

PERSONAL DEVELOPMENT

VM 3&4

Unit 3: Leadership and Teamwork: Interim Draft

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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.

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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.



Assessment tasks

Unit 3

AT1 The Power of Three 26

AT2a Recognise, Reflect and Respect..... 46-7

AT2b Team Leadership Activity -

Social Awareness & Interpersonal Skills 48-9

AT3 Leadership Skills and Styles 80

AT4a Training Activity 106-7

AT4b Team Leadership Activity -

Leadership Style and Skills 108-9

AT5 Are We Ready Team? Lead on!..... 132-3

AT6 Team Leadership - Problem-Solving Activity.. 156-9

Unit 4

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AT2 Planning & Pre-Organising Community Project . 210-3

AT3 Implementing your Community Project220-5

AT4a Evaluating the Project Process262-7

AT4b Evaluating the Project Outcome.....269-74

AT5 Project Presentation276-8

VCE: Vocational Major

*Note: 3&4 due Nov & Dec '23	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
*Literacy VM: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
*Numeracy VM: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
*Personal Development VM: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
*Work Related Skills VM: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
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

3&4 Interim masters

- Available now
- Available now
- U3 Available now, U4 Oct
- Available now

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
* Literacy VPC: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
^ Numeracy VPC: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
^ Personal Development VPC: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
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3&4 Interim masters

- U3 Available from Nov, U4 Jan '24
- U3 Available from Dec, U4 Feb '24
- U3 Available from Nov, U4 Jan '24
- U3 Available from Dec, U4 Jan '24

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

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Community Project

7

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7.03 Extended Community Project	164	7.17 What Can You Do?	178
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Activities 7: Community Project		p.	Due date	Done	Comment
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7A	Extended Community Project - Brief	165	<input type="checkbox"/>	<input type="checkbox"/>	
7B	Community Project - Mix & match	167	<input type="checkbox"/>	<input type="checkbox"/>	
7C	Areas of concern	169	<input type="checkbox"/>	<input type="checkbox"/>	
7D	Analysing the issue	171	<input type="checkbox"/>	<input type="checkbox"/>	
7E	Analysing information	172	<input type="checkbox"/>	<input type="checkbox"/>	
7F	External/community partners	175	<input type="checkbox"/>	<input type="checkbox"/>	
7G	Sources of information	177	<input type="checkbox"/>	<input type="checkbox"/>	
7H	Community project actions	179	<input type="checkbox"/>	<input type="checkbox"/>	
7L	RAISE Up!	181	<input type="checkbox"/>	<input type="checkbox"/>	
AT1	Researching Community Issue & Planning a Community Project	182	<input type="checkbox"/>	<input type="checkbox"/>	

PREVIEW DRAFT SAMPLE

Comments:

7.01 Unit 4: AOS1 - Introduction

Unit 4: AOS1 - Planning a community project

For Unit 4, **Community project**, you will undertake an **Extended Community Project** to address an area of concern related to an environmental, cultural, economic or social issue.

In **Section 7: Community Project**, you will research the role of people, organisations and communities in relation to environmental, cultural, economic or social issues. You will focus on an area of concern and investigate what has been done by key external stakeholders in relation to this issue area. You will apply your research to start to plan the goals and objectives for your Extended Community Project.

At the end of this section, you will complete a graduated assessment (**AT1: Researching Community Issue & Planning a Community Project**) involving selecting and researching your area of concern and preparing the first stage of planning for your Extended Community Project.

In **Section 2: Project: Planning & Organising**, you will examine key project management skills to enable you to plan, organise and implement your Extended Community Project. You will apply time management, collaborative and leadership skills to pre-organise roles, responsibilities, equipment and other inputs needed for your project. You will also consider management strategies in regard to finances, risk and safety, and contingency planning.

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

AT2: Planning and Pre-Organising a Community Project

Depending on how your teacher has structured your learning program, you might also need to have completed **AT1**, to fully satisfy the requirements for AOS1.

Note: Your teacher might modify or vary your assessments; or you may face different assessment tasks that are more suitable for the type of **Extended Community Project** that you are doing.

AOS1: Planning a community project		S7: Community Project
Extended Community Project		164
Project focus	Project method	Project outcome
Unpacking Issues		168
Community issues	Analysing issues	
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What Can You Do?		178
Community project actions	RAISE Engagement Model	
AT1: Researching Community Issue & Planning a Community Project p.182		

AOS1: Planning a community project	S8: Project: Planning & Organising
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Extended Community Project	202
PDS Project Overview	204
Final Project Review	206

AT2: Planning and Pre-organising a Community Project pp.210-4

U4: AOS1 - Requirements 7-8

Your teacher will discuss the requirements for successfully completing **AOS1: Planning a community project** with your class. List these below.

S7: Community Project	S8: Project: Planning & Organising

7.03 Extended Community Project

Extended Community Project

For Personal Development Skills Unit 4, you are required to plan, organise, implement and evaluate an Extended Community Project utilising interpersonal and collaborative skills, leadership skills, project management skills and other project-specific skills as needed.

Depending on how your school and teachers have structured your **Extended Community Project**, the task might involve:


- ❑ the whole class participating in a universal Extended Community Project
- ❑ smaller groups undertaking the same teams-based Extended Community Project to address the area of concern, but from different perspectives or lived experiences
- ❑ the entire class, or smaller groups or teams, developing and delivering their own specific Extended Community Projects
- ❑ you negotiating and then undertaking your Extended Community Project on your own, based on a particular area of interest, lived experience, or insight, expertise and knowledge about an area of concern.

Throughout this task, you are expected to manage this project **autonomously**. This doesn't mean that you have to research, plan, organise and implement the project without any support. Rather, it means that you have full **responsibility** for the outcomes of this project under direction from your teacher, and other relevant supervisors and community partners.

You already understand that you, and perhaps your team, will need to put in a lot of work prior to actually doing the project. Most of this preparatory work involves thoroughly **researching** and **analysing** an **area of concern**.

You will then have to start **planning** and **organising** your project either on your 'own', or as part of a team. You will then have to **implement** or **do** your community project. And all the way along you will need to **evaluate** your progress, and make adjustments as needed, as part of a **contingency plan**.

As you already know, the best way to achieve long-term goals is to break them down into shorter, more achievable, day-to-day objectives. This supports your **planning**, and enables you to move to the **organising** and then to the **doing** stages as part of the **PODR process**. You are also expected to be able to **review** your progress throughout all stages of the project, and make necessary adjustments where needed.

 Your teacher will now introduce and discuss the Extended Community Project and also lead you through a brainstorming session to mix and match potential **project foci**, **project methods** and **project outcomes**

based on the information on pp.166-7.

“Each of us has at least one parent born overseas, and all of these are from different countries; and Harvey is also a Boonwurrung man from the Kulin Nation to add to his Polynesian ancestry.

We are going to work together to develop and deliver a cross-cultural awareness program to celebrate the racial diversity that makes up Australia.”



Image: miflippo/Depositphotos.com

Extended Community Project - Brief 7A

Your teacher will **discuss** the **scope** and **requirements** for the **Extended Community Project** with the class. Make relevant **notes** to record **key information** that you need to know in this **Project Brief**.



This is a **working document**. So what you record here might **evolve over time** and be refined as you further **explore options** for your Extended Community Project.

Extended Community Project: Overview

Extended Community Project: Who is involved?

Extended Community Project: Focus areas of concern, issues and problems

ECP: Overall timeline ECP: Project milestones

ECP: External supporters, partnerships, people and groups

ECP: Safety, risks, permissions, legal and ethical considerations

Extended Community Project: Other information

PREVIEW DRAFT SAMPLE

7.05 Extended Community Project



The Community Project Focus....

Community areas of concern might include...

- | | | |
|---|---|--|
| <input type="checkbox"/> environmental issues | <input type="checkbox"/> lifestyle issues | <input type="checkbox"/> mental health awareness/ depression |
| <input type="checkbox"/> climate change | <input type="checkbox"/> charity support | <input type="checkbox"/> cyberbullying and online harassment |
| <input type="checkbox"/> recycling | <input type="checkbox"/> job insecurity | <input type="checkbox"/> community isolation |
| <input type="checkbox"/> sustainability | <input type="checkbox"/> financial pressures | <input type="checkbox"/> work/life balance |
| <input type="checkbox"/> use of renewables | <input type="checkbox"/> welfare programs | <input type="checkbox"/> educational issues |
| <input type="checkbox"/> poor recreational facilities | <input type="checkbox"/> homelessness | <input type="checkbox"/> crime and punishment |
| <input type="checkbox"/> public transport issues | <input type="checkbox"/> public safety | <input type="checkbox"/> public safety/personal security |
| <input type="checkbox"/> aged-care issues | <input type="checkbox"/> online safety | <input type="checkbox"/> youth unemployment |
| <input type="checkbox"/> community isolation | <input type="checkbox"/> access to community services | <input type="checkbox"/> graffiti and vandalism |
| <input type="checkbox"/> natural disaster prevention/recovery | <input type="checkbox"/> community poverty | <input type="checkbox"/> inappropriate public development |
| <input type="checkbox"/> human rights | <input type="checkbox"/> sporting/community clubs and involvement | |
| <input type="checkbox"/> diversity and inclusion | <input type="checkbox"/> volunteer support | |
| <input type="checkbox"/> cultural acceptance | <input type="checkbox"/> road, driver and passenger safety | |
| <input type="checkbox"/> First Nations recognition | <input type="checkbox"/> substance abuse issues | |
| <input type="checkbox"/> First Nations issues | <input type="checkbox"/> youth related issues | |
| <input type="checkbox"/> anti-discrimination | <input type="checkbox"/> mental health issues | |
| <input type="checkbox"/> animal welfare concerns | | |
| <input type="checkbox"/> animal rights | | |



The Community Project Method....

Types of Community Engagement Projects might include...

