activities** you are involved in?

4.19 Critical and Creative Thinking

Decision-making

Effective leadership is about **setting goals** and making **decisions**. This is why leaders have the **responsibility** to manage other **people** (such as workers, volunteers or team members), and to manage **resources** such as (inputs, capital and time).

Some decisions are straightforward, such as how to create a roster to balance team members' skills and availability. Of course, being straightforward doesn't make something easy. But rostering is a decision-making responsibility undertaken week-in and week-out. So it should, in the main, be one of the less challenging roles of a leader/manager.

However, other decisions are complex, such as how to balance those scarce resources of time and finances to better achieve their goals and objectives. These types of high-order decisions require significant **research**, **evaluation**, **communication**, **consultation** and the willingness to accept responsibility.

As part of their decision-making processes, leaders must demonstrate a range of applied critical and creative thinking skills and techniques.

Critical thinking is important for:

✓ clearly identifying the situation, issue, problem and goal outcome

✓ analysing any issues or problems

✓ finding out and dealing with facts

✓ considering the impact on varied stakeholders

✓ weighing-up alternatives

✓ allocating resources

✓ making predictions, forecasts and projections

✓ ensuring that democratic processes are applied where suitable, and

✓ maintaining ethical standards of behaviour.

Image: adapted from VectorMine/ Depositphotos.com

Creative thinking is helpful to:

✓ look at a situation, issue, problem and goal from different perspectives

✓ involve others in the decision-making process

✓ reflect the main causes of issues or problems

✓ seek out and consider information that might not be immediately apparent

✓ think through unintended outcomes for varied stakeholders

✓ introduce new and innovative alternative courses of action

✓ find more innovative ways to allocate resources

✓ involve employees and team members in democratic leadership approaches, and

✓ create opportunities for better ethical standards of behaviour.

Image: Khakimullin/ Depositphotos.com

Applied for your PDS activities

So for your **PDS leadership activities**, think about how you need to think critically so as to **unpack** and **weigh** up all the **information** related to the **decisions** you might need to make, both as a team member and as a leader.

Also think about how different **creative** and **innovative** approaches might help you to overcome **obstacles** and consider **different courses of action**, which might end up achieving a better outcome than what otherwise might have been expected.

And at all times, think about how you and team members can co-contribute critically and creatively to achieve your team goals as part of **planning**, **organising**, **doing** and **reviewing**.

Critical and creative thinking   4H

1. Focus on the **key action** words below. Describe **examples** from **team situations** when **leaders** (and that might have been **you**) used this **action** as part of **critical thinking** to **achieve** a **goal**, or to **deal** with an **issue** or **problem**. Add 1 more.

2. Then explain how **you could apply** each **leadership action** to achieve effective **outcomes** in your **PDS team activities**.

3. Repeat tasks 1 and 2 for **creative thinking**.

Critical thinking		
Action	**Example**	**For PDS activities**
identifying		
analysing		
finding out		
allocating		
ensuring		

Creative thinking		
Action	**Example**	**For PDS activities**
considering		
innovating		
involving		
solving		
creating		

4.21 Critical and Creative Thinking

Problem-solving

When it comes to leadership, leaders must demonstrate a range of applied critical and creative thinking skills and techniques. Leaders need to apply these skills and techniques on a **day-to-day** basis for **operational** tasks, on a **mid-term** basis for **organising** resources including people, and on a **long-term** basis for setting a vision and direction to achieve **strategic planning** goals.

Leaders and team members can apply a range of **problem-solving tools** and techniques to assist in decision-making. Some of these tools support a **critical** approach to thinking such as the **IASM process**, **drilling-down** and a **SWOT Analysis**. Others offer a more creative approach such as **brainstorming** and **DeBono's Thinking Hats**. And of course, all problem-solving should first start with the application of the **What/How question** process.

These tools and techniques can be combined as needed to help team members, and their leaders, to make better decisions as part of a **participative** or **transformational leadership** approach.

You will examine problem-solving in much more detail in Section 6, but it is important that you can understand and apply some of these now for your next PDS activity.

Problem-Solving Tools and Techniques

What/How problems
Suggests starting by identifying whether a problem is a 'what' (to do) problem, or a 'how' (to do it) problem.

Image: odua/ depositphotos.com

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

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

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

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

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

80-20 rule
The 80-20 rule suggests that just a main few issues or actions will cause most of the outcomes.

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

Debono's Thinking Hats
A creative approach whereby users wear a metaphorical 'hat' to switch to a different state of thinking.

Consider these situations. Explain how you might take a **critical approach** to **dealing with** the **issue** and then a **creative approach**. Consider applied **leadership skills** and **problem-solving**.

A new young manager has just been appointed and most staff are older and experienced in their role. The new manager wants to create a code of conduct for respectful communication.	Your PDS team can't agree on a suitable team name for their activity to improve the school's recycling system.
A local community animal welfare service wants to engage VM students to help it out, but is not sure how to start.	Your PDS class needs to come up with a method to raise $500 for charity through different activities and events.

Applied

Interview a community or vocational leader. Ask their advice about how to make decisions and solve problems using a critical approach and a creative approach.

4.23 Putting it all Together

One potential PDS team activity that you can do right now to develop and apply leadership skills is a training activity, whereby you, as a team, train others in a particular skill or area of expertise. This might be your VM peers, younger students or even people external to your school (such as residents in aged-care).

Part A: Training activity

a. Form into groups. What is your **training activity** and who is your **cohort**?

b. Why are **you suited** to deliver this training activity to that cohort?

c. How is your training activity an example of **innovative self-awareness**?

Part B: Leadership approach/style

a. Which **leadership approach** would you choose for your training activity? Why?

b. Which **leadership skills** would you need to apply to support this approach?

c. How would you **apply interpersonal skills** for your training activity using this leadership approach?

d. What **other leadership approaches** might you need to switch to for **specific tasks** in your training activity, and why?

Part C: Democracy and ethics

a. How will your activity team ensure that all **team members** have a **say** in team roles and responsibilities?

b. What **ethical issues** do you need to address when delivering this type of training activity?

Part D: Innovative critical and creative thinking

a. What issues and actions must you critically **analyse** to make sure that you deliver an appropriate training activity?

b. How could you apply **innovative creative approaches** to create and deliver a more effective and engaging training activity?

Part E: Evaluation

How will you **evaluate** that your training activity has been a **success**?

4.25 Assessment Task

AT4a Training Activity
AOS2: Effective leadership

Overview: Training Activity

For this assessment task, you are required to apply **leadership skills** as part of a suitable **leadership style** to prepare and deliver a **training activity** to a particular audience.

The training activity will be based on a particular **skill**, **experience** or **knowledge** focus area.

The training activity should be **teams-based** unless you have a particular area of expertise that suits a solo delivery.

You might focus on training your **peers** (e.g. basic first-aid), or a **younger audience** such as Year 7s (e.g. safe internet use), or even train an **older**

cohort such as (e.g. iPad use for aged-care residents).

You are strongly encouraged to use the **4-stage PODR Planning Process** to coordinate this activity.

You should aim to complete the planning and organising for your training activity within than **2-week timeframe.**

Throughout all stages of this training activity, you are required to identify and apply leadership skills in these six categories: **communication, critical thinking, problem solving, decision-making, planning** and **metacognitive skills**. (See pro-forma on p.110)

Requirements: Training Activity

In your role as 'trainer' you need to:

❑ choose a speciality focus area/skill/topic

❑ identify an appropriate audience and clarify the needs of the audience

❑ negotiate a suitable method, location and time to deliver the training

❑ select and justify a suitable leadership style to best support the planning, organising, doing and reviewing stages of the training activity

❑ select and justify appropriate leadership traits and skills to apply to the planning, organising, doing and reviewing stages of the training activity

❑ create support materials and multimedia as necessary

❑ create methods to evaluate that the trainees are 'learning' appropriately

❑ plan and organise your training activity

❑ deliver (do) the training activity using applied leadership

❑ review your applied use of appropriate leadership styles and skills; and

❑ any other requirements that relate specifically to your activity focus.

Plan: Ideas?	Organise: Ideas?
Do: Ideas?	Review: Ideas?

Name(s):		Key dates:			UNIT 3 AOS2
Tasks - AT4a: Training Activity		**Must Do?**	**Due Date**	**Done**	**Level**
Stage 1: Negotiate the task details 🗣		✓		◯	
Focus area & audience:					
Complete **AT3: Leadership Skills and Styles;** or other task.		✓		◯	
Stage 2: Development: Planning and organising the training activity					
a. Choose a speciality focus area/skill/topic.		✓		◯	
b. Identify your audience and clarify their needs.		✓		◯	
c. Negotiate method, location and time for the training.		✓		◯	
d. Select and justify a suitable leadership style.		✓		◯	
e. Select and justify appropriate leadership traits and skills.		✓		◯	
f. Create support materials and multimedia.		✓		◯	
g. Create evaluation methods to assess 'learning'.		✓		◯	
				◯	
⇨ Complete **4J:** Training activity planner		✓		◯	
🗣 Use feedback to refine and make improvements		✓		◯	
Stage 3: Delivery: Doing and reviewing the training activity					
a. Apply leadership style in delivering the training activity.		✓		◯	
b. Apply leadership skills in delivering the training activity.		✓		◯	
c. Use appropriate support materials and multimedia.		✓		◯	
d. Evaluate the extent of the learning.		✓		◯	
		◯		◯	
⇨ **Apply the PODR process to support the activity.**		◯		◯	
⇨ **Communicate effectively and work collaboratively.**		✓		◯	
⇨ **Apply activity leadership skills in the 'six' categories.**		✓		◯	
🗣 **Deliver the training activity to the audience**		✓		◯	
⇨ **Evaluate use of leadership style and skills.**		✓		◯	

Additional information:

Signed: _____   Date: _____

4.27 Assessment Task

AT4b Team Leadership Activity - Leadership Style and Skills
AOS2: Effective leadership (and for AOS3)

Overview: Leadership style and skills

For this assessment task, your teacher might have you already investigating and planning for the applied use of **leadership styles** and **leadership skills** for your **teams-based leadership problem-solving activity** (for AOS3).

To support this, you might have to evaluate and demonstrate applied leadership styles and leadership skills in a shorter, one-off PDS activity now, or undertake leadership and team skills training to develop an applied understanding of leadership styles and skills.

Teams-based leadership problem-solving activity: Leadership style and skills

For AOS3, you are required to engage in a **teams-based leadership problem-solving activity**. You are expected to identify, develop and apply effective leadership and team skills. You will also be expected to evaluate your contribution as a leader, as a member of team, and as a problem-solver.

Your teacher might have started this process and already led you through a number of steps to clarify your requirements. The activity might involve:

❑ the **whole class** participating in a **universal teams-based leadership problem-solving activity**

❑ smaller **groups** undertaking the same teams-based leadership problem-solving activity

❑ the entire class, or smaller groups or teams, developing and delivering **their own specific** teams-based leadership problem-solving activities.

> **Teams-based leadership problem-solving activity is:**
>
>

Graduated leadership activity: Leadership style and skills

Your teacher might have you already planning for this major PDS problem-solving activity in your learning program as you explore topics such as:

⇨ social awareness and interpersonal skills (AOS1 through sections 1-2); and

⇨ **leadership styles and approaches and applied leadership in varied contexts (AOS2 through sections 3-4)**.

If this is the case, then right now you have to identify, analyse and evaluate the application of **leadership styles** and **applied leadership** for your **teams-based leadership problem-solving activity**.