- | | |
|---|--|
| <input type="checkbox"/> community awareness campaign | <input type="checkbox"/> First Nations engagement program |
| <input type="checkbox"/> fundraising project | <input type="checkbox"/> cross-cultural awareness campaign |
| <input type="checkbox"/> community service project | <input type="checkbox"/> cultural celebration event |
| <input type="checkbox"/> community support project | <input type="checkbox"/> cross-cultural training program |
| <input type="checkbox"/> volunteer program | <input type="checkbox"/> creative arts exhibition |
| <input type="checkbox"/> mentoring program | <input type="checkbox"/> music, drama or other performance |
| <input type="checkbox"/> cross-age tutoring | <input type="checkbox"/> primary-school mentoring |
| <input type="checkbox"/> peer-support leadership | <input type="checkbox"/> coaching/lifestyle clinics |
| <input type="checkbox"/> enterprise activities | <input type="checkbox"/> recreation and sporting program |
| <input type="checkbox"/> crowd-funded enterprise | <input type="checkbox"/> aged-care support and buddying |
| <input type="checkbox"/> recycling program | <input type="checkbox"/> online information portal |
| <input type="checkbox"/> community TV and radio involvement | <input type="checkbox"/> child sponsorship |
| <input type="checkbox"/> advertising campaign | <input type="checkbox"/> _____ |
| <input type="checkbox"/> environmental training program | <input type="checkbox"/> _____ |
| <input type="checkbox"/> environmental renewal project | <input type="checkbox"/> _____ |
| <input type="checkbox"/> environmental awareness campaign | <input type="checkbox"/> _____ |
| <input type="checkbox"/> community gardening | <input type="checkbox"/> _____ |

7.07 Unpacking Issues

Community issues

Throughout your PDS studies, you have been investigating local, national and global community issues classified into four main areas: **social**, **cultural**, **environmental** and **economic**.

But it isn't really necessary that you classify your area of concern for your Extended Community Project as purely a social issue, or completely an economic issue, or entirely an environmental issue or even a wholly cultural issue (even though someone's cultural identity should never be considered an issue).

In actuality, all issues intersect and are interrelated. In an applied sense, those issues play out in society as **socio-economic**, **socio-environmental** or **socio-cultural** issues.

What is important is that you:

- ✓ clearly **identify** an **area of concern**
- ✓ **research** and **analyse** the area of concern as you would any 'issue'
- ✓ identify the key elements of this area of concern including **issues** and **problems**
- ✓ clarify the key **stakeholders** involved and affected, and their **roles** and **responses**
- ✓ propose **actions** to help address this area of concern
- ✓ deliver a project **outcome** that helps to address the issues and problems associated with the area of concern.

Now this doesn't mean that you will be expected to reverse global warming, end world poverty or forever eliminate racism and other forms of discrimination. None of these super goals is even remotely possible. However, all positive actions, can start with you.

So this is your job. Aim for only two smaller local changes. Bring people along. And pretty soon you might be seeing a groundswell of local support at the **grass-roots** level. This is how **positive change** starts to take hold. You. An **agent of change** operating within your **locus of control**.

Or in other words, be the leader you want to see.

 **At times, simple images can convey profound messages more succinctly and in a more powerful way than text can.**

**What is going on in each of these images?
If you have creative drawing or multimedia skills, and can write, or partner up with someone who can write, then imagine a comic or graphic novel as the project outcome for your Extended Community Project!**

Images: Jeremy/
Depositphotos.com



Areas of concern 7C

1. Think of some **areas of concern** in each of the **4 issue areas**. List 3-5 for each.

Social issues	Cultural issues
Environmental issues	Economic issues

2. Now, reflect on your studies in previous **PDS** units, in **Literacy, numeracy** and in **Work Related Skills**. Add **more detail** to some of these issues from your broader **applied knowledge** and **experiences**.



Social issues	Cultural issues
Environmental issues	Economic issues

PREVIEW DRAFT SAMPLE

3. Choose **3** of these issues and **express** these as **socio-cultural, socio-environmental** or **socio-economic** issues.



e.g. The impact of price rises on the cost of living is a socio-economic area of concern because many families and people on middle and lower-incomes are finding it harder to manage their day-to-day personal financial situation.

7.09 Unpacking Issues

Analysing issues

You learnt in previous PDS units, and especially in Literacy, the importance of effectively analysing an issue. You have to apply this complex skill to your **area of concern** for your **Extended Community Project**.

When analysing information, it is important that you can identify and deal with **bias**. You also need to be on the lookout for the use, and misuse, of the tools of **persuasion**. A lot of media and online information carries a bias, as does information disseminated by **stakeholders** who have a **vested interest** in distorting the facts.

We know that **content creators** and stakeholders who have a vested interest related to the issue will try to use **persuasive** words, arguments, images, visuals, videos, audio, posts and other **techniques** to try and influence other people. So when analysing issues, you should always ask yourself these questions.

1. **Authority:** Are they in a position to know?
2. **Vested interest:** What's in it for them?
3. **Independence:** Who's 'voice' is being used?
4. **Evidence:** Are real statistics or facts provided, or just anecdotes?
5. **Verification:** Has it been, or can it be, proved or disproved?
6. **Media:** How is it being communicated? Some media types and methods consistently provide more reliable information.



For your analysis consider asking questions such as what, where, why, when, how and who. These will really help you to unpack the area of concern.

Image: shirotie/
Depositphotos.com

Analysing an Issue

What is the issue?

- ⇒ In one sentence clearly explain the issue, as a question, without taking sides.
- ⇒ e.g. Do parents need to play a bigger role in stopping kids from vaping?

Who are the stakeholders?

- ⇒ List all the parties that are involved and/or impacted upon by the issue.
- ⇒ Without taking sides, describe their role in the issue or how they will be affected.

What are the facts?

- ⇒ Find out and/or describe any facts (not opinions) regarding the issue.
- ⇒ Do this without taking sides. You might be describing some statistics or numbers, as you have done in Numeracy e.g. (Civic, Health, Financial).

What are the main opinions?

- ⇒ Find out and/or describe any strong opinions related to the issue.
- ⇒ During your analysis remain neutral and open-minded. So do this without taking sides. You might have to interview people and take notes.

Conclusion and summary/recommendations

Depending on your brief you should either:

- ⇒ Prepare a conclusion that summarises the issue and/or...
- ⇒ Make recommendations based on your analysis of the issue.

Unpack your **area of concern** by **analysing** the **key issue** or issues. Look for **information** to clarify authority, vested interest, independence, evidence, verification and media. Also consider applying the **6 questions** of ‘what’, etc..



Area of concern:	
Analysis step	Information
What is the issue?	<p>DRAFT PREVIEW SAMPLE</p>
Who are the stakeholders?	
What are the facts?	
What are the main opinions?	
Conclusion and summary/ recommendations	
Sources/ references	

7.11 Unpacking Issues

7E Analysing information

1. Use **3 different sources** to find out information about your area of concern. Consider using a direct **interview**, reputable **news media** and **social media**.



Information I am searching for:



2. Summarise your results and **report back** to your group or to the class. What **similarities** and **differences** did you experience in the **information**? Why is that?

Source 1:

Source 2:

Source 3:

3. Which sources are more **accurate** and/or **correct**? **How** do you **know**? How could you use the **information** on p.175 to **help guide** your applied **research**?

Applied: Use this style of Issues Summary pro-forma to help guide your research.

Issues Summary

Title: _____

Source: _____ Type: _____ Date: _____

Author/creator: _____

Main points/stakeholders:

- 1.
- 2.
- 3.

Summary/conclusions: _____

Online Research and Information

Online research



Try to source information from:

- ✓ federal, state and local government webpages and apps
- ✓ government department and government agencies: e.g. ATO, Medicare
- ✓ known and respected organisations: e.g. Australian Bureau of Statistics
- ✓ respected lobby groups: e.g. Australian Conservation Foundation.
- ✓ prominent aid or welfare organisation: e.g. RSPCA
- ✓ individuals affiliated with reputable organisations
- ✓ research connected with or conducted by educational institutions
- ✓ reputable encyclopedia or dictionaries: e.g. Collins, Britannica, Macquarie
- ✓ independent news sources such as the ABC
- ✓ quality YouTube channels where the host or presenter has real expertise, experience and know-how.

Be wary of online information gathered from...



- ✗ Any 'facts' posted and shared on social media.
- ✗ Advertising that is written as 'copy' or resemble information.
- ✗ Viral online marketing and videos that pretend to be facts.
- ✗ Online wikis, encyclopedias or information that are freely edited by anyone.
- ✗ TikTok videos by 'people' giving advice about health, nutrition, medical, financial, mental health, personal relationships and other important life issues.
- ✗ Seemingly 'independent' information sites (actually set up or 'sponsored' or funded by commercial organisations).
- ✗ Important-sounding 'research institutions' that are in fact funded by companies or groups of organisations.
- ✗ Posts, articles, videos and other content that pop-up in your feeds when you are researching particular topics and issues.
- ✗ High Google listings (which are achieved using online marketing techniques called 'SEO' - look it up!)
- ✗ Websites from non-verified sources, anyone could have set them up.
- ✗ Social media shares and reposts (which often only present part of the story and may be out of context).
- ✗ Images that don't include the creator/sources of the original image/
- ✗ Personal websites, blogs, forums, tweets, Instagram and other opinion-based 'writing'.
- ✗ References drawn from newspapers and news reports, especially local newspapers.
- ✗ Statistics used without a source.
- ✗ Any information that conveniently 'finds you', rather than you 'finding it'.

7.13 What's Being Done?

On your own?

For your **Extended Community Project** you are addressing an area of concern. But are you the first ever person or group to do so? Are you the only person or group throughout all local, national or global communities tackling this area of concern? Or are their currently existing **advocates, activists, agencies, community groups** or even **governments** taking action to address these issues or problems?

Most people realise that they cannot tackle societal and community problems and issues on their own. Sometimes an individual or a group creates the impetus for change, and then calls on a **network** of community partners to assist in various ways.

You can develop **external partnerships** to find other like-minded people to **assist** you to:

- ⇒ discover what is already being done
- ⇒ develop a broader skills-base
- ⇒ access services
- ⇒ raise community awareness
- ⇒ have greater access to funds, and
- ⇒ create opportunities to learn from mentors and other experienced community leaders.

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



External/Community Partners

Federal government

This level of government provides many social and community services. It can also provide funding to arts, recreation, welfare and other groups. However, strict funding rules apply.

State governments

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

Local governments

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

Corporate support

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

Media outlets

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

Local business

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

Funding & social media

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

Community groups

These can include existing community, cultural, pressure and lobby groups, and organisations such as Rotary and the Lions Club.

Support agencies

These might be government agencies, charitable foundations, PR and fundraising companies and philanthropic societies.

External/community partners 7F

ECP Applied

- Research what **governments** at different levels, or government agencies, have done, or are doing, in relation to your area of concern. Consider policy, programs, funding and other responses.
- Find out whether local, national or even global **community groups** and organisations have, or are, taking action in relation to your area of concern.
- Undertake research into your area of concern using both **established media** and **online media**. Prepare a summary of what is being done, or has been done, in relation to the issues and problems related to your area of concern.



7.15 What's Being Done?

Sources of information

As part of your **Extended Community Project**, you have to find out about previous and current responses and actions of other stakeholders in relation to the area of concern.

Your **research** should focus on identifying, collecting, evaluating, interpreting and analysing relevant information. And relevant information includes both **primary research** and **secondary research**.

Your research could include **direct contact** with key people and stakeholder groups involved, **summaries** of information on websites and social media, analysis of information from reports and documentaries, as well as finding and using information from other community stakeholders, and the media.

Your teacher will give you some advice on the best sources. But at this final stage of your learning program, making appropriate choices is the **responsibility** of and/or your team. This is when you should apply the research and analytical skills you have developed in **Literacy** to help you do your research more effectively.

The five main sources of information for your investigation into an area of concern are described on these pages. However, you might need to access other sources of information and community leaders, depending on the specific issues and problems associated with your project's focus

1. People who are **leaders** and **members** of **community groups**.
2. Community groups and other **websites** and **social media pages**.
3. Other **community stakeholders**.
4. Reputable relevant **broadcasts** and **online media**.
5. Reputable **agencies** and **organisations**, including **government** stakeholders.

 "For our project we are going to fully investigate 'cultural burning' techniques to better prevent fires as practised by our First Nations people for over 60,000 years."



1. Community leaders and members

When investigating a social or community issue it is important to do primary research with the people who are involved in that issue and/or impacted on by that issue.

This means that you might interview and survey people involved. Ask them to explain the following.

- What the area of concern is, and the associated issues and problems?
- Who are the main stakeholders affected or involved?
- What they believe needs to happen to help address the area of concern?
- Successful actions that people and groups are doing.
- Challenges and barriers that people and groups have to overcome when dealing with issues and problems.
- How you and others could help out?

2. Community groups and websites

You will need to undertake secondary research to find out and summarise information from key websites or social media pages of groups and enterprises addressing the area of concern. Find and summarise this type of information.

- The nature of the group or enterprises and their history of action.
- The mission, values or objectives that drive the community action.
- Key opinions related to the area of concern.
- Key facts and statistics related to the area of concern.
- Sources of funding and support.
- Advice; and recommendations they make.

3. Other community stakeholders

When investigating a social or community area of concern, it is important that you get other points of view.

These could be from people, groups, enterprises and agencies that have a different perspective or viewpoint. You might also seek information from other sources who are involved in the community issue, such as local councils.

When doing your research, find out information related to the same points shown in the previous explanations.

4. Reputable relevant media

Many areas of concern play out in media including local news publications and websites. Some bigger issues get wider media coverage. You might be able to access videos on Facebook and YouTube. There are even TV shows and documentaries on big-picture issues, such as Craig Reucassel's excellent, *Waste*. Consider these sources.

- Local newspapers both in print and online.
- Local radio and community TV.
- Social media pages and quality YouTube channels. (But we'd say, give TikTok a miss!)
- Broadcast and streaming TV and video.
- Other media (as relevant)

5. Reputable agencies and government(s)

Many areas of concern either have been, or are being addressed, by various government departments and agencies (through policy, funding, programs and law) or by other reputable agencies in society, including pressure groups and research institutions.

Now, this doesn't mean that the issues and problems have been adequately dealt with. But you must find out what these important institutional stakeholders have discovered, said, done and reported.

PREVIEW DRAFT SAMPLE

Sources of information 7G

Investigate possible **sources** of information for your **research** into an **area of concern**.



1. Community leaders and members	2. Community groups and websites	3. Other community stakeholders
4. Reputable relevant media		5. Reputable agencies and government(s)

7.17 What Can You Do?

What can you do?

When it comes to establishing a focus for your **Extended Community Project** you need to ask yourself; “What can you do?” The nature of your project will be based on the interrelationship between the project **focus**, the project **methods** and the project **outcomes**. Discuss these varied types of actions you might consider achieving through your **Extended Community Project**. Your project might coalesce with one or two of these actions. And for some complex areas of concern, your Extended Community Project might have to deliver all of these types of actions (and more)!



Types of Community Project Actions

Advocate and lead

- ❑ Choose issues and problems and undertake extensive research to become an advocate for this area of concern.
- ❑ Leverage your lived experience, and the advice and experience of others, to be a voice for positive actions and change.
- ❑ Lead, unite, promote, educate, train and engage.

Address negative behaviour

- ❑ Focus on issues and problems that cause harm to people and communities.
- ❑ Analyse the types of negative behaviour and their impacts.
- ❑ Develop actions to help prevent this harm from occurring in the first place.

Promote and raise awareness

- ❑ Develop a promotional campaign to inform people and communities about an area of concern.
- ❑ Use suitable media and messaging to raise awareness of the need for action.
- ❑ Deliver a ‘call to action’ to unite people behind a cause.

Join with a cause

- ❑ Select an area of concern and join with existing stakeholders to take positive action.
- ❑ Partner with community groups and leaders to address issues and problems.
- ❑ Lead by volunteering, donating, promoting and other actions.

Model positive behaviour

- ❑ Focus on positive actions and programs that benefit people and their communities.
- ❑ Analyse the types and impacts of these positive behaviours.
- ❑ Develop actions to lead and encourage others to model more positive actions and behaviours.

Educate and train

- ❑ Create an education program to advise people and the community about issues and problems.
- ❑ Develop educational and training tools to model positive action.
- ❑ Implement an education/training program targeted to a specific stakeholder audience.

Take direct action

- ❑ Identify an area of concern that isn’t being addressed or dealt with satisfactorily.
- ❑ Create a local project to take direct action to address issues and problems.
- ❑ Lead others to create positive local grass-roots actions.

Community project actions 7H

1. Apply the **What/How question** technique to establish the types of project **actions** you might be looking to **achieve** in your **Extended Community Project**.



What to do?	How to do it?

2. Undertake a session of **Brainstorming** to come up with key words and phrases related to the types of project **actions** you might be able to **achieve** in your **Extended Community Project**.



3. Use drilling-down to unpack the issues and problems, what you **could do**, what you **should do**, and what you **will do** for project **actions** in your **Extended Community Project**. Use the structure below, but **expand** this to **poster-sized**. **Add** to this as you do **further planning** and **organising** for your project.



7.19 What Can You Do?

Creating positive change - RAISE Engagement model

Remember the **RAISE Engagement** model from last year when you were invited to apply this model to a community engagement activity? The RAISE Engagement model is one you can use again and again to help create community engagement, connection and positive outcomes.

- So you should strongly consider using this model to drive your actions in your **Extended Community Project**. As you re-visit this model, think about how you can create positive change to deal with the issues and problems associated with your area of concern.

RAISE Engagement Model

1. Recognition (Being heard)

- ⇒ So you think there is a community area of concern with issues and problems that should be addressed?
- ⇒ You feel passionate about making a difference, and want to let as many people know about what you hope to do. So where should you start?
- ⇒ But in this digital age, whereby everyone has a voice, it is increasingly harder to get heard. In addition, many messages are unclear, garbled or so poorly communicated that no-one is interested.
- ⇒ So how do you get your 'message' noticed?

2. Acceptance (Being believed)

- ⇒ Some people are good at getting attention, but that doesn't mean they win people over.
- ⇒ Acceptance is about finding like-minded stakeholders who agree with you about the issue, about the need to take action and about what can be done.
- ⇒ You need people who believe in what you are 'saying'; and who believe in you.
- ⇒ But, be prepared for contrary views, detractors, and even trolls - and shake them off!

3. Involvement (Getting people on board)

- ⇒ Once you have gained attention and generated acceptance, you need to recruit people to help you.
- ⇒ Issues are complex and cannot be addressed or dealt with by one person acting alone.
- ⇒ There is power and synergy in a team of like-minded stakeholders with shared values and varied skills. And you can all get much more work done to deal more effectively with the issue!
- ⇒ But; acceptance doesn't necessarily mean action. Saying, 'I will help you' is one thing. Actually 'volunteering' time, effort and expertise is another thing altogether.
- ⇒ You can attract all the views, likes and shares in the world - but if you haven't got 'bodies' to do the work with you - then you are pretty much alone.

4. Support (Getting resources)

- ⇒ Everything costs: time, money, labour, expertise. And someone has to pay, even if things are donated.
- ⇒ There are many opportunity costs involved in community action - or in other words, personal sacrifices to be made.
- ⇒ And there's generally no economic payoff for taking grass-roots community action.
- ⇒ So you need to attract financial supporters, skills supporters or media supporters.
- ⇒ But; once money is involved you have a whole range of financial and legal obligations to meet, including budgeting, recording transactions, keeping records and other accountability measures.

5. Engage (Tackling the issue or problem)

- ⇒ Finally, time to get started on the issue. You need to have developed concrete goals and plans, and created efficient organising tools to meet your objectives, before you start 'doing'.
- ⇒ Leadership is vital; teamwork and collaboration help create synergy and success.
- ⇒ Safety is paramount, and ethics, including appropriate communication and personal standards of behaviour, will come into play.
- ⇒ But; things don't always go to plan. People don't turn up. Or the weather goes bad. Or there is another legal or safety hurdle problem to overcome. So what is your back-up?

RAISE Up! 71

Focus on an **area of concern** affecting the **community** that you are addressing as part of your Extended Community Project. How could **you** apply each **stage** of the **RAISE Up** model to help **deal** with the **issues** and **problems**?

Area of concern is:

RAISE Stage	Enablers - Positive activities	Potential challenges & conflict
Recognition (Being heard)		
Acceptance (Being believed)		
Involvement (Getting people to join in)		
Support (Getting resources)		
Engage (Tackling the issue or problem)		

ECP Applied: So what's next? What actions are you getting ready to take? Why, how, who and when?