> **Requirements now for the teams-based leadership problem-solving activity**
> **Re: Leadership styles and applied leadership**
>
>

Leadership activities, programs and training: Styles and skills

Another option that your teacher might be offering your class is for you to participate in targeted leadership and team-building activities and programs.

At this stage of the year, they would likely focus on you analysing the appropriacy of different leadership styles for teams-based situations, and developing leadership skills to apply later for your teams-based leadership problem-solving activity.

> **Leadership programs and training Re: Leadership styles and leadership skills**

Applied activity leadership skills: Leadership style and skills

Throughout all stages of this assessment task, you are required to identify and apply leadership skills in these six categories: **communication, critical thinking, problem-solving**, **decision-making**, **planning** and **metacognitive skills**. (See pro-forma on p.110.)

Name(s):			K... tes:		**UNIT 3 AOS2**
Tasks - AT4b: Team Leadership Activity - Leadership Style and Skills			Do?	**Due Date**	**Done**	**Level**
Complete **AT3: Leadership Skills and Sty... other task.**			✓		◯	
Short-term PDS activity Focus:			◯		◯	
a. Demonstrate understanding of leade... styles.			◯		◯	
b. Demonstrate understanding of l... p skills.			◯		◯	
c. Apply leadership styles for... activity.			◯		◯	
d. Apply leadership skill... PDS activity.			◯		◯	
e. Evaluate applied use of...adership styles for activity.			◯		◯	
f. **Apply activity leadership skills in the 'six' categories.**			◯		◯	
Teams-based leadership problem-solving activity (ongoing) Focus:			◯		◯	
a. Investigate applied use of leadership styles for activity.			◯		◯	
b. Investigate applied use of leadership skills for activity.			◯		◯	
c. Participate in leadership training/programs.			◯		◯	
d. Participate in team skills training/programs.			◯		◯	
e. Evaluate applied use of leadership style for activity.			◯		◯	
f. **Apply activity leadership skills in the 'six' categories.**			◯		◯	

4.29 Applied Leadership Skills Record

Name(s):	Key dates:	PDS Activity Applied Leadership Skills Record
Training Activity:		

Tools, techniques & skills of:	Applied demonstration leadership style	Applied demonstration of leadership skills	Applied demonstration of collaborative skills
Communication What, how and why? Required resources?			
Critical-thinking What, how and why? Required resources?			
Problem-solving What, how and why? Required resources?			
Decision-making What, how and why? Required resources?			
Planning What, how and why? Required resources?			
Metacognitive What, how and why? Required resources?			

Team Leadership   5

Activities 5. Team Leadership	p.	Due date	Done	Comment
5-6 **Unit 3: AOS3 - Introduction**	112-113	☐	○	
5A **Key characteristics of teamwork**	116-117	☐	○	
5B **Team meetings**	121	☐	○	
5C **Our team rules**	122-123	☐	○	
5D **5 'ates' of leadership**		☐	○	
5E **Attributes for team success**		☐	○	
5F **Motivation 101**	128	☐	○	
5G **Applied motivation**	130-131	☐	○	
AT5 **Are We Ready Team? Lead on!**	132-133	☐	○	
5.23 Meeting Agenda	134	☐	○	

Comments:

5.01 Unit 3: AOS3 - Introduction

Unit 3: AOS3 - Effective teamwork

In **Section 5: Team Leadership**, you will explore the attributes and skills required to support collaboration and to be an effective member of a team. You will then examine applied leadership for team success as well as the varied factors that act to motivate people.

At the end of this section, you will complete a graduated assessment (**AT5**) whereby you will work with a leadership mentor to assess the team capability and leadership preparedness of you and team members for your teams-based leadership problem-solving activity.

In **Section 6: Problem-Solving in Action**, you will explore a range of problem-solving tools, techniques and strategies and evaluate the application of these for your teams-based PDS activity. You will investigate key decision-making styles and also determine how these could be suited for your PDS team activity. You will again apply the six key metacognitive skills.

At the end of this section, area of study and Unit 3, you will complete your final assessment task.

AT6: You are required to engage in a teams-based leadership problem-solving activity.

In this you are expected to identify, develop and apply effective leadership and team skills and evaluate your contribution as a leader, as a member of team, and as a problem solver.

The PDS activity might involve the whole class participating in a universal activity, smaller groups undertaking the same activity as one another, or smaller groups developing and delivering their own specific teams-based leadership problem-solving activities.

As always, your teacher might modify or vary your assessments; and produce different assessment tasks that are more suitable for the personal development of you and your class.

AOS3: Effective teamwork — S5: Team Leadership

Effective Teamwork — 114
- Communication
- Motivation
- Interpersonal relationships
- Management
- Ethical behaviours

Being a Team — 118
- Characteristics
- Emotional intelligence
- Multiple intelligences
- Team roles
- Types of meetings
- Effective meetings
- 8 Tips for effective teams

Leading a Team — 124
- Communicate
- Coordinate
- Motivate
- Delegate
- Evaluate
- 4 Attributes for team success

Motivation — 128
- Motivating factors
- What motivates people to 'work'?

AT5: Are We Ready Team? Lead on! pp.132-133

AOS3: Effective teamwork   **S6. Problem-Solving in Action**

| Problem-Solving | 136 |

| 138 | What/How Questions |

| | Brainstorming | 139 |

| 140 | IASM Process |

| | SWOT Analysis | 142 |

| 144 | Flowcharts |

| | Drilling-Down | 145 |

| 146 | 80-20 Rule |

| | Checksheets | 146 |

| 147 | Thinking Hats |

| Problem-Solving In Action | 148 |

| Decision-Making | 150 |

Autonomous   Consensus   Majority rule

Conciliation/mediation   Arbitration

Decision-making tips

| Negotiation | 154 |

AT6: Team Leadership - Problem-Solving Activity pp.156-160

U3: AOS3 - Requirements   5-6

Your teacher will discuss the requirements for successfully completing **AOS3: Team Leadership** with your class. List these below.

S5: Team Leadership	S6. Problem-Solving in Action

5.03 Effective Teamwork

Team leadership

Effective **leadership** and productive **teamwork** do not just happen automatically. Given this, you should approach sections 5 & 6 as **action-oriented** resources that you can apply to personal development, community, vocational and other teams-based situations.

You need to analyse all of the topic information to learn about effective leadership for team situations, and then evaluate the extent to which you can apply this, and other strategies, to your teams-based leadership problem-solving activity. As always, explore the actions of effective leaders you are aware of for learning, advice, modelling and even mentoring.

Effective teamwork

Working in teams is one of the most effective ways to create better outcomes for all involved. Teams enable people to contribute a mix of **personalities**, **skills** and **experiences**. And as you know, the positive outcome of this is the creation of **synergy**, whereby the whole is greater than the sum of its parts.

A synergised team is one in which team members contribute a mix of **strengths**. This helps to overcome the inherent skill and experience **deficiencies** that team members might have. As a result, team situations become **learning** situations and are a productive way to **share expertise** and develop **interpersonal**, **industry** and **occupational-specific** skills.

Right now in WRS, you are likely to be examining tools and techniques to work as productive team members. So in PDS, we don't need to repeat all of this information. But you do need an overview of **team effectiveness** so that you can apply **interpersonal skills** and **social awareness** to develop and demonstrate **leadership** in **teams-based situations**; as that is what you are expected to do in WRS3 in your teams-based leadership activity.

Key characteristics of teamwork

There are many factors that combine to create effective teams. Five key factors that you need to be aware of are:

1. **Communication**
2. **Motivation**
3. **Interpersonal relationships**
4. **Management**, and
5. **Ethical behaviours**.

Image: depositedhar/ Depositphotos.com

Communication is always the key driver of effective teamwork and that is why you have focused on effective communication techniques across all of your VM subjects.

Strong and timely communication helps team members to feel engaged and valued. Therefore they become **motivated** towards team success and goal achievement.

As you know, team members and leaders need to develop and apply a suite of **interpersonal skills**. These include high-level **social awareness** so that leaders and team members can adapt to different personalities, situations and imperatives.

Team tasks need to be **managed** in a way that team members feel valued and supported by their leaders. Clear communication of roles, and considered delegation of responsibilities, are vital for effective team engagement.

And finally, **ethical leadership** is good leadership. Ethical leadership helps to set the right example and inspires confidence, trust and loyalty from team members.

Key Characteristics of Teamwork

1. Communication

✓ Actively listen to team members and encourage open dialogue.

✓ Clearly and concisely convey information, ideas, and expectations.

✓ Use suitable communication methods for efficient and effective communication.

✓ Provide timely and constructive feedback to promote understanding and growth.

✓ Seek and offer clarification when uncertain; avoid making assumptions.

✓ Respect diverse perspectives and encourage a culture of inclusivity.

2. Motivation

✓ Set clear goals and objectives to provide team members with a sense of purpose.

✓ Recognise and appreciate individual and team achievements.

✓ Provide opportunities for skill development and growth.

✓ Encourage a positive and supportive work environment.

✓ Build collaboration and teamwork to enhance motivation.

✓ Celebrate smaller goal achievements and milestones, as part of the bigger goal, to maintain enthusiasm.

3. Interpersonal relationships

✓ Collaborate and encourage cooperation among team members.

✓ Build communication and trust among team members through active engagement with one another as part of social awareness.

✓ Practice effective teamwork recognising and leveraging individual strengths through collaboration.

✓ Show empathy and understanding toward colleagues' perspectives, values and points of view.

✓ Create a supportive and inclusive environment where everyone feels valued.

✓ Resolve conflicts proactively and respectfully, promoting open dialogue and using a fair process.

4. Management

✓ Delegate tasks effectively, considering individual strengths and workload balance.

✓ Establish clear roles, responsibilities, and expectations within the team.

✓ Set realistic deadlines and monitor progress regularly.

✓ Encourage accountability and hold team members responsible for their commitments.

✓ Build a culture of trust and communication.

✓ Adapt leadership style to accommodate individual and team needs.

5. Ethical behaviours

✓ Demonstrate integrity and trust.

✓ Take responsibility for one's actions and decisions.

✓ Create a culture of honesty, transparency, and accountability.

✓ Meet ethical standards for all dealings with internal and external stakeholders.

✓ Respect confidentiality and handle sensitive information appropriately.

✓ Treat team members and stakeholders with fairness, respect, and dignity.

✓ Raise concerns or report unethical behaviour through appropriate reporting processes and channels.

DRAFT PREVIEW SAMPLE

5.05 Effective Teamwork

5A   Key characteristics of teamwork

In small teams, discuss the key **characteristics** of **teamwork**. Choose 3 from each characteristic and **describe** how **you** have **experienced** this being **demonstrated** using an example from a **community** and a **vocational** situation. Suggest how you could model and **apply** this characteristic in your **PDS team leadership activity**.

Teamwork characteristic	Examples from community situations	Examples from vocational situations	How we could apply this to our leadership activity
Communication by			
Communication by			
Communication by			
Motivation by			
Motivation by			
Motivation by			
Interpersonal relationships by			
Interpersonal relationships by			
Interpersonal relationships by			

Teamwork characteristic	Examples from community situations	Examples from vocational situations	How we could apply this to our leadership activity
Management by			
Management by			
Management by			
Ethical behaviours by			
Ethical behaviours by			
Ethical behaviours by			
Other			
Other			
Other			

Applied

Interview a community or vocational leader.

Ask their advice about how to effectively apply the key characteristics of teamwork in a leadership role for teams-based activities.

Report back to the class.

5.07 Being a Team

Different strokes...

You are well aware that people in **work-related situations** have to deal with owners, managers, colleagues, customers, clients - all sorts of people on a daily basis! And of course, having to deal with varied people extends across all situations in life including **community**, **educational**, **personal** and **social** situations.

Working effectively with others and in teams is probably the most important employability skill needed for just about all occupations.

Professor Howard Gardner of Harvard University developed eight '**multiple intelligences**'. Gardner says that people have varied skills and abilities much different from 'the usual IQ'. Each of us is likely to have different levels of intelligence in each of these eight categories. However, you must not just see yourself as being strong in only one category. Rather, you should reflect on your strengths across a range of co-related intelligences.

Multiple intelligences (as well as **emotional intelligence**) have become key considerations in developing workplace teams.

🗣 So what are you good at?

Emotional intelligence

Some generally accepted traits related to emotional intelligence are:

⇨ empathy
⇨ self-awareness
⇨ self-assessment
⇨ self-confidence
⇨ self-control
⇨ teamwork
⇨ communication
⇨ flexibility
⇨ adaptability
⇨ trustworthiness
⇨ conscientiousness
⇨ conflict management
⇨ initiative
⇨ intuition.

Multiple Intelligences

Interpersonal
Are you good dealing with other people?

Intrapersonal
Are you good at managing yourself?

Verbal-Linguistic
Are you good using words and languages; speaking and writing?

Musical-Rhythmic
Are you good with music, sounds, tone and rhythmic patterns?

Visual-Spatial
Are you good with shapes, patterns and drawing?

Naturalistic
Are you good in outdoor environments in the natural world?

Bodily-Kinaesthetic
Are you good at physically using your body and hands?

Logical-Mathematical
Are you good at problem-solving, maths and using logic?

Image: Piscine/ Depositphotos.com

Team dynamics

As you have explored in WRS, when people work in team situations, they tend to naturally take on various **roles**. These roles reflect peoples' personalities, attitudes, skills and experiences. These roles help create **synergy** and can assist to drive a team forward. But at other times, these roles could cause **conflict** and team disunity.

It is important that you understand the role of team dynamics in building effective team cohesion. In vocational and community situations, these team roles both drive and reflect the **workplace culture** that you might be expected to quickly read and 'fit into'. This is why you should study, and then apply team dynamics, in PDS activities.

If you search for team roles online, you will get thousands of hits. Most of the information is similar, but this over-information can be confusing. So we will use the team roles listed below.

See if you can recognise yourself, or other team members, as these roles.

Team Roles

Driver
Their role is to lead the group so as to achieve the team's goals.

Facilitator
Their role is to provide resources and links that help goals get achieved.

Monitor
Their role is to chair, review and make sure that everything is on track.

Supporter
Their role is to go along with good ideas and support what is being suggested.

Influencer
Their role is to encourage members to accept existing ideas; or perhaps even new ideas.

Timekeeper
Their role is to make the team aware of deadlines and to establish urgency.

Recorder
Their role is to take minutes and keep records of all the important matters.

Innovator
Their role is to suggest new and creative ideas and processes.

Implementer
Their role is to put the plans into action by organising and doing.

Peacemaker
Their role is to ensure that team harmony is achieved and people get along.

Critic
Their role is to challenge ideas to make sure that things are being done properly.

Image: ALotOfPeople / Depositphotos.com

5.09 Being a Team

Meetings

One of the keys to effective collaboration and teamwork is communication. When people work in teams they need to meet together to find out what has gone on, to discuss what they need to do, and to determine how things are going to proceed. Meetings enable team members to communicate and share ideas with each other as part of a collaborative workplace culture.

It is vital that your PDS group is able to organise and run effective meetings. This will help the group move forward to achieve its objectives. However, meetings don't plan and run themselves, and you need to consider many issues. Therefore, your group should develop and agree to a set of operational and meeting rules.

There are many different types of meetings, and some are listed below. You have probably participated in some of these types of meetings before. So now it's time to determine which of these meeting types will be best suited for your team-based leadership problem-solving activity.

Running meetings

Meeting **agendas** enable meetings to run more smoothly (see p.134). Each meeting should have someone **chair** (run) the meeting and someone else to take notes or **minutes**. Having a pre-planned agenda:

✓ ensures that everyone knows where, when, and how long, the meeting will be,

✓ sets out the order of affairs of the meeting,

✓ allows meetings to be run professionally,

✓ makes sure that people stay on topic,

✓ supports the taking of notes (minutes) which means that all important information is put into writing, and

✓ enables teams to work more effectively together.

Types of Meetings

⇨ **Briefings:** These short meetings are usually run each morning by managers to provide updates, advice and short-term goals.

⇨ **Staff meetings:** These might be regular weekly or monthly meetings of all staff. Various managers make reports on the progress of the organisation.

⇨ **Committee meetings:** These normally involve selected employees with responsibility over a particular area, (such as finance, safety, etc.), or who are involved in a specific project.

⇨ **Planning (Plenary) sessions:** These meetings normally involve key people who will investigate ways of achieving goals, developing processes and implementing procedures.

⇨ **Consultative meetings:** These might be held with clients/customers, suppliers, contractors or some other stakeholder in regard to planning or developing a new or potential project.

⇨ **Project meetings:** These usually involve teams of workers who get together to achieve a specific task or outcome.

Tips for Effective Meetings

Timing

Consider where and when the meeting is held. Consider the difference between a breakfast meeting, a lunchtime meeting and a Friday afternoon meeting. And what about video meetings?

People's immediate workload will also influence their attendance, enthusiasm, motivation and participation.

Location

Hold the meeting in a room where participants can easily hear, see and write.

If it is a consultative meeting then you should use a round (ish) table.

Consider if, at times, virtual meetings might be more suited.

Agenda

All the items to be discussed should be on the agenda and given to attendees in advance.

Sticking to the agenda will help the meeting stay on track. Have extra copies at the meeting.

Management

Try to have a neutral person run or (chair) a meeting. The chairperson makes sure that the meeting runs fairly and properly.

Otherwise, the team leader should run the meeting.

Duration

The meeting should allow enough time to get through all the items properly, but should not drag on.

Because some people do like to 'hog the spotlight' it's a good idea to set time limits.

Sometimes team meeting result in conflict. So you will need strategies to deal with this. A set of agreed-upon team rules will help a lot!

Rules

Meeting rules (standing orders) detail how decisions are made, how long people can speak for, the voting system, majority required for passing votes, how motions can be introduced and passed, and so on.

If conflict occurs people can be brought to account according to the previously agreed-upon rules (sometimes called standing orders).

Team meetings   5B

Choose 3 **types** of **meetings** that you have **participated in** that have **worked** effectively. How could **your team use** this **meeting format** for your **PDS activity**?

5.11 Being a Team

8 Tips For Effective Teams

1. Communicate clearly.
- ✓ Be willing and able to communicate effectively with people; including those from different backgrounds.
- ✓ Pay careful attention to what people say.

2. Follow team rules.
- ✓ Establish a set of rules or agenda for group meetings and stick to this.
- ✓ Follow team meeting rules/agenda, and get people to report on their progress.

3. Assign roles and responsibilities.
- ✓ Assign roles and responsibilities to team members, including the role of the leader.
- ✓ Rotate team roles and share responsibilities, including being the leader.

4. Listen and be fair.
- ✓ Listen to, and consider other team members' points of view.
- ✓ Put aside personality differences and work together. Don't ever yell or get personal.

5. Build a support synergy.
- ✓ Pair people together to help support and train team members.
- ✓ Ensure that team members' strengths and weaknesses are complementary.

6. Make group decisions.
- ✓ Decide on a decision-making process that everyone agrees to.
- ✓ You might choose a majority vote or consensus and then stick with that, or some other suitable method.

7. Record important information.
- ✓ Someone must always take notes (minutes) of meetings. Share this responsibility around so that everyone gets a go.
- ✓ Record important information, dates and responsibilities.

8. Set clear objectives.
- ✓ Clearly understand and know the goals/objectives of the team.
- ✓ Write down goals and objectives, and make sure everybody has a copy.

Image: Adapted from Boygovideo/iStock/Thinkstock

5C Our team rules

Come up with a list of **team rules** to manage and lead how you and your team members will work effectively together.

Consider the 8 tips for effective teams, team members' multiple intelligences, team roles (including leadership), types of meetings, as well as the specific roles and responsibilities for your teams-based leadership activity.

Our team rules: Teams-based Leadership Activity	
Names:	
How will we communicate?	How often will we meet?
How will we record information?	How will we allocate roles & responsibilities?
How will we make decisions?	How will we choose a leader?
How will we solve problems?	How will we deal with conflict?
How will we cover for absences?	How will we use ICT?

DRAFT PREVIEW SAMPLE

5.13 Leading a Team

The 5 'ates' of leadership

There are so many leadership models, leadership tips and so much leadership advice online that it can become quite confusing and overwhelming. That's why organisations get their workers to undertake proper accredited leadership training programs rather than just follow a leadership 'influencer' (who is often just selling their own services).

A good strategy for you to apply for your PDS activities (and other situations as well) is to understand that applied leadership always requires leaders to **communicate**, **motivate**, **delegate**, **coordinate** and **evaluate**.

You can see that some of these five 'ates' of leadership crossover one another. And you would expect this, because you know that the applied demonstration of leadership skills does not simply just happen in a vacuum as a list of actions to 'tick-off'.

Don't forget to communicate!

🗣️ As a class, discuss how you would recognise when to use each of the 'ates', and how you should demonstrate these applied skills for your teams-based leadership activity.

Image: GeorgeRudy/ Depositphotos.com

Team Leadership in Action

Communicate
- ✓ Be clear and open in communication using appropriate methods and media for the team and the message.
- ✓ Actively listen to team members and consider their input when making decisions.
- ✓ Clarify goals, objectives, roles and responsibilities.

Motivate
- ✓ Develop a shared vision to motivate team members to work towards a common purpose.
- ✓ Invite and empower team members to take on responsibility.
- ✓ Recognise achievements and celebrate successes ('smaller wins') to keep the team progressing.

Delegate
- ✓ Negotiate roles and responsibilities based on individual strengths and weaknesses, i.e. synergy.
- ✓ Clearly communicate roles, tasks, expectations and deadlines, and clarify that these are understood.
- ✓ Maintain accountability through regular check-ins and reporting.

Coordinate
- ✓ Plan and organise resource use such as people, inputs, equipment, finances, etc..
- ✓ Review progress on a regular basis and offer feedback and support.
- ✓ Conduct regular team meetings to discuss progress, address challenges, and ensure everyone is working towards their objectives.

Evaluate
- ✓ Assess performance of the team and individuals against the goals and objectives.
- ✓ Give regular and constructive feedback for growth and improvement.
- ✓ Identify skills-gaps and training to help team members grow and build their capabilities.

In your team leadership activity **groups**, develop **action statements** that will guide **what** you **do** in response to each of the **5 'ates' of leadership** when undertaking your **problem-solving activity**. Suggest **advice** and **support** you could seek from **leaders** you are in contact with as **mentors** and **role models**.

Teams-based Leadership Problem-Solving Activity		
'Ate' action	**What I/we should do?**	**Advice and support**
Communicate - Communicate openly - Actively listen - Clarify goals and roles	To communicate...	...about communication
Motivate - Develop a shared vision - Empower team members - Recognise achievements	To motivate...	..about motivation
Delegate - Negotiate roles and responsibilities - Communicate roles - Maintain accountability	To delegate...	...about delegation
Coordinate - Plan and organise resource - Review progress - Conduct team meetings	To coordinate...	...about coordination
Evaluate - Assess performance - Give regular and constructive feedback - Identify skills-gaps	To evaluate...	...about evaluation

www.delivereducation.com.au   michael@delivereducation.com.au

5.15 Leading a Team

Attributes for team success

There are common attributes that you would be expected to contribute as a **team member** for your leader. Naturally, as a **leader**, you would be actively trying to **build** these attributes in your team members. We can classify these attributes as **conscientiousness**, **reliability**, **persistence**, **adaptability** and **motivation**. Once again you would expect many of these to crossover one another in applied situations.