7.21 Graduated Assessment

AT1 Researching Community Issue & Planning a Community Project AOS1: Planning a community project

For this assessment task, you are required to select and research an **area of concern** in relation to **social, cultural, environmental** and **economic issues** and prepare the first stage of planning for your **Extended Community Project**. You will:

- select an **area of concern** and justify your choice (your **project focus**)
- identify **issues** and **problems** related to your area of concern
- outline the **objectives** to be achieved for your **Extended Community Project**
- investigate **research methods** and **resources** about the **area of concern**
- research the area of concern in relation to **previous actions** that have been taken to address the area of concern
- research the area of concern in relation to **current actions** that have been taken to address the area of concern
- research the area of concern by examining the role of key stakeholders
- propose what **you can do** to help address the area of concern
- summarise and present the **objectives** of your **Extended Community Project**, and the proposed actions you will take to achieve these.

Name(s):		Key dates:		UNIT 4 AOS1	
Tasks - AT1: Researching Community Issues & Planning a Community Project		Must Do?	Due Date	Done	Level
Complete the tasks in a format negotiated with your teacher.					
a.	Select an area of concern and justify your choice.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b.	Identify issues/problems related to your area of concern.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c.	Outline objectives for your Extended Community Project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d.	Investigate research methods and resources.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e.	Research and summarise previous actions taken.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f.	Research and summarise current actions being taken.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
g.	Examine the roles of key stakeholders.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
h.	Propose what you can do to address area of concern.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
i.	Clarify your objectives; propose the actions you will take.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Prepare and submit my final responses.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Project: Planning & Organising

8

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Activities 8: Project: Planning & Organising		p.	Due date	Done	Comment
8A	Community Project - Project management	185	<input type="checkbox"/>	<input type="checkbox"/>	
8B	Community Project - Managing time	187	<input type="checkbox"/>	<input type="checkbox"/>	
8C	Community Project - Managing people	189	<input type="checkbox"/>	<input type="checkbox"/>	
8D	Community Project - Managing tech & equipment	191	<input type="checkbox"/>	<input type="checkbox"/>	
8E	Community Project - Managing materials	193	<input type="checkbox"/>	<input type="checkbox"/>	
8F	Financial management - Budgeting		<input type="checkbox"/>	<input type="checkbox"/>	
8G	Community Project - Risk management	195	<input type="checkbox"/>	<input type="checkbox"/>	
8H	Community project - Contingency plan	197	<input type="checkbox"/>	<input type="checkbox"/>	
8I	Project: PODR - Brains	203	<input type="checkbox"/>	<input type="checkbox"/>	
8.21-	Personal Development	204-	<input type="checkbox"/>	<input type="checkbox"/>	
8.22	Project Overview	205	<input type="checkbox"/>	<input type="checkbox"/>	
8.23-	PODR Project Planner	206-	<input type="checkbox"/>	<input type="checkbox"/>	
8.26		209	<input type="checkbox"/>	<input type="checkbox"/>	
AT2	Planning and Pre-organising a Community Project	210-213	<input type="checkbox"/>	<input type="checkbox"/>	
8.31	Community Project - Planning Skills Record	214	<input type="checkbox"/>	<input type="checkbox"/>	

PREVIEW DRAFT SAMPLE

Comments:

8.01 Effective Planning

Extended Community Project

At this stage of the unit, you are required to plan your **Extended Community Project** either as an **individual project**, or as a **team project**.

As part of your successful application of personal development skills, including **leadership**, you will be expected to manage this project autonomously. This means that you have full **responsibility** for the outcomes of this project. But you will always be given **guidance** from your **teacher**, and if relevant other relevant **supervisors** such as **community partners**.

You are well aware that you will need to put in a lot of work prior to actually doing the project. Most of this preparatory work involves **planning** and then **organising** to enable you and/or your team to achieve the **goals** and **objectives** associated with the project.

As you already know, the best way to achieve long-term goals is to break them down into shorter, more achievable, day-to-day objectives. This supports your **planning**, and enables you to move to the **organising** and then to the **doing** stages as part of the **PODR process**. You are also expected to be able to **review** your progress throughout all stages of the project, and make necessary adjustments where needed.

Project management

To effectively plan, organise and do your Community Engagement Project, you should adopt a project management approach. A project management approach includes planning and organising all the tasks, activities, resources, skills and responsibilities that are needed to successfully implement your project. These can be grouped under five different project management categories.

💡 Managing a complex project can be a bit like juggling, while riding a unicycle on a tightrope. Can you think of any other examples?



Project Management Categories

1. Time management

The scheduling of all the actions and activities that need to be done at different stages of the project.

2. People management

The various roles, responsibilities and tasks that need to be completed, including how these are assigned to team members.

3. Equipment & technology management

The various devices, tools and other equipment needed to undertake the project, and their associated costs.

4. Materials management

The consumables and other inputs that are used up as part of the project, and associated costs.

5. Financial management

The management of all financial aspects of the project including all of the costs and any revenue or sales.

Project Management

Time management planning

- ⇒ One of the key elements of successful project planning is time management.
- ⇒ People only have the same amount of time available to them, 24 hours a day. And of course, they cannot spend all their time actively engaged in work or project tasks.
- ⇒ So, effective time management planning involves managing both your own, and other people's time.
- ⇒ This involves deadlines, timelines, rostering, delegation and allocating roles and responsibilities.

People management planning

- ⇒ A second key element of successful planning is effectively managing yourself, as well as the people you work with.
- ⇒ This might mean allocating and communicating task roles and responsibilities, preparing rosters and ensuring that teams are balanced to reflect complementary skills
- ⇒ It can also involve training and skilling yourself and your team members so that you and they are able to successfully complete all tasks.

Technology and equipment management planning

- ⇒ An important part of successful planning is ensuring that you have the right tools and equipment, including ICT, to achieve your goals. In business, this might be referred to as asset management.
- ⇒ Effective technology and equipment management might involve hiring or buying the right devices and equipment, training people how to use these, and ensuring that tasks are carried out safely, effectively and ethically.
- ⇒ Effective use of equipment and technology also involves training and carefully weighing up costs vs benefits both from a time, and from a financial, point of view.

Materials management planning

- ⇒ Another aspect of planning involves management of all the consumables and materials that might be needed to achieve your goals.
- ⇒ These might be something as simple as the ingredients used to bake a cake, all the way through to all of the components and materials used to run an enterprise.
- ⇒ Sometimes these inputs are referred to as consumables or components; or they might be held as stock.

Financial management planning

- ⇒ The final element of effective planning involves financial management.
- ⇒ This might involve careful budgeting of revenue and expenses, forecasting of market conditions, supervising the purchase of inputs and equipment, and allocating financial responsibilities to various team members.
- ⇒ This also extends to cash security when fundraising, staging an event, or running a commercial enterprise.

Community Project - Project management 8A

ECP: Quickly now. Brainstorm some of your **roles** and **responsibilities** in each of these **5 project management** categories for your **Extended Community Project**.



8.03 Time Management

Effective time management

Time is the only resource that is **limited** in the same way to every person in the world. Effective time management is a key **planning** and **organising** skill because the pressures and demands placed on people and workers, require them to be able to effectively allocate their time to different **tasks**.

Planning, organising and implementing an Extended Community Project will eat up a lot of time, especially in the planning and organising stages. And in the **implementing** or **doing** stage, you will need to be spot on with your **scheduling** to ensure that any activities or events associated with the project run smoothly.

You have developed time management skills throughout your VM and in previous **PDS activities**. And in **Numeracy** you have directly developed skills and techniques to manage your time effectively.

If your Extended Community Project is a team-based project then this requires a higher level of time management. You and your teammates have the responsibility to manage not only your own **time**, but also the **time** of **others**. All of your **responsibilities** must coalesce so that your team is working together towards achieving **goals** and **objectives**.

And if you are dealing with **external stakeholders** and community **partners**, then you must ensure that you fit in with their own (often very-crowded) **time commitments** and **availability**.

Schedules & Rosters

A schedule is the general term used to describe planning, organising and doing all the tasks and meeting all the responsibilities and time commitments, of an individual or a team. e.g. "You free to discuss the presentation today?" "Let me check my schedule - I'll get back to you."

A roster is a formal schedule that organises the assignment of duties to individuals, teams, or resources

- Effective rostering**
- ⇒ Rosters need to be planned well in advance.
 - ⇒ Rosters need to be communicated to all workers involved.

Rosters should ensure that an appropriate balance of skills, training and authority is covered by the workers.

- ⇒ Rosters must be fair, and must not be used to favour or punish particular workers.

Effective Time Management

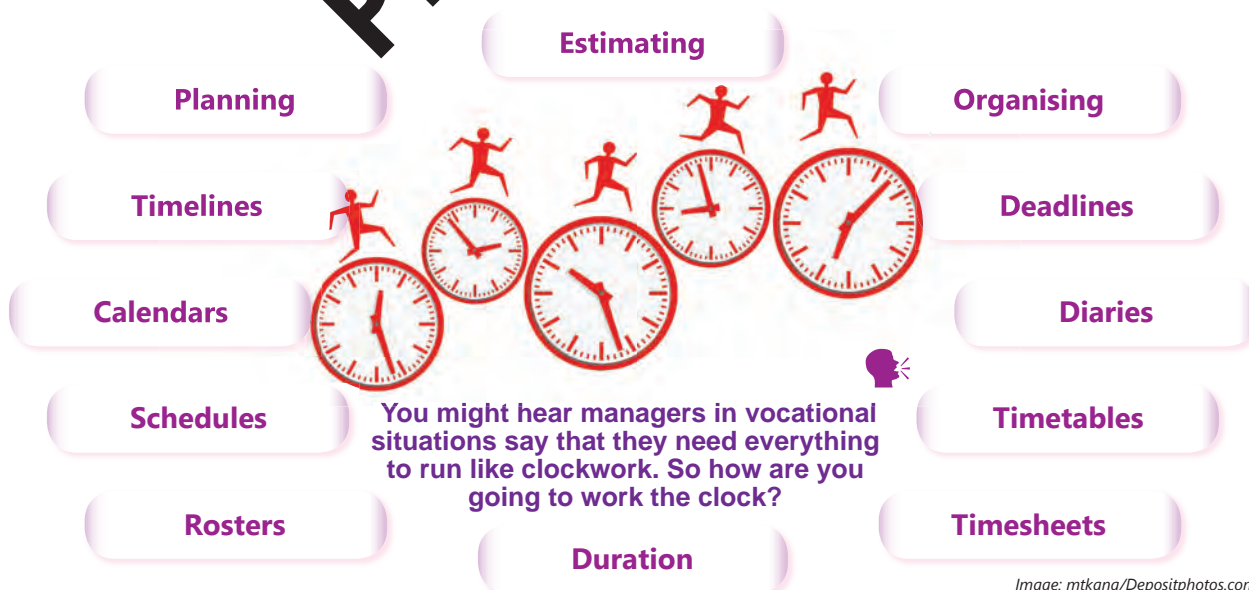


Image: mtkang/Depositphotos.com

Urgency vs importance

Everything is important but is everything urgent? Just because your boss has asked you to do something, does it really have to be done straight away? As part of effective planning and organising it is important to categorise tasks according to their timeframe for completion: immediate, short-term, mid-term or long-term.