Conscientiousness

1. **Time management**: Ability to prioritise tasks, meet deadlines, and allocate time efficiently to maximise productivity.

2. **Attention to detail**: Thoroughly reviewing work for accuracy, identifying errors, and maintaining high-quality standards.

3. **Planning and preparation**: Developing comprehensive plans and strategies to achieve project goals within deadlines, anticipating potential obstacles.

4. **Organisational skills**: Organising resources, information, and responsibilities in a structured manner to enhance team efficiency.

5. **Accountability**: Taking responsibility for individual and team actions, accepting and learning from mistakes.

Reliability

1. **Consistency**: Demonstrating a stable and regular work performance over time, enabling a sense of reliability in the team.

2. **Dependability**: Consistently delivering on responsibilities and being trustworthy, ensuring team members can rely on each other.

3. **Follow-through**: Completing assigned tasks and responsibilities from start to conclusion, avoiding unfinished work.

4. **Communication**: Keeping the team informed about progress, potential delays, and any challenges that may impact on people meeting goals.

5. **Collaboration**: Working effectively with others and helping team members when they need support and advice.

Persistence

1. **Tenacity**: Persevering through difficulties, setbacks, and problems without losing motivation or enthusiasm.

2. **Problem-solving**: Applying creative approaches to overcome challenges and using critical and creative thinking to develop solutions.

3. **Goal-oriented**: Maintaining focus on team objectives and consistently working towards achieving them.

4. **Acceptance of feedback**: Being open to feedback from team members and leaders, learning from this, and making necessary adjustments.

5. **Resilience**: Bouncing back from setbacks and failures, learning from mistakes, and using these as opportunities for growth.

Adaptability

1. **Flexibility**: Willingness to adjust to changing circumstances, new information, or unexpected pressures or opportunities.

2. **Open-mindedness**: Being receptive to diverse ideas and perspectives within the team, fostering a collaborative environment.

3. **Resourcefulness**: Finding creative ways to tackle challenges when faced with limited resources or constraints.

4. **Cultural awareness**: Respecting and accommodating cultural differences and diverse working styles.

5. **Learning**: Demonstrating the ability to grasp new concepts and skills through formal and informal learning and training, and adapting to varying project requirements.

Attributes for team success   5E

Part A: Expected common attributes

Identify 3 applied actions that you should take as a **team member**, and 3 actions as a **leader**, to make sure that you demonstrate these **common attributes** as part of achieving the collective **goals** associated with your **teams-based leadership activity**.

Conscientiousness

As a team member I should:

1.

2.

3.

As a team leader I should:

1.

2.

3.

Reliability

As a team member I should:

1.

2.

3.

As a team leader I should:

1.

2.

3.

Persistence

As a team member I should:

1.

2.

3.

As a team leader I should:

1.

2.

3.

Adaptability

As a team member I should:

1.

2.

3.

As a team leader I should:

1.

2.

3.

Applied

Role-play situations where you would be expected to demonstrate these attributes. Have an observer take notes and give feedback on your performance. Focus on:

a. appropriate language and tone to use

b. suitable non-verbal communication to apply

c. potential problems that might occur

d. strategies to help deal with and overcome these problems.

5.17 Motivation

Motivation

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

Different factors or drivers motivate different people in different ways - and at different stages of their lives. That's a lot of differences! It isn't easy to motivate yourself, and it is usually even harder to motivate other people. It's quite difficult to get people to do something they don't want to do if they aren't motivated to do it.

There isn't one particular set of rules or guidelines that you can use when it comes to motivation techniques. But there are basic accepted theories of motivation that apply generally to people in work and other 'professional' situations. Two basic factors that can motivate people are when they are:

⇨ trying to **achieve** a **positive goal** (proactive/opportunity), or

⇨ trying to **avoid** a **negative consequence** (reactive/pressure).

Motivating factors include:

To achieve job or task satisfaction.	To help and contribute to the community.	Gain peer acceptance.
To gain recognition.		Wanting to avoid punishment.
To build self-esteem.		To gain a sense of achievement.
To earn income.		To achieve status, power and respect.
To achieve goals.		To achieve a non-monetary reward.
To gain security.		
Do something now so as 'receive' more in the future.		To be part of a collaborative and successful team.

Image: javiindy/ Depositphotos.com

5F   Motivation 101

Complete **word chains** to identify key words related to **motivation**.

reward	
contribution	
achievement	
satisfaction	

What motivates people to 'work'?

What drives people to do things?

What causes people to act in certain ways?

Why do some students work harder than others?

Why do some employees work harder than others?

Why do some community leaders give so much of their time and effort to their communities for no monetary reward?

These are all tricky questions to answer.

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

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

Just reflect on the world around you. Those of you who have a job, work with others who are often being paid the same rate of pay as you.

However, you and they might demonstrate different productivity levels. So why is it that two workers, with the same amounts of training and skill levels, who are receiving the same pay, essentially work harder or work less hard than each other?

Why is it that some employees, who are being paid good dollars, go out of their way to avoid work and seem totally unmotivated?

Yet people just seem to love to work. They work hard and generally create good outcomes for their employer. Why is that? Often they are being paid no more than other workers, but they demonstrate high levels of productivity and quality. Are they trained better? Do they enjoy their job more? What is the reason? What motivates them?

One factor might be, that many people change over time. What might have motivated you in the past no longer works. As you age you might become more concerned with other matters such as your personal lives, your social lives, your car!

Think back to primary school. How keen were you to learn and do things and make your teacher happy? What about now? What is driving you to act in a certain way? What are you more concerned about, saving for a car, getting your license or studying to set up your future? Your key motivators will vary!

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

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

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

What motivates you?

What motivates others?

How can you motivate yourself and others?

If you can answer most of these questions, then you are well on the way to applying leadership skills for a successful teams-based PDS activity.
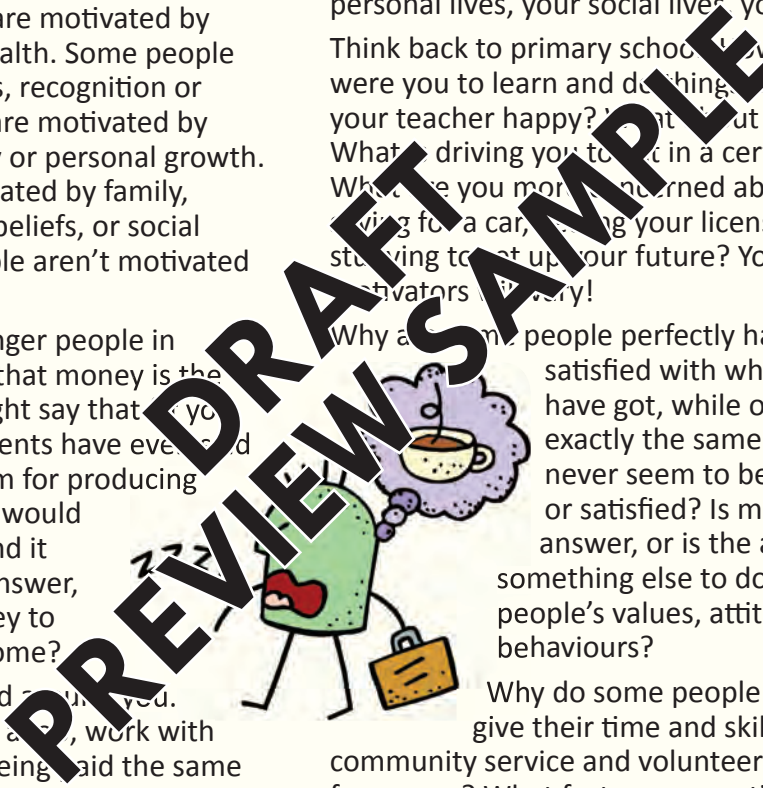
5.19 Motivation

5G   Applied motivation

1. So, what **motivates you**? And **why** is that?

2. What causes **you** to **lack motivation** or to **lose motivation**? **Why** so?

3. Ask your **PDS activity group members** (up to 4 of them) the same questions.

Applied: As a team, discuss how you would **respond** to these statements in relation to **motivation**.

"I work best when I'm in charge."	"It's sooo boring, get them to do that!"	"Show me the money, then I'll show you the work."	"It's not easy. but it's the right thing to do."	"If you are going to expect me to work well in a team then don't put them in it!"
"What's in it for me - what recognition will I get?"	"Why should I do the cleaning?"	"I'm happy to do it for the sake of the team, but I don't want to be exploited again."		"If we focus on our goal then the outcome will look after itself."

Applied

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

1. Describe **motivating factors** and **reasons** that influence **your own participation** and behaviour. Add 3 more of your own.

What motivates me to...	Why is that?	How can I apply this for our PDS Activity?
...get my work done?		
...meet deadlines?		
...help others?		
...try a little bit harder?		
...take on responsibility?		
...tackle something I haven't done before?		
...make a contribution to my community?		
...complete Year 12?		

Applied: Come together in your **PDS Activity team** and share your descriptions. Use your **team members'** varied **motivators** to **allocate tasks**, **roles** and **responsibilities**.

5.21 Graduated Assessment

AT5 Are We Ready Team? Lead on!
AOS3: Effective teamwork

For this assessment task, you are required to work with a **leadership mentor** to undertake an audit of the **team capability preparedness** and **leadership preparedness** of you and team members for your teams-based leadership problem-solving activity.

Problem-solving activity is:	Leadership mentor is:

Team capability preparedness

1. Develop a set of **criteria** to **assess** for **team capabilities** including the **applied** use of:
   a. **motivation**
   b. **reliability**
   c. **persistence**
   d. **adaptability**, and
   e. **others** as required.
2. **Self-assess** using these criteria.
3. Create a **summary** to illustrate how your **team** will create **applied synergy** across team members for your **problem-solving activity**.
4. Present your team's self-assessment to a **leadership mentor**. They will evaluate your **team capabilities** and give advice, feedback and suggestions.
5. Use the feedback to **refine** and **update** your proposed application of **team skills** for your **problem-solving activity**.

Team leadership preparedness

6. Develop a set of **criteria** to **assess** for **leadership preparedness** including the **applied** use of:
   a. **communication**
   b. **motivation**
   c. **management**
   d. **interpersonal skills**
   e. **ethical behaviours**, and
   f. **others** as required.
7. **Self-assess** using these criteria.
8. Create a summary to illustrate how your **team** will **apply leadership skills** and strategies to manage your problem-solving activity.
9. Present your team's self-assessment to a **leadership mentor**. They will evaluate your **leadership preparedness** and give advice, feedback and suggestions.
10. Use the feedback to **refine** and **update** your proposed application of **leadership skills** for your **problem-solving activity**.

Other information, key dates, etc..