A useful tool is the 'ABC Task Analysis' whereby tasks are classified as:

- A = Important and urgent** (do right away)
- B = Important but not urgent** (do next)
- C = Not important nor urgent** (do when able).

Tasks are organised according to their urgency and completed in the order needed. Also, some tasks are pre-requisites for others later on.



Although everything might be 'important', not everything is urgent!

Delegation

In work-related and project situations, one person cannot physically supervise or do, every single task they have responsibility for. So they delegate tasks and responsibilities to others who can be relied upon to supervise, coordinate, or even do the task.

Delegation involves assigning tasks to other people such as supervisors, lower-level managers, employees and even outside contractors. But the person who is delegating is still accountable for the task being done!

Activity Action Roster

An 'Activity Action Roster' is a very useful tool to help you effectively plan any PDS project, activity or event. It's like a **detailed task list**. You first arrange tasks in the required **order**, and then add them to the Activity Action Roster with more **detail**.

Activity Action Roster						
Activity: _____						
Supervisor: _____				Supervisor's phone: _____		
Task	By ...date ...time	Person(s) responsible	Equipment/money/ inputs	Other information	When...day ...date ...time ...duration	Done/ initials
e.g. Go to the shops and buy sausages for BBQ.	Monday Aug 12 9.00 am	Jim & Yusuf	\$50 budget. Use the cash we have collected.	Needs to be Halal	Mon Aug 12 8 am 45 mins	JB YS
--- Add lines as needed ---						

Community Project - Managing time 8B

ECP: Nice and quick: Brainstorm the **time management tools and techniques** that you should apply to managing time for your **Extended Community Project**.



After this, develop a proposed **timeline** to plan, organise and implement (do) your **Extended Community Project** and present it to your **teacher** for **feedback**.

8.05 People Management

Managing people

People are the most important resource in any organisation whether that be in commercial businesses or not-for-profit social enterprises. In Australia, organisations spend about 55c in every dollar on wages and salaries. This is more than all of the spending, on all of the other costs, equipment, technology, stock and all other resources combined.

As part of your Extended Community Project you are more than likely to have the opportunity to act as a **manager** or **leader**, as well as a '**worker**'. This means that not only must you **manage yourself**, but you will also need to **manage other people**.

Effective **people management** relies on planning and organising the best way to use employees' skills, experience, time and enthusiasm. Get the balance right and you will be **enthused** and have a **motivated** team. Get the mix a little out - and you might be dealing with hesitancy, resistance and even downright non-compliance. In the end, it's all about **leadership**.

Effective People Management



Self-management: Top 10 Tips (GST inc.)

- ⇒ Clearly identify your key objectives and goals.
- ⇒ Break larger tasks down into smaller, achievable 'bite-sized' objectives.
- ⇒ Plan a realistic timeline for achievement to these objectives and goals.
- ⇒ Use a diary or planner to record your appointments and commitments.
- ⇒ Construct and tick off a daily 'to-do' list.
- ⇒ Be honest about your strengths and weaknesses.
- ⇒ Assemble a support team based on complementary skills (synergy), and not based on friendships.
- ⇒ Don't assume - ask; get advice, research and find out.
- ⇒ Avoid busy work just for the sake of it; use your time wisely.
- ⇒ Develop a back-up plan, just in case.
- ⇒ Plan - first, Organise - second, Do - third, Review - all the time!

Image: littleny/
Depositphotos.com

**People don't
always want to
do what they are
supposed to do.**



Managing others: Top 10 Tips (GST exc.)

- ⇒ Clearly communicate the key objectives and goals.
- ⇒ Assemble a team based on complementary strengths and weaknesses, and not on friendship groups; i.e. go for synergy.
- ⇒ Ensure that everyone has a printed copy of any deadlines and timelines.
- ⇒ Allocate work tasks fairly and evenly according to skill, experience and enthusiasm.
- ⇒ Clearly communicate workers' roles and responsibilities.
- ⇒ Put anything important in writing.
- ⇒ Choose a leadership and management style that suits your personality, the task, and the team members.
- ⇒ When suitable, delegate.
- ⇒ Don't tell people off for what they have done wrong; instead show them how to do things right.
- ⇒ Be unbiased, fair and consistent.

Don't shirk the work

Working in a team is not simply just working in a group. After all, even though 'U' 'R' might be in a group, there's never no 'I' in team. So be a worker, not a shirker!

Sometimes there's the **unwanted, unrewarded**, dirty or **difficult** tasks that no team member wants to put their hand up to do. But someone has to do these tasks. You would understand this if you have worked in a small or micro vocational or community enterprise with very few, or even just one key person.

Here's a tip. For the **roles** and **responsibilities** that everyone seems to **avoid**, such as **cleaning** or de-installing (bumping out), **share** the job. When everyone chips in at the end of an event, cleaning and de-installing happen much **faster**. For tricky tasks such as public speaking, crowd-wrangling and following up people, have a **pair** take on the **responsibility**.

As a class discuss this example. What do you think? How would this approach be received? 

The team of four has just finished the final presentation and now tea, coffee and biscuits are being eagerly consumed.


Team members are expected to greet and chat with important guests including the school principal, the local mayor and the CEO of a big community enterprise. But the room is only booked for another 10 minutes. So Jay and Kay start to do the cleaning-up and de-installing, while Beau and Flo handle the mingling and questions.

Halfway through, Beau and Flo excuse themselves by saying, "In our team we share responsibility for all tasks, even the dirty ones. So we'll now get Jay and Kay to continue the conversation with you, while we finish the cleaning. Thanks so much for coming today. We look forward to a post-event meeting and debrief in the future, if you are available to give us more feedback and ideas for our upcycling program."

"We'll just get them now. Here's Jay, who is specialised in all the multimedia and promotion, and Kay who was our expert at researching the complex nature of the issue and the roles and responses of community stakeholders."

PREVIEW DRAFT SAMPLE

Community Project - Managing people 8C

Managing people is about effective **leadership**. What are the key **dos** and **don'ts** for **managing people** (including external partners) for your **project**. 

8.07 Technology and Equipment Management


Managing technology and equipment

In the commercial world, organisations invest billions in capital-intensive production processes. All employees who use this equipment must use it properly. This also goes for you and or your team in your Extended Community Project.

It is vital to plan so that you can achieve your project's goals and objectives. You also need to be trained to operate the technology and equipment in an effective, efficient and safe manner.

It is important to analyse costs associated with the technology and equipment, such as its fixed cost (or how much it costs to buy and install); as well as variable costs such as the cost of electricity used to power the equipment.

When you use technology and equipment for your **PDS project**, consider these issues.



Managing Technology and Equipment

1. Suitability

You need to work out just what it is that you need. Most technology and equipment is over-engineered, and people buy for functions that they never use.

2. Cost

You need to determine if it is better for you to hire, or buy, the equipment. You also need to consider installation costs, delivery costs, running costs and even maintenance.

3. Durability

You should be aware that commercial-grade equipment normally costs a lot more than typical consumer items, because it is made to last.

4. Training

All workers using the tech and equipment must be trained how to use this properly, effectively, responsibly and ethically before they are expected and permitted to use it.

5. Safety

You must ensure that everyone who uses the technology and equipment has been trained to safely operate it. All operators must also ensure that customers/clients are not put at risk.

6. Availability


You need to have access to the technology and equipment when you want, so you must plan well in advance in order to reserve equipment and facilities.

7. Supervision

You might need to be supervised when using the technology and equipment; and some equipment needs specially licensed operators.

8. Responsibility

You need to ensure that someone is responsible for the storage and safe keeping of the equipment. This might mean maintaining an asset register, and making sure that all equipment is returned to its rightful owner or place.



“What makes you think you’re the boss of me! So don’t think that you’re gonna’ tell me what to do!”

Think about all of the **equipment** and **technology**, including **ICT**, that you will need to use to plan, organise, do and review your **Extended Community Project**.



Use this table to identify what you **need**, and any **planning**, **organising** and **doing issues** related to **sourcing** and **using** this **equipment** and **technology**.

Extended Community Project				
Consider...	Equipment		Technology and ICT	
	What we need?	Issues to consider	What we need?	Issues to consider
1. Suitability				
2. Cost				
3. Durability				
4. Training				
5. Safety				
6. Availability				
7. Supervision				
8. Responsibility				

PREVIEW DRAFT SAMPLE

What do I/we need to organise next, in relation to equipment and technology?

8.09 Materials Management

Managing materials

Materials are all the **physical resources** that go into the production of a good or the provision of a service. So we can say that these are the **consumables** and **material inputs** that are used up to provide a good or a service. For example:

- ⇒ a potato chip manufacturer uses potato, oil, salt, water, electricity, packaging and so on,
- ⇒ a hairdresser will use water, shampoo, conditioner, dyes, chemicals, coffee, power and so on, and
- ⇒ a pet rescue centre will use food, cleaning products, medicines, admin materials, and utilities and materials for keeping the facility functional.

Materials can also include costs such as petrol for transport, electricity to run equipment, gas to power cooking and heating, and other similar bills and utility expenses.

Materials inputs usually have an associated **cost** (unless **donated**). You need to carefully budget for and manage the cost of materials inputs, as these can quickly blow out, especially if you experience waste, over-provision, and other inefficiencies.

In broader industry (i.e. from a WRS approach), materials might take the form of:

1. **raw materials** such as timber, wheat or steel
2. **components** such as circuit boards, downpipes or spare parts
3. **stock** such as books, beverages and chemicals
4. **consumables** such as nails, paper and food ingredients.

Extended Community Project

In a **PDS project**, materials are the inputs you need so as to produce or provide any goods or services. These materials get used up (i.e. consumed) as a natural part of doing or staging an activity or event. **Project management** also requires **resources** that get used as part of the **planning, organising** and **reviewing** stages of the entire project, such as paper, toner and ink, admin materials, and even coffee and biscuits for meetings.