Graduated Assessment 5.22

Name(s):		Key dates:		UNIT 3 AOS3

Tasks - AT5: Are We Ready Team? Lead on!	Must Do?	Due Date	Done	Level
Stage 1: Negotiate the task details 🗣	✓		◯	
Problem-solving activity:	✓		◯	
Leadership mentor:	✓		◯	

Team capability preparedness

	Must Do?	Due Date	Done	Level
1. Develop criteria to assess for team capabilities:				
a - motivation	✓		◯	
b - reliability	✓		◯	
c - persistence	✓		◯	
d - adaptability	✓		◯	
e - others	◯		◯	
2. Self-assess using these criteria.	✓		◯	
3. Summary of how your team will create synergy.	✓		◯	
4. Get feedback from leadership mentor on self-assessment.			◯	
5. Use feedback to update your application of team skills.	✓		◯	
	◯		◯	

Team Leadership preparedness

	Must Do?	Due Date	Done	Level
6. Develop criteria to assess for team capabilities:				
a - communication	✓		◯	
b - motivation	✓		◯	
c - management	✓		◯	
d - interpersonal skills	✓		◯	
e - ethical behaviours.	✓		◯	
f - others	✓		◯	
7. Self-assess using these criteria.	✓		◯	
8. Summary of how your team will apply leadership skills.	✓		◯	
9. Get feedback from leadership mentor on self-assessment.	✓		◯	
10. Use feedback to update applied use of leadership skills.	✓		◯	
	◯		◯	

Additional information:

Signed: _____ Date: _____

5.23 Meeting Agenda

Meeting Agenda

Group/team/activity title: _____

Location: _____ Day & Date: _____ Times: _____

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 last meeting must be approved & voted on as correct.*)

1.3 Correspondence (*Report on any messages, emails, documentation, etc. that has been received.*)

2. Business arising (*Update on progress of issues that had to be dealt with at the previous meeting.*)

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

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

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

Problem-Solving in Action 6

Activities 6. Problem-Solving in Action		p.	Due date	Done	Comment
6A	What's the problem?	137			
6B	What/How problem-solving	138			
6C	Brainstorming	139			
6D	IASM problem-solving	141			
6E	SWOT Analysis				
6F	DeBono's thinking hats	147			
6G	Dealing with problems	149			
6H	Making decisions	152			
6I	Decision-making in action	153			
6J	Negotiation in action	155			
AT6	Team Leadership - Problem-Solving Activity	156-159			
6.25	Unit Review and Reflection	160			

Comments:

DRAFT PREVIEW SAMPLE

6.01 Problem-Solving

Problem-solving

You have used various problem-solving tools throughout your Vocational Major journey, and by now should have quite well-developed problem-solving skills.

In vocational situations, you will be called upon to solve issues and problems on a daily basis. By constantly building and refining your ability to solve problems you will become a more **valuable employee**.

And as you progress through to management, you will be expected to be able to quickly, and confidently, deal with a wider range of issues and problems on behalf of others.

Developing applied problem-solving skills and techniques will also help you to become a more engaged **community member**. Communities, and **society** in general, face a range of problems in **social**, **cultural**, **environmental** and **economic** contexts. And of course, problem-solving can help you to better deal with your own personal, social and family problems that might crop up from time to time.

When it comes to your **team-based PDS leadership activity**, you are likely to have to deal with problems related to **goal-setting**, **decision-making**, **communication**, **negotiation** and **conflict resolution**. Many of these situations are the natural result of working in team situations.

You are always expected to use **ICT**, technology and equipment effectively, safely and ethically. But at times, the use of technology and ICT devices can present its own unique set of problems including **ethical** and copyright issues.

Some of these can be dealt with quickly and settled in a fair manner by applying use of problem-solving. But others may require **creative** and **critical thinking** to enable you and your team to get on top of the problem.

Image: Sergey Anatkimulli/ Depositphotos.com

Problem-Solving Tools and Techniques

What/How? problems	**Brainstorming**
IASM process	**Flowcharts**
SWOT Analysis	**80-20 rule**
Drilling-down	**DeBono's thinking hats**
Checksheets	

PROBLEM SOLVED

Image: iQoncept/Depositphotos.com

DRAFT PREVIEW SAMPLE

Activity brief: What's the problem?   6A

Now is the time to develop an **activity brief** to **guide** your completion of your **teams-based PDS leadership problem-solving activity**.

Make sure that you **revisit** and **update** this brief as you undertake various activities, and training **throughout** this section.

Requirements: Teams-based PDS leadership problem-solving activity.

What's the problem?

Why is this problem occurring?

Who is involved (stakeholders) and what are their roles?

What goals are we aiming to achieve? / How can we use applied problem-solving?

Key team skills to apply	Key leadership skills to apply

PODR: Planning	PODR: Organising	PODR: Doing	PODR: Reviewing

DRAFT PREVIEW SAMPLE

6.03 Problem-Solving Tools - What/How?

What/How problem-solving

The first step that you should take when dealing with any problem is to consider whether the problem is a 'what' problem, or a 'how' problem.

⇨ **A 'what' problem**

A '**what**' problem occurs when you don't know what to do to solve this problem. This inability could be based on a lack of experience and skills, poor communication, or just having to deal with something you have never encountered before.

For example, "This customer wants to return the computer because it is not booting, but I don't know what to do?" So essentially, this is a problem based on ignorance. "I've got no idea what to do!"

In response you could ask for help, or ask for advice on where to get help, or get trained, supervised or coached in how to solve the problem of, 'what to do'. In this example your manager might advise you to:

"Document the issues that the customer is having, book the return in with the service centre, then notify the customer of the date when it will be ready for pickup."

⇨ **A 'how' problem**

A '**how**' problem occurs when you know what to do it's just that you don't really know how to go about solving the problem. This inability could once again be due to a lack of experience, skills or knowledge. However, it might also be caused by barriers preventing you from coming up with the best solutions.

For example, "I know I have to document the customer's problem with the computer, but I don't know which pro-forma to fill out?"

So in this case, this is a problem based on a lack of knowledge and skills. "I know what to do, it's just that I don't know how to do it?"

In response to a 'how' problem you should ask yourself, "Why am I unable to do this?" Is your inability due to a lack of skills, time, commitment, budget, resources, support, permission, or a combination of these?

Once you can solve for this, then you really are identifying the problem.

6B	**What/How problem-solving**

In your **PDS activity teams**, unpack whether **your problem** is a '**what**' problem or a '**how**' problem. Note: Complex problems will have elements of **both** what and how.

Brainstorming

One of the keys to effective problem-solving is to be able to come up with ways of moving forward. Brainstorming is a creative approach to drive innovation and come up with different solutions to a problem.

Brainstorming is a technique whereby you list whatever thoughts come into your head that you relate to a key concept or idea. Brainstorming allows an individual or group to generate a list of words for that concept. No suggestion is criticised or rejected during the actual brainstorming process.

Brainstorming can help unlock creative potential, as it encourages people to both hear, and see, possible ideas and solutions. Brainstorming is useful for generating ideas, because one word leads to another, and then to another, and so on. This can help people come up with new ideas and ways of dealing with issues and problems.

And when brainstorming in teams, the words of other people can drive you, or someone else, to come up with new solutions. When finished you or the group then focus in on the 'best' ideas.

Effective brainstorming

⇨ Write the key idea large for everyone to see, perhaps on a whiteboard, or somewhere clearly on your page.

⇨ Set a short time limit, between 2-5 minutes, depending on group size.

⇨ Someone has to lead the group to write the responses.

⇨ Use 'hands-up' for ideas.

⇨ Write down all ideas for all to see.

⇨ Ideas are not criticised or rejected during brainstorming time.

⇨ Make sure to encourage everyone to contribute.

⇨ Do not allow one, or just a few members, to dominate.

Brainstorming   6C

1. In your teams quickly brainstorm **20 key words** or **terms** related to the **problem** you are addressing for your **PDS activity**.

2. Choose the **best 5** and for each of these **brainstorm 10 more key words** or terms. Record the results in your work folios.

3. Now use these to **develop potential strategies** and actions that your team could pursue to deal with the problem.

6.05 Problem-Solving Tools - IASM

IASM problem-solving process

You are likely to have used the IASM problem-solving process before when dealing with personal development issues or problems, or for work-related issues or problems.

The **IASM** problem-solving process has four stages that you can apply to help you and your team to unpack a problem, clarify the causes, develop solutions, and then manage and review solutions.

1. **Identify the problem**
2. **Analyse the causes/facts**
3. **Suggest some solutions**
4. **Manage the chosen solution**.

Image: semisatch/ depositphotos.com

IASM Problem-Solving Process

Identify the problem

❑ Clearly identify what the problem really is.
❑ Ask 'what' or 'how' questions.
❑ Write this problem in a short clear sentence.

For example:

In our PDS team, people don't know what they are supposed to do and tasks are being completed late, or not done at all.

Analyse the causes/facts

❑ Work out what and who is causing problem.
❑ Focus on issues that can be controlled.
❑ Consider secondary or 'becauses'. (i.e. The presentation isn't ready...because our chair is taking too many breaks.)
❑ Try to list 3-6 main reasons.

⇨ Tasks aren't being done because team members do not seem to know their roles.
⇨ There is a lack of communication between the rotating leaders and team members.
⇨ Important task responsibilities are only allocated to a single team member.
⇨ People are not reporting back on whether they are going to meet or miss deadlines.

Suggest some solutions

❑ Come up with 3-4 possible solutions to help solve this problem.
❑ Rank these based on how likely they are to deal with the problem.
❑ Pick solutions that tackle more than one 'side' of the problem.

⇨ Choose one ongoing leader who can guide and coordinate all communication.
⇨ Create a step-by-step timeline, and a clear roster with all roles and responsibilities.
⇨ Have regular weekly meetings, by video if needed, to get everyone attending.
⇨ Allocate 2 people to each important task-responsibility.

Manage the chosen solution

❑ Pick the solution(s) over which you have most control, and which will go the furthest to solve the problem.
❑ Plan smaller behavioural changes as part of this solution.
❑ Make sure that you change behaviours to prevent the problem from happening again.
❑ Check to ensure solution is working.

⇨ Janey is going to be the leader because she is a good organiser. She will send deadline reminders and meeting notifications to people.
⇨ Team members will report back to her and she will coordinate weekly meetings and get reports from all team members.
⇨ The new 2-person responsibility is helping most tasks by better teamwork.

1. Use the **IASM** problem-solving process to help deal with **the problem** that is the **focus** of your **teams-based leadership problem-solving activity**.

2. Then **apply** this **IASM** process to an '**operational**' **problem** that your **team** might **experience** when **doing** the **leadership problem-solving activity**.

1. Identify the problem

2. Analyse the causes/facts

3. Suggest some solutions

4. Manage the chosen solution

6.07 Problem-Solving Tools - SWOT Analysis

SWOT Analysis

A SWOT Analysis is a tool that you can use to analyse problems. A SWOT Analysis allows you to take a snapshot of both your internal situation, and your external situation.

In order to undertake a SWOT Analysis you need to have the following.

⇨ A focus question (e.g. How can I get an apprenticeship?) or

⇨ A goal you are trying to achieve (e.g. Completing your PDS activity) or

⇨ A problem you are trying to deal with (e.g. How can I reduce my waste and rubbish?)

Strengths and weaknesses - Internal

The first part of a SWOT Analysis is to analyse the internal position. This involves consideration of various strengths and weaknesses. e.g. You might perform a personal audit of your skills and competencies.

⇨ A SWOT allows you to stop and reflect on you, or on a situation. This internal analysis is very useful for personal problems associated with making decisions, setting goals or when just trying to deal with difficulties in life.

⇨ A realistic assessment of your internal strengths, and your weaknesses, can show you just what you need to develop so as to improve.