Materials are usually a **variable cost**, with an associated input cost for each item you make.

For example, if you are involved in a PDS cultural celebration event making spring rolls, and you make 100, then you'll have to purchase and use up 100 sets of inputs. The types of materials involved might include pastry, vegetables, meat and sauce. The total cost of these materials per spring roll might be 50 cents.

However, when you purchase materials to be used as inputs, you will usually find that the cost per item decreases if you buy in bulk. This is one aspect of the concept of **economies of scale**. For example, a commercial food manufacturer making spring rolls might produce one million per week, and because they are buying in bulk, their total cost of inputs might be as low as 5 cents per spring roll.



Many social enterprises and community groups rely on the donations of goods to help them cut costs and provide their services.

Image: edu1971/
Depositphotos.com



Community Project - Managing materials 8E

Think about all of the **materials, consumables** and **other inputs** that you will need to use to plan, organise, do and review your **Extended Community Project**.



Use this table to identify what you **need**, and any **planning, organising** and **doing issues** related to **sourcing** and **using** these material inputs.

Extended Community Project				
Consider...	In the planning & organising stages		In the doing stage	
	What we need?	Issues to consider	What we need?	Issues to consider
1. Raw materials				
2. Components				
3. Stock				
4. Consumables				
5. Other				

PREVIEW DRAFT SAMPLE

What do I/we need to organise next, in relation to materials and inputs?

8.11 Financial Management

Budgeting

You are well aware from Numeracy of the importance of budgeting as a **financial management planning** tool. A budget lists all of the **forecasted revenue** and **expenses** over a period of time. A budget enables you to see if you expect to have more money coming in (a **surplus**), or more money going out (a **deficit**).

If your project involves an **activity** or **event** then it is likely to include financial elements that need to be **planned, estimated** and **managed**. This is even more important if you have been given **funding** or a **grant**, as you will have to **prove** how you used these amounts (**acquit**) as part of a **financial review**.

Your Extended Community Project might involve financial aspects on both the expenses side and on the revenue side of the 'ledger'. These could include:

- ⇒ spending on inputs, materials and other consumables
- ⇒ equipment and hire costs
- ⇒ food, drinks, catering and related expenses
- ⇒ marketing, promotional and advertising expenditure
- ⇒ transportation, training costs and insurances
- ⇒ income and revenue from sales or service income
- ⇒ fund-raising revenue and donations
- ⇒ sponsorship, grants, and other seed or capital funding
- ⇒ other expenses or revenue related to your specific project, activity or event.

Image: adrian825/
photos.com



Project Financial Management: PODR

Plan: Budgeting

- ⇒ Be realistic. Prepare your budget as accurately as possible.
- ⇒ Always underestimate revenue and always overestimate expenses.
- ⇒ Calculate forecasted surplus or deficit.
- ⇒ Include amounts and allowances for unknown and 'other' items.

Organise: Budgeting

- ⇒ Prepare for the buying and/or selling.
- ⇒ Create shopping to-do lists.
- ⇒ Shop around for the best deals (but cheaper isn't always better).
- ⇒ Have funds ready and available when you need them, including cash denominations and change.
- ⇒ Use digital funds and tools if suited.
- ⇒ Check your budget to ensure it is still reasonable and realistic.

Do: Budgeting

- ⇒ Run an activity or event with a close eye on the money going out, and the money coming in.
- ⇒ Keep all receipts. Record daily operating expense amounts in a diary.
- ⇒ Make sure you are staying close to budget.
- ⇒ Limit financial responsibility - make 1 or 2 people responsible and have them report to the group/leader.
- ⇒ If revenue or expenses seem way off, change your budget, and/or your plans.

Review: Budgeting

- ⇒ During and after your activity, compare budgeted amounts with actuals.
- ⇒ Tally and record the actual amounts.
- ⇒ Work out the variance %.
- ⇒ Reflect/discuss why the variation is occurring.
- ⇒ Seek financial advice if needed.
- ⇒ Change plans or implement a back-up.

Financial management - Budgeting 8F

Your **Extended Community Project** might involve **money-related revenue** and **expenditure**, especially if you are involved in **activities** or doing an **event**.



Use this Cash Budget/Financial Planner **template** to **prepare initial estimates** of revenue and expenses. Then prepare **updated ongoing budgets** as you **spend** or **earn** any **funds** associated with your project and its activities/events (e.g. weekly).

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

PREVIEW DRAFT SAMPLE

8.13 Risk Management

Risk assessment and hazard control

When you are undertaking your **Extended Community Project** you need to anticipate, plan for and manage potential risks and hazards.

Naturally, you must carefully consider risks and hazards to you and your teammates. But you also have a **duty of care** to ensure that all **stakeholders** involved in the project, either directly or indirectly, are not harmed in any way. This includes **customers, clients, supervisors, contractors** and the general **public**. You also need to ensure that you minimise your **environmental impact** through **ethical** and **sustainable** use of resources and equipment.

Potential areas of risk that you might need to mitigate include:

- ☹️ physical injury, health and wellbeing
- ☹️ mental health and wellbeing
- ☹️ public liability for injury and illness
- ☹️ financial risk
- ☹️ environmental risk
- ☹️ reputation risk
- ☹️ plagiarism and copyright issues;

and many others specific to your particular project and associated activities and events.

Risk assessment and hazard control

When undertaking risk assessment and hazard control, there are four interrelated concepts that you need to understand and apply:

Hazard: A hazard is a work task, a procedure, a tool, an item of machinery, equipment, chemicals, or some other element that might cause harm to people, including varied work-related stakeholders.

Risk: The risk is the potential likelihood or chance that a hazard will result in harm to people, including varied stakeholders.

Harm: The harm is the outcome that might occur as a result of the risk associated with the hazard. Harm can include injury, illness, psychological harm, disease, or even death.

Control: A control is an action, procedure or item that reduces, or in most cases, eliminates, a safety hazard or risk, such as PPE.

Image: jennyonthemoon.
stock@gmail.com/
Depositphotos.com



You are ambassadors of your VM program and also for the school. So don't put reputations at risk. Stay professional!



PREVIEW DRAFT SAMPLE



Hazard management: Guidelines

Image: Jose Manuel Gelpi Diaz/photos.com

- ✓ Involve workers in the process.
- ✓ Appoint a safety representative (or team for a large project).
- ✓ Ensure people have time away from normal working duties to develop safety plans.
- ✓ Determine priority areas.
- ✓ Liaise with school staff about all potential risks and follow their advice and guidelines.
- ✓ Use WorkSafe Victoria guides and codes of practice where available.
- ✓ Conduct inspections using checklists.
- ✓ Use criteria to assess performance.
- ✓ Bring in outside expertise if needed.
- ✓ Eliminate and/or reduce risks.
- ✓ Provide ongoing training and support.



HAZARD CONTROL AND RISK ASSESSMENT PRO-FORMA								
Project and workplace		Specific site location:						
Description of task/activity/process:								
Assessed by (& position):								
Date:								
Outline the hazard	Identify the risk.	What controls exist?	What is the likelihood of occurrence? (H,M,L)	What is the potential for harm? (H,M,L)	Recommended action for control of hazard	List any training required.	Controlled by whom and by when?	Monitoring by whom and when?
e.g. Boxes of stock in walkways.	Trip, falls hazard.	Warehouse supervisor should monitor.	M	M	Remove boxes to warehouse.	na	PB 7/9/24	Safety rep 8/4/24

PREVIEW DRAFT SAMPLE

8.15 Risk Management

Hazard control

When you are conducting **risk assessment** and **hazard control** for your **Extended Community Project** you must make sure that you use similar processes to what is expected of managers and workers in the world of work.

Hazard control can involve a number of steps, such as those outlined generally through the **Hierarchy of Control**; or more specifically through the **ITEACM** process.

Alternatively, **WorkSafe Victoria** suggests a seven-step **risk control plan**

1. **Establish consultation and communication.**
2. **Allocate responsibilities.**
3. **Decide and develop work plan.**
4. **Identify hazards.**
5. **Assess risks.**
6. **Control risks.**
7. **Review risk control plan.**

Risk identification must commence during the initial stages of **process** and **project development**, such as when starting a business or project, developing a new product, introducing new equipment, or implementing a new work practice.

Risk and hazard identification also continues on an ongoing basis through **OH&S/WHS audits** and **reviews**, as well as **consultation** with workers and other stakeholders.

Training is a vital part of risk assessment and hazard control. This should include induction training, corrective re-training, and ongoing training to support the implementation of new work practices.

Appropriate **personal protective equipment** should be identified and sourced prior to workers undertaking any work activity. Workers need to be trained in the correct use of this equipment. PPE has to be checked to ensure that it remains functional.

Risk assessment is aimed at developing an understanding of the potential harm, injury or illness that might occur as a result of a hazard. It also involves an analysis of the potential likelihood of the hazard occurring. Risk assessment must happen on an **ongoing** basis.

The **control stage** is where all the elements of effective hazard management come into play. Questions associated with this stage should include these, and more.

- ⇒ Has the hazard been identified?
- ⇒ Have workers been appropriately trained and equipped?
- ⇒ Has the process been assessed to ensure that the hazard is controlled effectively to minimise harm?

Hazard monitoring is also required on an ongoing basis.

This includes a review of existing safety processes, as well as an evaluation of the effectiveness of all hazard control and risk assessment procedures.

In addition, any issues that are raised must be dealt with, and monitored, to ensure that the changes are eliminating potential harm.

Stairs and trip hazards are a potential problem in all worksites and across all community settings - especially when people rush.



Image: MattZ90/
Thinkstock

Hierarchy of Control (ESEAP)

A Hierarchy of Control starts with the controls that are the most effective (e.g. elimination) down to controls that are less effective. You can find graphical representations online.

Elimination:

⇒ First, always try to remove (eliminate) the hazard. e.g. Toxic cleaning chemicals.

Substitution:

⇒ If the hazard cannot be eliminated, then make a change (substitute) to create a safer, or less hazardous, work practice or work environment. e.g. Switch to less toxic cleaning chemicals.

Engineering:

⇒ Change the physical work environment to control the hazard more effectively. e.g. Create a safe chemical storage area.