⇨ In vocational situations, this internal analysis can assist workplace stakeholders to reflect on actions and areas that are being done well, as well as on those that need improvement.

Strengths - Internal

⇨ What can you do well?

⇨ Consider all those things that are being done successfully.

⇨ Utilise these strengths, consolidate them, and build upon them.

⇨ Use your strengths to help others.

Weaknesses - Internal

⇨ What are you not so good at?

⇨ Focus on areas and skills you should improve and develop.

⇨ Form partnerships and teams to make up for your weak points.

⇨ Get advice and training to deal with these.

Opportunities and threats - External

The final part of a SWOT Analysis is to analyse the external position. This means that you should consider opportunities and threats by identifying and analysing any situations that might impact on you, or on the situation you are analysing, in the foreseeable future.

⇨ Recognise potential forces for change, and use these to create better outcomes and opportunities.

⇨ Analyse threats from trends and changes that are occurring in the external world that might cause problems.

⇨ In personal situations, opportunities might come from growth and learning, and threats might come from other people placing too much of a burden on you.

⇨ In vocational situations, opportunities might arise from new markets or products, and threats might come from competitors.

Opportunities - External

⇨ What trends and changes are emerging?

⇨ What potential good things might occur?

⇨ How can you take advantage of what is likely to happen?

Threats - External

⇨ What trends and changes are emerging?

⇨ What potential negatives might impact on you from outside your locus of control?

⇨ What might happen to prevent you from achieving your goals?

SWOT Analysis in action   6E

Complete a **SWOT Analysis** for an immediate **problem** you need help to deal with in your **teams-based leadership activity** such as applying a **consistent leadership approach**, or **meeting deadlines**, or some other related issue. (Enlarge this to A3).

SWOT ANALYSIS	
Name(s):	**Date:**
Problem/issue:	

Strengths	Weaknesses

INTERNAL

Opportunities	Threats

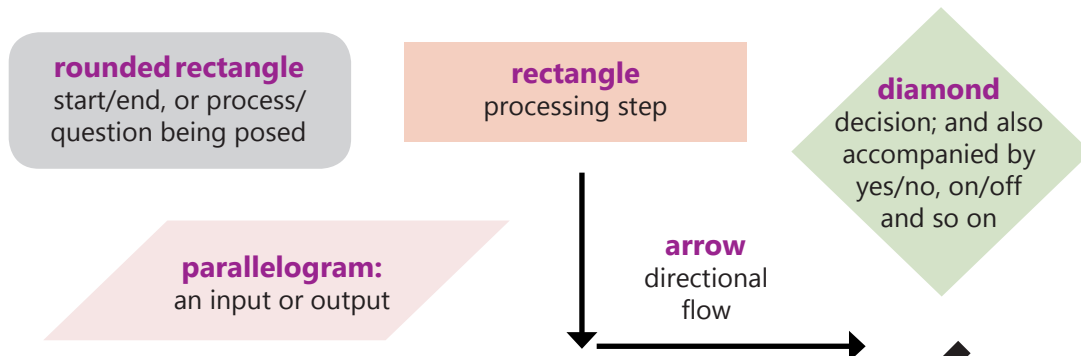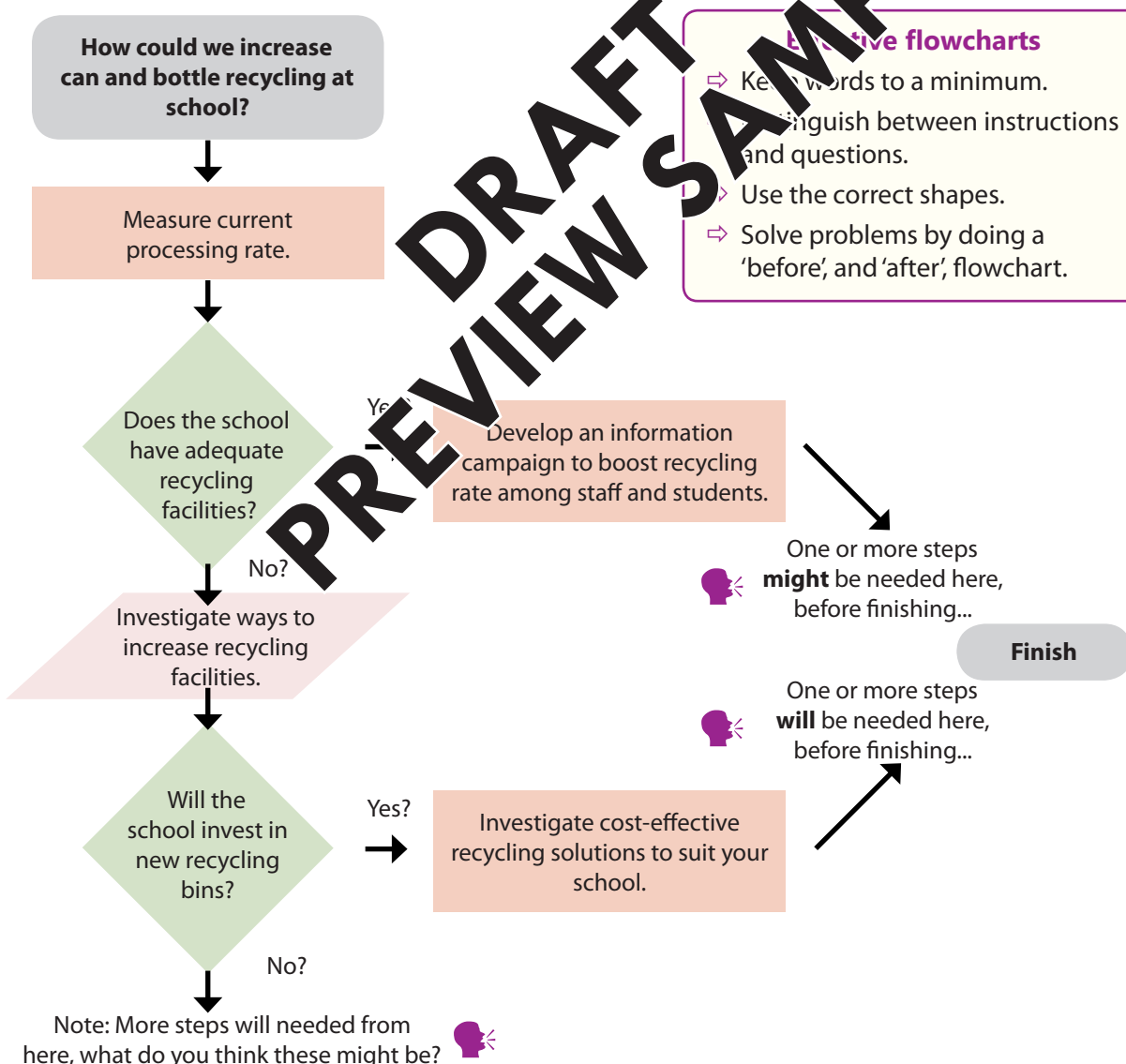**EXTERNAL**

6.09 Problem-Solving Tools - Flowcharts

Flowcharts

A flowchart is a visual diagram that shows a **process** or **system**. A flowchart shows all the **steps** in a particular process, as well as **decisions**, **flows** and changes of direction in flows. A flowchart can also indicate all **inputs** and **outputs** that constitute a process. The visual components of a flowchart include the following symbols.

rounded rectangle
start/end, or process/question being posed

rectangle
processing step

diamond
decision; and also accompanied by yes/no, on/off and so on

parallelogram:
an input or output

arrow
directional flow

Flowcharts in Action

How could we increase can and bottle recycling at school?

Measure current processing rate.

Does the school have adequate recycling facilities?

Yes?

Develop an information campaign to boost recycling rate among staff and students.

One or more steps **might** be needed here, before finishing...

Effective flowcharts
⇨ Keep words to a minimum.
⇨ Distinguish between instructions and questions.
⇨ Use the correct shapes.
⇨ Solve problems by doing a 'before', and 'after', flowchart.

No?

Investigate ways to increase recycling facilities.

Will the school invest in new recycling bins?

Yes?

Investigate cost-effective recycling solutions to suit your school.

One or more steps **will** be needed here, before finishing...

Finish

No?

Note: More steps will needed from here, what do you think these might be?
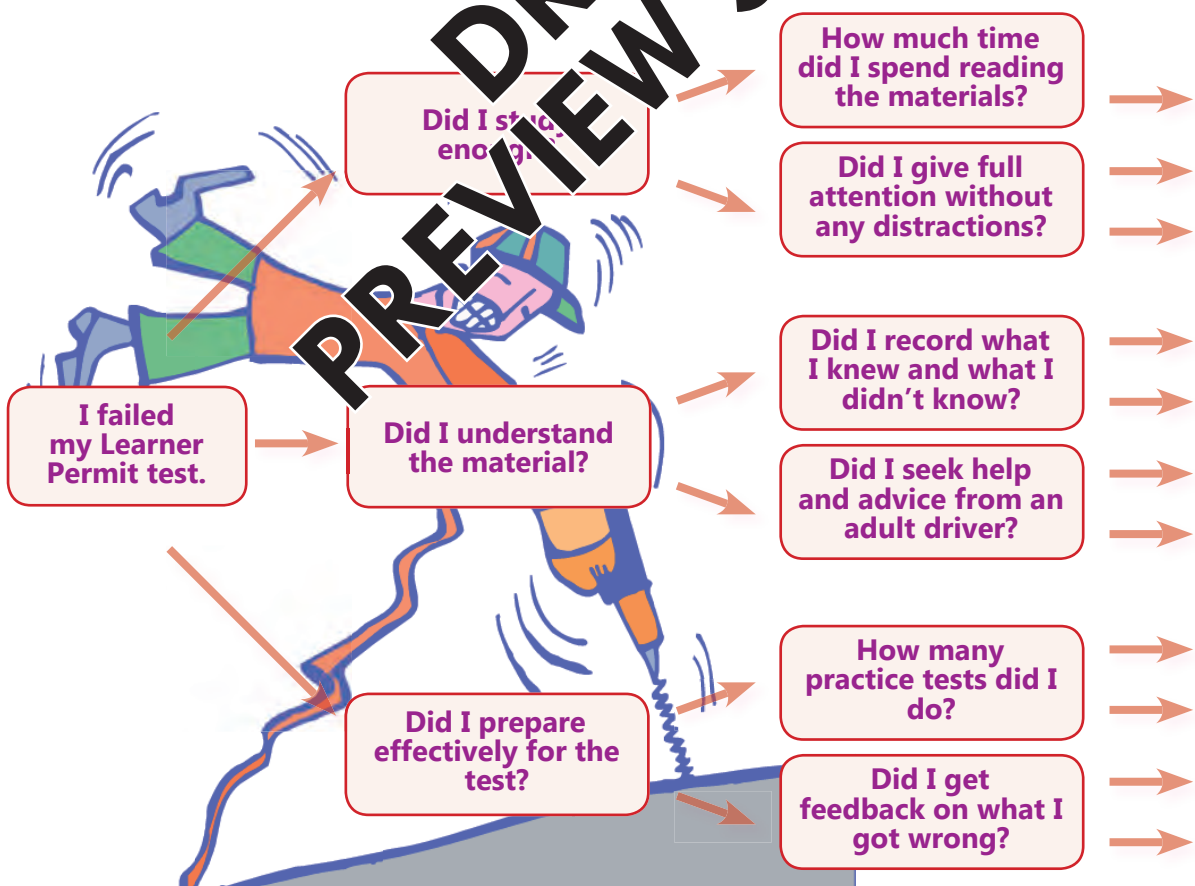
Drilling-down

When you break a problem down into its smaller components it makes it easier for you to tackle the issues and try and solve that problem. **Drilling-down** allows you to make a **choice** between different **courses of action**. You might have used this method before as part of your PDS or WRS studies.