Administration:

⇒ Develop workplace procedures to improve 'people safety'. This usually involves reporting, training and support. e.g. Train workers about the potential dangers that could occur as a result of exposure to the chemicals; as well as safe handling and safe use methods.

Personal Protective Equipment:

⇒ Use PPE as a 'protective barrier' to prevent physical harm from contact with the hazard. e.g. Use gloves, eye protection and a safety barrier mask.

ITEACM

1. Identify: Undertake an audit or review of work processes and activities; or respond to an OH&S/ WHS issue that has been reported.

2. Train: Identify training needed as part of the work process; as well as training to enable HSR or safety rep to undertake an audit.

3. Equip: Ensure that all workers have appropriate and fully-functioning personal protective equipment to control hazards.

4. Assess: Assess and re-assess potential hazards, their likelihood of occurrence, how harmful they might be, and also workers' capacity to do work activities safely.

5. Control: Change processes to ensure hazards associated with the hazard are controlled through training, PPE, changed work practices, updating machinery and so on.

6. Monitor: Check, and keep reviewing, to ensure changes have been made, and that workers are implementing safer work practices.

PREVIEW DRAFT SAMPLE

Community Project - Risk management 8G

ECP Applied:

- a. Identify all of the potential **risks** and **hazards** associated with your Extended Community Project; and any associated activities and events for the project.
- b. Apply appropriate **hazard control processes** to manage these risks and hazards. Your teacher will inform you whether your school or any external partners need to apply a specific risk and hazard control process.
- c. Brainstorm potential risks and hazards in these categories.
 - ⇒ financial risk
 - ⇒ environmental risk
 - ⇒ reputation risk
 - ⇒ plagiarism and copyright issues

What will you need to do to mitigate these risks?



8.17 Contingency Plan

Contingency plan

In complex projects and activities, things can, and do go wrong. That's a natural part of enterprise in action. So you need to plan for likely **issues** and **problems**, as well as **unforeseen** issues and problems. That's why you need a strong **contingency plan**.

Contingency planning is where the '**critic**' **team role** can be very useful. Try to **anticipate** all the things that potentially could go wrong and **threaten** the timely and effective **achievement** of your project's **goals** and **objectives**; or in a worst-case scenario, cause your project to collapse **entirely**.



For every important responsibility, have a second person as a back-up; just in case things don't go to plan!

Lulu's going to host the cultural event, but just in case something happens on the day, Gertie will step in.

Image: Jgustavofrazaa/depositphotos.com



Contingency planning in the event of...

People - You/your team

- ☹️ illness and emergencies
- ☹️ lateness/absences/no shows
- ☹️ not meeting deadlines
- ☹️ conflict and withdrawal
- ☹️ balancing external responsibilities

People - Supervisors/partners

- ☹️ permissions denied
- ☹️ contact and appointment issues
- ☹️ re-scheduling and cancellations
- ☹️ external partners withdrawing
- ☹️ suppliers and services failures

People - Clients/customers

- ☹️ non co-operative and resistant
- ☹️ change mind/withdraw support
- ☹️ choose a competitor
- ☹️ complaints and refunds
- ☹️ communication misunderstandings

Materials and inputs

- ☹️ poor quality
- ☹️ unavailability and delays
- ☹️ rising costs
- ☹️ safety, spoilage and transport
- ☹️ sustainable use policies

Safety

- ☹️ fail a safety audit
- ☹️ fail a risk management plan
- ☹️ tagging and testing
- ☹️ managing an emergency incident
- ☹️ can't find an OH&S supervisor

Money and budgeting

- ☹️ poor budgeting
- ☹️ costs blowouts
- ☹️ revenue shortfalls
- ☹️ funding shortfalls
- ☹️ need for deposits & pre-payments

Equipment and Technology

- ☹️ breakdowns and tech issues
- ☹️ safety problems
- ☹️ lack of training
- ☹️ too expensive/cost rises
- ☹️ keeping safe/asset management

Environmental and Weather

- ☹️ inclement weather for events
- ☹️ site unavailability
- ☹️ delays and re-schedules
- ☹️ sustainability management
- ☹️ site health and safety issues

Community project - Contingency plan 8H

Think about all of the potential **issues** that could **impact** on your **Extended Community Project** that might require you to make refinements and changes.



Use this table to identify what resources you **need**, and any **planning, organising** and **doing issues** related to **sourcing** and **using** these resource inputs.

Extended Community Project				
Type of issue	Within our control		Outside our control	
	What could happen?	What's the back-up?	What could happen?	What's the back-up?
People - Me/our team				
People - Clients/ customers				
People - Supervisors/ partners				
Safety				
Materials & inputs				
Equipment & Technology				
Money & budgeting				
Permissions & legals				
Environmental /weather				
Other				

PREVIEW DRAFT SAMPLE

8.19 Extended Community Project

Extended Community Project

Your teacher will lead you through a number of steps to plan for the implementation of your Extended Community Project. Use the pro-formas on pp.203-9 to help you identify and plan your requirements. These include a **PODR - Brainstorm**, the overall task **Personal Development Project Overview**, and the more project-specific **PODR Project Planner**.

Plan-Organise-Do-Review

There are many possible tasks that might need to be completed at different stages when undertaking your Extended Community Project.

- ⇒ When first starting or initiating your activity as part of the **planning** process.
- ⇒ In the lead-up to your activity as part of the **organising** process.
- ⇒ During your activity as part of the **doing** process.
- ⇒ Following your activity as part of the **reviewing** process.

So a good planning tool that can help you work out what you need to do, is the PODR or Plan-Organise-Do-Review Process. The PODR Process should also be used in conjunction with other tools when you are planning projects and making decisions.

1. Plan

- ⇒ Work out just what it is you are trying to do; i.e. your goal(s) for the community project, and how you might achieve these.
- ⇒ Summarise these in one or two short sentences.

2. Organise

- ⇒ Break your community project goal(s) into smaller, more achievable, objectives.
- ⇒ Develop an action plan and timeline to achieve the smaller objectives on a task-by-task basis.
- ⇒ Organise yourself, other people and any resources you need to successfully complete each task.

3. Do

- ⇒ Undertake the day-to-day activities needed to actually perform each task.
- ⇒ This is where everything comes together; and might even be the shortest (but not easiest) part of the entire process.


4. Review

- ⇒ Monitor what you've achieved, evaluate your community project goals; and make any changes and adjustments if necessary.
- ⇒ Remember the stages of the 4 stages of Plan-Organise-Do-Review cross over. So, you could be reviewing throughout the whole activity process.

Applied Skills: Extended Community Project

As part of planning, implementing and reviewing your Extended Community Project, you need to apply these skills. These skills will naturally complement one another. Applying these should be a natural and organic process. So when you are working out the required tasks for your Extended Community Project, you should always ask: **what, how** and **why?**

- ⇒ **Communication** (Think what, how and why?)
- ⇒ **Critical thinking** (Think what, how and why?)
- ⇒ **Problem-solving** (Think what, how and why?)
- ⇒ **Planning** (Think what, how and why?)
- ⇒ **Decision-making** (Think what, how and why?)
- ⇒ **Metacognitive skills** (Think what, how and why?)

List the **main tasks** that will most likely be required at each of the 4 **PODR stages** for your **Extended Community Project**. 

Project is:

1. Planning Stage

2. Organising Stage

3. Learning Stage

4. Reviewing Stage

PREVIEW DRAFT SAMPLE

8.21 Extended Community Project

Personal Development Project Overview



Complete this **overview planner** for your **Extended Community Project** by recording important information in every relevant section, throughout the entire process.

Tick off each task as it is negotiated with, and approved by, your teacher.

You can copy and expand this planner if needed.

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


Approved
Date

2. Choose appropriate team members (if relevant).

Approved
Date

3. Choose an Extended Community Project that you're interested in and discuss it with others.

Approved
Date

4. Complete a PODR Brainstorm, p.203.  Feedback from your teacher

Approved
Date

5. Fill-out an initial PODR Project Planner (pp.206-9), and submit this to your teacher for checking, advice and approval.

Approved
Date

6. Contact and arrange meetings with any external parties that you will be working with to discuss your project. (You might need to make appointments and get permissions).

Approved
Date

7. Discuss the outcomes of these meetings with your teacher to assess whether your project is viable. (If not, go back to step 4.) Discuss safety, legal, ethical and other issues.

Approved
Date

Extended Community Project 8.22

8. Obtain any relevant permissions from the school and other supervision and legal issues that need to be sorted out.

Approved

Date

9. If you get the go-ahead to proceed, complete an updated PODR Project Planner (pp.206-9). Submit this to your teacher for checking, advice and approval.

Approved

Date

10. Start to organise your Extended Community Project. Confirm the roles of everyone in the group. Discuss these roles with your teacher (and your mentor). Use relevant PODR Project Planner at different stages.

Approved

Date

11. Identify any potential safety issues or hazards, and outline how these will be minimised.

Approved

Date

12. Ensure that all relevant permissions, ethical and legal requirements have been sorted out.

Approved

Date

13. If everything is ready to go, and you have approval from your teacher, then undertake the Extended Community Project.

Approved

Date

14. After the Extended Community Project is finished complete evaluation questions. Your teacher will inform you of your presentation requirements about the project.

Approved

Date

8.23 PODR Project Planner

PODR Project Planner: Extended Community Project



Use this planning and goal-setting pro-forma to guide your community project.
Enlarge it to A3. Present this to your teacher for checking and discussion.

Name(s): _____ Date: _____

Community Project: _____

i. Planning stage (For your overall Extended Community Project.)

Write a one sentence description of your project.

List 3 key goals/objectives associated with the project.

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

PREVIEW DRAFT SAMPLE

ii. Organising stage
(For your overall Extended Community Project.)



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

Which external stakeholders and partners might be involved?

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

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

List potential safety hazards, legal requirements and permissions.

PREVIEW DRAFT SAMPLE

8.25 PODR Project Planner



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

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

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

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

What?

Who? & When?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

iv. Reviewing stage
(For your overall community project/ and for the specific outcome or event.)



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

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

What back-up plans are in place?

How will risks be managed on an ongoing basis? Who has responsibility for this?

PREVIEW DRAFT SAMPLE

Feedback on PODR planner
Before you move on to the organising stage, you need to present this planner to your teacher for feedback and possible changes.