Drilling-down breaks complex problems into progressively smaller parts. This makes big problems a little easier to solve. You can also ask yourself a series of '**what/how' questions** as part of the drilling-down process. As you move to the right-hand side of the drill-down, you might be starting to see some solutions.

Drilling-down can be then used in conjunction with **flowcharts**, or a **SWOT analysis**, and especially the **IASM process** to help overcome the problem.

Effective drilling-down

⇨ Identify your 'big' problem, and write it at the left of a sheet of paper or board.

⇨ List the main points, issues or questions that make up this larger problem. Try for between 3-5. If stuck answer, 'why' or 'why not'?

⇨ List any points, issues and questions that influence these new points. Try for 2-3. If stuck answer, 'why' or 'why not'?

⇨ Finally, list some factors for each of these. If stuck answer, 'why' or 'why not'?

⇨ Start to analyse the right-hand side for some possible solutions.

⇨ Now you have drilled-down and broken the problem down you will be better able to identify and select some potential solutions.

I failed my Learner Permit test.

- **Did I study enough?**
  - How much time did I spend reading the materials?
  - Did I give full attention without any distractions?

- **Did I understand the material?**
  - Did I record what I knew and what I didn't know?
  - Did I seek help and advice from an adult driver?

- **Did I prepare effectively for the test?**
  - How many practice tests did I do?
  - Did I get feedback on what I got wrong?

6.11 Problem-Solving Tools - 80-20 Rule & Checksheets
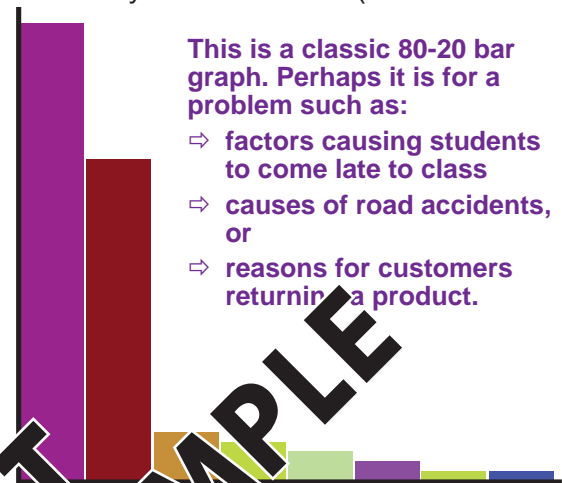
The 80-20 or Pareto rule

The 80-20 rule (or the Pareto rule or principle) states that 80% of outcomes are likely to be due to 20% of causes. Results can be shown on a bar graph. For example:

⇨ 80% of sales revenue is likely to come from 20% of customers/clients,

⇨ 80% of complaints are likely to come from 20% of customers,

⇨ 80% of delays to a project team are likely to be caused by 20% of factors (i.e. one process or person).

As a problem-solving tool, the 80-20 rule suggests that you should concentrate on the main few issues or problems causing the 80% of bad outcomes.

Just a few main issues, the 20%, will be causing most of the problems, the 80%. You can never fix all 100% of the causes, but you should try and fix the main problems.

Also don't worry about exact percentages, just remember that you can fix most problems just by addressing a few, or even just one, major cause.

This is a classic 80-20 bar graph. Perhaps it is for a problem such as:
⇨ **factors causing students to come late to class**
⇨ **causes of road accidents, or**
⇨ **reasons for customers returning a product.**

Checksheets

A checksheet is used to collect and record information. You have probably used variations of checksheets before to record and collate information for PDS and/or Numeracy activities.

Checksheets work in conjunction with other problem-solving tools such as **brainstorming**, the **80-20 rule** and many more. Checksheets are used extensively for customer service feedback surveys and for surveying about community issues.

In vocational situations, checksheets might be used to record information such as:

✓ the number of customers at different times of the day

✓ the type of phone query

✓ the reason for a customer complaint

✓ the cause of a breakdown

✓ the type of meal most ordered.

Effective checksheets need the following.

1. A situation to be monitored and recorded.

2. A pre-prepared record sheet that is both easy to fill in, and easy to extract information from.

3. A trained monitor to observe and record the information.

Checksheet							
Work task/activity: Cars parked illegally at Westglakes Primary School							
Other information: Morning shift							
Completed by: Aaron Tonto *Day:* Mon - Fri *Dates:* 17-21 May , 2024							
Reason/factor	Mon	Tue	Wed	Thu	Fri	Total	%
double-parked	17	16	13	18	20	84	34
overstaying time	10	20	5	7	15	57	23
parking in no stand-ing zone	6	6	6	6	6	30	12
parking in front of driveways	3	3	2	3	2	13	5
parking too close to corner	4	4	4	3	2	17	7
other (describe) parking in bus zone	6	6	6	6	7	31	13
all others together (all different)	4	3	3	3	3	16	6
Total	50	58	39	46	55	248	100
%	20	23	16	19	22	100	
Information to consider: Someone else is calculating total cars parking.							

DeBono's 'Six Thinking Hats'

Edward DeBono has made a career out of developing strategies for creative and parallel thinking. One of DeBono's most famous thinking tools is the 'Six Thinking Hats' method.

In this method, users wear a 'metaphorical hat' so that they can switch to a state associated with a style of thinking. This role 'allows' participants to set aside their own egos and beliefs, so that they consider a different way of thinking to help the group move forward.

The 'Six Thinking Hats' should be used in a group situation; although individuals can use it on their own by switching in and out of different 'roles'.

Effective 'thinking hats'

⇨ The hats are only a metaphor. You shouldn't wear physical hats as part of this exercise.

⇨ The idea is to be able to move in and out of different thinking roles and to not be constrained by the 'physical'.

⇨ Don't criticise people, they are only acting in a role.

⇨ Rotate the roles as people shouldn't play the same roles all the time.

⇨ It can be particularly useful to assign people to roles opposing their initial thoughts.

The Six Thinking Hats

The white hat
'Neutral & objective'
Consider the information available, such as the facts and figures.

The red hat
'Emotional & instinctive'
Make suggestions off the top of your head, without thinking.

The yellow hat
'Positive and supportive'
Assess the positives surrounding a situation or suggestion, and why it might succeed.

The black hat
'Negative & critical'
Assess the negatives surrounding a situation or suggestion, and why it might fail.

The green hat
'Growth & creativity'
Suggest ways of moving forward, new ideas and ways to overcome barriers.

The blue hat
'The big picture'
Think about the thinking process itself, the goals and objectives, and how to stay on track.

DeBono's thinking hats   6F

1. Identify those hats that are **closest** to **your personality**, and discuss **why**. Which hats should **you focus** on 'wearing' in a **team** situation? Why so?

2. Use the **'Six Thinking Hats'** to consider a **problem** or issue that **needs leadership** such as environmental sustainability, technological job replacement, or some other issue impacting on communities or the workforce.

6.13 Problem-Solving In Action

6G   Dealing with problems

For each of these **scenarios**, **choose** the most **appropriate problem-solving tools** that **you could use** to address the problem. (Of course IASM should be used for each one, so choose others.) Briefly explain each of your choices.

Situation	How could:	Other tool to help/why?
Your team is working with a local foodbank to help collect and process deliveries of donated food. But donation amounts, days and times are variable. At times they don't have enough volunteers on site to do all the manual labour, and at other times they have way too many.	...a flowchart help?	
Your team is working with a local community agency to help address the issue of isolated and disconnected elderly people who live alone. This is a bit outside your own lived experience so you don't know how to initiate a plan.	...IASM help?	
Your team is working on a better recycling system for your school waste. But when you take a look at what is in different bins, you notice that the staff room seems to have the most amount of recyclables wrongly placed in the 'garbage-only' bins.	...the fishnets help?	
Your team is planning to try to address the growing issue of teens, and even younger children, vaping. But this seems like a very complex issue to unpack and you're not sure how to progress further.	... drilling-down help?	

Applied

For your PDS activity, you will have to apply leadership and team skills to deal with your problem. You are also likely to encounter problems, issues, and even conflict as part of the usual team dynamics that happens when people try to work collaboratively to achieve a common goal.

For each of these situations, choose the most appropriate problem-solving tools that you could use to address the problem. Briefly explain each of your choices. Add 3 more potential problems that your team might likely have to deal with.

Situation	How could this tool help?	Other tool to help/why?
You've clearly established that communication has broken down within your team. But the question is, what to do next?		
Two pairs of team members disagree on the most appropriate solution to the problem. You are acting as the leader.		
The sub-team responsible for the multimedia campaign has fallen well behind its deadline.		
You are rotating leadership duties each week, but when it's Dazza's turn, they don't turn up to school		

Advice

Interview a community or vocational leader. Ask their advice about how they apply problem-solving skills and techniques to guide and lead their teams.

Report back to the class; and develop a list of the most useful strategies.

6.15 Decision-Making

Decision-making

You have just investigated the applied use of problem-solving for different situations. But problem-solving is only one half of the equation. You can only start to address problems when you and your team start to make appropriate **decisions** about which actions to take.

Sometimes it is hard to make decisions as doing so requires **collaboration**, **negotiation**, **communication**, **critical thinking** and even a dose of **creative thinking**. Added to this is the **responsibility** that comes with decision-making. This can be a problem as some people **hesitate**, or even '**freeze**', because they are afraid of making the 'wrong' decisions.

Appropriate **decision-making styles** vary depending on the type of situation you or your team faces. These five different decision-making styles may help you and your team make decisions more effectively. Make sure that you investigate each of these styles, and also use or role-play each in potential team situations.

Decision-Making Styles

1. Autonomous decision-making

⇨ In a personal sense, autonomous decision-making occurs when you make a decision by yourself based on your own knowledge without consulting others.

⇨ For example, "I will save up to buy a Vespa motor-scooter." Or a parent might decide on the name for their child. Or you might choose the type of holiday you want to go on.

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

⇨ You could consider using autonomous decision-making when your team is stuck and needs decisive and immediate action to be taken.

⇨ As leader, you make a decision, and your team must respect and follow that decision. So this is like applying an autocratic directive.

⇨ However, this does require a level of mutual trust and faith in the leader's ability and authority.

⇨ Autonomous decision-making is also useful when the team trusts in the leader to make less important decisions that really should just be made quickly.

2. Consensus decision-making

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

⇨ It is vital to remember that a consensus approach does not mean that everyone agrees, but rather that the group as a whole decides.

⇨ To reach a consensus, any objections should be brought up during the decision-making meetings and discussions, and all parties' viewpoints should be weighed up and listened to.

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

⇨ This means that people can debate and discuss during the decision-making process, but once the decision is reached, they must fully support that decision.

⇨ Team members cannot undermine the decision after it is made by grumbling or complaining.

⇨ You should consider using this method if you are working in a team that is planning and developing ideas, and investigating and organising the most appropriate strategies for a personal development goal or activity.

3. Majority rule

⇨ This can range from a simple majority rules verdict through to needing a set proportion of votes, such as unanimous, 75%, 51%, etc..

⇨ This method is useful in elections and might take the form of a show-of-hands or even a secret ballot. It can also be used in jury situations.

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

⇨ However, this is not always an appropriate method due to people voting as a faction or 'block', or when there are a large number of choices on the table, or when people have to vote publicly and are afraid to cast a vote for their true intentions.

⇨ Why not watch the film *12 Angry Men*? It's in b/w but it is something else!
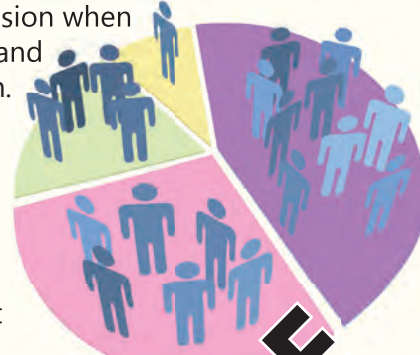
4. Conciliation/mediation

⇨ This is where aggrieved parties are brought together to settle their differences (grievances). Conciliation may involve one of the parties apologising or making amends for some wrongdoing. An impartial mediator might be used to help the parties negotiate.

⇨ Conciliation helps remove personality differences and is very useful for settling personal disputes and dealing with conflict situations. Many schools have set up peer mediation programs. Has yours?

⇨ More and more family law matters are being referred to conciliation. In Victoria, trained mediators, Family Dispute Resolution Practitioners, can help aggrieved parties reach more satisfactory outcomes.

⇨ Mediation is often used in local neighbourhood disputes, in work-related matters, and in cases of discrimination. It helps parties avoid an expensive and time-consuming court system that often forces a lose:lose situation. (Except for lawyers!)

⇨ You could consider using this method if you have a conflict situation or need to settle a dispute. However, this option requires a mediator who is skilled in conciliation and who is able to remain neutral. You could all have a go at playing the role of a conciliator.

5. Arbitration

⇨ Arbitration is when an independent third party makes the decision. Arbitration is often used to settle disputes or in legal settings. For example, a judge is an arbiter; or your teacher might rule on a dispute occurring within your team.

⇨ This style generally creates a win:lose situation, as the final and binding decision is made by someone with authority. i.e. "The judge's decision is final!"

⇨ You should consider using this method when your team needs someone in authority to rule on a dispute, or to rule on a legal or a technical matter.

⇨ However, arbitration can lead to resentment among the 'losing' parties. Given this, arbitration should be used as a last resort.
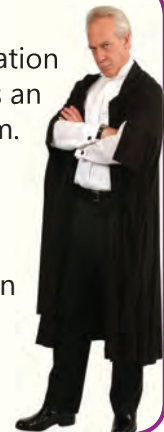
Top 10 Decision-Making Tips

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

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

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

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

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

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

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

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

Consideration
Weigh up the alternatives and the pros and cons of any decision. You may have to consider negotiating.

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

6H   Making decisions

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

2. Research how **consensus decision-making** can **assist you** with effective **meetings**. Develop a **list** of **top tips** or hints. (Note: **www.seedsforchange.org.uk** has some pretty good information.)

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

> Each of your 4 other team members is a passionate advocate for their own 'cause'. As a result, your team can't decide between developing a campaign for diversity awareness, fundraising to help sponsor a child, helping an animal rescue shelter improve its social media presence or creating a health doco about the hazards of vaping. As a leader and collaborative team member, you think they're all worthy causes. So how will your team decide?

Decision-making in action   6I

1. For each of these case studies, choose the most **appropriate decision-making style** to help deal with the situation. Justify your reasons, and suggest possible ways to help deal with the situations.

2. Briefly outline how **a second style** might also be used.

3. Clearly explain **which** of the **styles** would be **least useful**.

Tag, you're not it!

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

Tetchy sketchy

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

Fundy mental breakdown

A team of 8 has been given responsibility for choosing how to allocate $1,000 of raised funds to a charity of their choice.

Each member passionately recommends a different, but seemingly equally worthy cause.

Web of intrigue

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

Tag, you're not it!	Tetchy sketchy
Fundy mental breakdown	**Web of intrigue**

Applied: Role-play each of the case studies using both appropriate and inappropriate decision-making styles. What were the outcomes?

6.19 Decision-Making: Negotiation

Negotiation

Life is really all about give and take. We can improve our personal wellbeing, and the quality of our relationships, by making sensible compromises as part of an ongoing series of negotiations.

Given that communication involves an exchange of information, it often follows that the parties to that communication might have to enter into some sort of negotiation as a result of the information.

For example, "What do you want for dinner tonight, pickled pig's trotters or curried lentils?" "Well I don't want to cause any pigs to be lame." "Ok, lentils it is!"

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

A **win:win outcome** is the ideal result of negotiation. A win:win situation occurs when all stakeholders who are a party to the outcome gain some benefit from the process, usually by compromising. Parties to the negotiation are prepared to give up something they rate as less important, for something else they feel is more important.

Negotiation that involves power relationships often leads to **win:lose** outcomes. This can be a natural part of commercial negotiations (i.e. 'take it or leave it'); but this can also lead to exploitation, especially in personal relationships when one party always seems to get their way. Inflexible, bossy 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.

The worst possible negotiation outcome is a **lose:lose**, whereby an agreement cannot be reached and all parties miss out as a result. And this happens more often than you would think (especially in couple arguments), whereby parties don't concede any ground and as a result nothing positive occurs, just conflict, resentment and disunity!

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**. Negotiation enables teams to make sensible and **fair** group **decisions**.

For your teams-based leadership problem-solving activity, you will have to negotiate with your team members, with your teacher and/or leadership mentor, and possibly with clients and other external stakeholders.

How do you think you'd handle that leadership responsibility?

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

Effective Negotiation Tips

Effective negotiation: Do...

✓ Give a little to get a little - be prepared to compromise.

✓ Establish a positive rapport.

✓ Build trust between the parties.

✓ Communicate your position clearly and listen to the other party.

✓ Concentrate on the positive outcomes that might result.

✓ Be consistent.

✓ Have a fall-back (contingency) position.

✓ Understand who holds the power.

✓ Don't get personal, focus on the outcome.

✓ Bring in a mentor or experienced mediator if needed.

Effective negotiation: Do not...

✗ Be inflexible and unyielding.

✗ Get emotional and attacking.

✗ Try to bargain from a position of weakness.

✗ Use inappropriate communication techniques.

✗ Exploit weaker bargainers.

✗ Manipulate a situation for your own selfish gains.

✗ Rush, nor 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.

Negotiation in action   6J

Discuss 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**?

Blodwyn, 15, wants to go out with friends until 12 on a school night, but her father says that she is not allowed to.	Because the hair salon is busy, Racine's boss asks her to stay back past 5 until 9pm tonight.
Mixie wants to go camping on the weekend but her boyfriend Pratt wants them to hang with his friends down Chapel Street.	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 it on Marketplace.

Investigation: Research bargaining styles on the **Thomas-Kilmann Conflict Mode**. 🔍

6.21 Assessment Task

AT6 Team Leadership - Problem-Solving Activity
AOS3: Effective teamwork

Teams-based leadership problem-solving activity

As you are already aware, for AOS3 you are required to engage in a **teams-based leadership problem-solving activity**.

You are expected to identify, develop and apply effective leadership and team skills. You will also be expected to evaluate your contribution as a leader, as a member of team, and as a problem-solver. The activity might involve:

❑ the **whole class** participating in a <u>universal</u> **teams-based leadership problem-solving activity**

❑ smaller **groups** undertaking the <u>same</u> **teams-based leadership problem-solving activity**

❑ the entire class, or smaller groups or teams, developing and delivering <u>their own specific</u> **teams-based leadership problem-solving activities**.

Use the pro-forma on p.157 to guide your activity participation, including **PODR.**

> **Teams-based leadership problem-solving activities**

Graduated leadership activity

Your teacher might have had you already planning and preparing for this major PDS problem-solving activity as you explore topics such as:

⇨ social awareness and interpersonal skills (AOS1 through sections 1-2); and

⇨ leadership styles and approaches and applied leadership in varied contexts (AOS2 through sections 3-4).

⇨ **applied team and leadership skills, and problem-solving skills and techniques (AOS3 through sections 5-6).**

Leadership activities, programs and training

Another option that your teacher might be offering your class is for you to participate in targeted leadership and team-building activities and programs that focus on the development of team, leadership and problem-solving skills.

> **Leadership programs and training Re: Team, leadership and problem-solving skills**

Applied activity leadership skills

Throughout all stages of this assessment task, you are required to identify and apply leadership skills in these six categories: **communication, critical thinking**, **problem-solving**, **decision-making**, **planning** and **metacognitive skills**. (See pro-forma on p.159.)

What's the problem?

Why is this problem occurring?

Who is involved (stakeholders), and what are their roles?

Apply What/How questions	Apply Brainstorming	Apply IADM process

Apply:		Apply:

What are we aiming to achieve?

Key team skills	Key leadership skills

PODR: Planning	PODR: Organising	PODR: Doing	PODR: Reviewing

6.23 Assessment Task

Names:		Key dates:			UNIT 3 AOS3
Tasks - AT6: Team Leadership - Problem-Solving Activity	**Must Do?**	**Due Date**	**Done**		**Level**
Stage 1: Negotiate the task details 🗣	✓		◯		
Our problem:					
Complete **AT5: Are We Ready Team? Lead on!**; or other task.	✓		◯		
Stage 2: Investigate the problem					
a. Explain the problem, its relevance and importance.	✓		◯		
b. Discuss why this problem is occurring.	✓		◯		
c. Outline the stakeholders involved/affected.	✓		◯		
d. Describe the roles of stakeholders involved/affected.	✓		◯		
e. Suggest how leadership can help address the problem.	✓		◯		
f. Suggest how teamwork can help address the problem.	✓		◯		
g. Explore potential problem-solving tools and techniques.	✓		◯		
h. Propose applied problem-solving using the 'six' categories.	◯		◯		
	◯		◯		
⇨ Use feedback to refine and make improvements.	✓		◯		
Stage 3: Address the problem					
a. Apply 'What/How questions' for problem-solving.	✓		◯		
b. Apply 'Brainstorming' for problem-solving.	✓		◯		
c. Apply 'IASM' for problem-solving.	✓		◯		
d. Apply other problem-solving tools and techniques.	✓		◯		
e. Effectively apply leadership for problem-solving.	✓		◯		
f. Effectively apply team skills for problem-solving.	✓		◯		
g. **Apply problem-solving skills in the 'six' categories.**	✓		◯		
h. **Propose recommendations and solutions.**	✓		◯		
	◯		◯		
⇨ **Evaluate team performance in problem-solving.**	✓		◯		
⇨ **Evaluate my performance in problem-solving team.**	✓		◯		
⇨ **Evaluate team's and my own leadership performance.**	✓		◯		
🗣 **Submit report, and present to the class if required.**	◯		◯		

Name(s):		Key dates:	PDS Activity
Teams-based leadership problem-solving activity:			**Applied Problem-solving, Team & Leadership Skills Record**

Tools, techniques & skills of:	Applied demonstration of problem-solving skills	Applied demonstration of team skills	Applied demonstration of leadership skills
Communication What, how and why? Required resources?			
Critical-thinking What, how and why? Required resources?			
Decision-making What, how and why? Required resources?			
Planning What, how and why? Required resources?			
Metacognitive What, how and why? Required resources?			
Other What, how and why? Required resources?			

DRAFT PREVIEW SAMPLE

6.25 Unit Review and Reflection

Unit Review and Reflection

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

➡ _____

➡ _____

➡ _____

➡ _____

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

➡ _____

➡ _____

➡ _____

How have Personal Development skills helped improve my work-related skills?

➡ _____

➡ _____

➡ _____

My performance in developing my Personal Development skills this entire unit was:

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

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

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

Signed: _____ Date: _____