8.27 Assessment Task: AOS1

AT2 Planning and Pre-Organising a Community Project AOS1: Planning a community project

For this assessment task, you are required to **research, plan and pre-organise** your **Extended Community Project**.

Part A: Select and research an area of concern

The first step is for you to select and research an **area of concern** in relation to **social, cultural, environmental and economic issues** and prepare the first stage of planning for your **Extended Community Project**.

Note: You might have already done this for AT1: Community Issue and Actions, p.182.

- Select an **area of concern** and justify your choice (your **project focus**).
- Identify **issues** and **problems** related to your area of concern.
- Outline the **objectives** to be achieved from your **Extended Community Project**.
- Investigate **research methods** and **resources** about the **area of concern**.
- Research the area of concern in relation to **previous actions** that have been taken to address the area of concern.
- Research the area of concern in relation to **current actions** that have been taken to address the area of concern.
- Research the area of concern by examining the role of **stakeholders**.
- Propose what **you can do** to help address the area of concern.
- Summarise and present the **objectives** of your **Extended Community Project**, and the proposed actions you will take to achieve these.

Part B: Plan and pre-organise your Extended Community Project

The second step is for you to **actively plan and pre-organise** your **Extended Community Project** using a variety of **planning and organising tools**.

In doing this, you are also **expected** to apply skills in **communication, critical thinking, problem-solving, decision-making, planning and metacognition**. (See pro-forma on p.214.)

The key **planning and organising tools** that you might use are:

- Project: PODR - Brainstorm, p.203
- Personal Development Project Overview, pp.204-5
- PODR Project Planner, pp.206-9
- Community Project - Managing tech & equipment, p.191
- Community Project - Managing materials, p.193
- Financial management - Budgeting, p.195
- Community Project - Risk management p.199
- Community project - Contingency plan, p.201
- Community Project - Planning Skills Record, p.214, and
- AT2: Extended Community Project pro-forma, pp.212-213**

Extended Community Project - Project Brief

1. What is the area of concern focus for the Community Project?

2. What does the Community Project involve?

⇒

⇒

⇒

3. What are the main benefits of doing this Community Project?

⇒

⇒

⇒

4. What are the timelines and deadlines?

⇒

⇒

⇒

5. Who else is involved in this Community Project?

⇒

⇒

⇒

**DRAFT
PREVIEW SAMPLE**

8.29 Assessment Task: AOS1

Name(s):		Key dates:		UNIT 4 AOS1	
Project:					
Tasks - AT2: Planning & Pre-Organising a Community Project		Must Do?	Due Date	Done	Level
 Negotiate the task details with my teacher.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stage 1: Planning the Extended Community Project					
Choosing and investigating an area of concern					
a. Select an area of concern and justify your choice.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identify issues/problems related to your area of concern.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Outline objectives for your Extended Community Project.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Investigate research methods and resources.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Research and summarise previous actions taken.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Research and summarise current actions being taken.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Examine the roles of key stakeholders.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Propose what you can do to address area of concern.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Clarify your objectives; propose the course of action you will take.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Apply feedback to refine and make improvements.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning the Extended Community Project					
⇒ Complete a <u>PODR - Brainstorm</u> (pp.203-4 or similar).		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Get feedback on the <u>PODR - Brainstorm</u> .		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Complete <u>Personal Development Project Overview</u> (pp.204-5 or similar) and get feedback.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Identify requirements you will need to satisfy prior to participating in the project.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Identify key resources you will need to implement the project.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Identify potential external partners and supporters you might engage with to deliver the project.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Identify any safety hazards and risks you need to manage when participating in the project.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Identify any ethical issues you will need to manage when participating in the project.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Plan a proposed timeline to manage the project		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Complete a <u>PODR Project Planner</u> (pp.206-9) and submit this to your teacher for checking, advice and approval.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Apply communication, critical thinking, problem-solving, planning, decision-making and metacognitive skills.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tasks - AT2: Planning & Pre-Organising a Community Project	Must Do?	Due Date	Done	Level
Stage 2: Organising the Extended Community Project				
Get feedback on the <u>PODR Project Planner</u> (pp.206-9 or similar).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact, arrange meetings and meet with any external parties that you will be working with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete any personal requirements that need to be satisfied before participating in the project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Organise a timeline with key milestones and deadlines.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Pre-organise the specific resources required for the project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- People management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Time management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Materials management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Equipment and technology management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Financial management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Risk management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Organise contingency and back-up strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete an updated <u>PODR Project Planner</u> (pp.206-9) and submit this to your teacher for checking, advice and approval.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Ensure that all relevant permissions, approvals and legal requirements have been sorted out.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Apply communication, critical thinking, problem-solving, planning, decision-making and metacognitive skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stage 3: Doing/Implementing the Extended Community Project This will be assessed for AOS2, in Section 9, AT3.				
Stage 4: Planning the Reviewing of the Extended Community Project				
Discuss progress with your teacher prior to implementing (doing) the project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Develop (and implement) back-up plans (if needed).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Develop criteria to evaluate successful application of:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Communication skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Planning (& organising) and decision-making skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Critical thinking, problem-solving and metacognitive skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Applied use of materials, equipment and technology.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Achievement of the objectives for the Community Project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Teamwork and group success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- My personal success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREVIEW DRAFT SAMPLE

8.31 Community Project - Planning Skills Record

Name(s):		Key dates:		PDS Extended Community Project - Planning
Area of concern:				
Tools, techniques & skills of:	Applied demonstration for research	Applied demonstration for planning	Applied demonstration for pre-organising	
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?			

PREVIEW DRAFT SAMPLE

Implementing Your Project

9

9.01 Introduction - AOS2	216	9.27 Project Event Timeline	242
9.03 Extended Community Project	218	9.29 Project Event Diagram	244
9.05 Assessment Task - AOS2	220	9.30 Project Event Safety Audit.....	245
9.11 Project Elements/Considerations	226	9.31 Project Event To-Do Lists.....	246
9.15 Task Skills	230	9.33 Project Event Planner	248
9.21 Doing the Community Project	236	9.35 Time Management Planners	250
9.23 PODR Planner - Implementation	238	9.37 Contingency Plan.....	252

Activities 9: Implementing Your Project		p.	Due date	Done	Comment
9	U4: AOS2 - Requirements	217		<input type="checkbox"/>	
9A	What's the doings?	219		<input type="checkbox"/>	
AT3	Implementing Your Extended Community Project	220-225		<input type="checkbox"/>	
9B	Essential project elements	227		<input type="checkbox"/>	
9C	Essential project considerations	229		<input type="checkbox"/>	
9D	Task skills	230-231		<input type="checkbox"/>	
9E	Stakeholder engagement	232		<input type="checkbox"/>	
9F	Managing stakeholder relationships	235		<input type="checkbox"/>	
9G	Putting it all together	236		<input type="checkbox"/>	
9H	Implementation TEMP-O	237		<input type="checkbox"/>	
9.23-9.26	PODR Project Planner - Implementation	238-241		<input type="checkbox"/>	
9I	Project Event timeline	242-243		<input type="checkbox"/>	
9J	Project Event diagram	244		<input type="checkbox"/>	
9K	Project Event safety audit	245		<input type="checkbox"/>	
9L	Project Event to-do lists	246-247		<input type="checkbox"/>	
9M	Project Event Planner	248-249		<input type="checkbox"/>	
9N	Contingency Plan	253-255		<input type="checkbox"/>	

PREVIEW DRAFT SAMPLE

Comments:

9.01 Unit 4: AOS2 - Introduction

Unit 4: AOS2 - Implementing a community project

Section 9: Implementing Your Project is an action-oriented section that culminates in you planning, organising and implementing your Extended Community Project.

For this area of study, you will be introduced to your assessment task early in the section so that you can establish a framework within which to develop and apply the project management skills, tools and techniques.

AT3: Implementing Your Extended Community Project pp.221-225

When implementing your **Extended Community Project**, you will have to finalise and deliver one or more project outcomes. You first explored these project outcome foci in Section 7 and consolidated these through the planning and pre-organising stages in **AT2**.

AOS2: Implementing a community project		S9: Implementing Your Project
	Extended Community Project	218
	AT3: Implementing Your Extended Community Project pp.221-225	
	Project Elements and Considerations	226
	Key elements	Key considerations
	Task skills	226
Potential task skills	Stakeholder engagement	Stakeholder relationships
	Doing the Community Project	236
	POB Planner - Implementation	238
	Plan	Organise
	Do	Review
	Project Event Timeline	242
	Project Event Diagram	244
	Project Event Safety Audit	245
	Project Event To-Do Lists	246
	Project Event Planner	248
	Time Management Planners	250
	Project Activity/Event Timeline Planner	Daily Timesheet - Task Planner
	Contingency Plan	252

Unit 4: AOS2 - Implementing a community project (cont.)

You will establish key project considerations and identify required task skills, as well as the importance of stakeholder engagement and relationship management.

You are then invited to apply the PODR Planning Process to plan, organise, do and review your Extended Community Project to support effective implementation.

To achieve this, you will apply your suite of metacognitive skills such as planning, communication, critical thinking, problem-solving and decision-making; as well as employing effective time management, collaborative and leadership skills.

Note: Your teacher might modify or vary your assessments; or introduce different assessment tasks that are more suitable for the type of **Extended Community Project** that you are doing.

U4. AOS2 - Requirements 9

Your teacher will discuss the key requirements for successfully completing **AOS2: Implementing a community project** with your class. List these below.

S9: Implementing Your Project

PREVIEW DRAFT SAMPLE

9.03 Extended Community Project

Implementing the Extended Community Project

Your Extended Community Project might involve a specific **one-off activity or event**, or perhaps a **series** of activities and events, such as a:

- ⇒ seminar or conference
- ⇒ community day event or cultural celebration
- ⇒ fundraising drive
- ⇒ social enterprise
- ⇒ promotional and awareness campaign
- ⇒ media engagement and communication
- ⇒ training activity
- ⇒ sports, health or recreation event or activity
- ⇒ performative arts, creative endeavour or product launch or event.



Image: Rawpixel/ depositphotos.com

As you have already realised through your extended period of planning and organising, the staging of that event might be the shortest part of the entire community project process. However, this will be the most important part of the entire process.

So now is the time for you to use and apply all of your skills to achieve your goals.

In this **doing** stage, you now have to focus on the specific tasks required to successfully implement or deliver your project's activity or event outcome.

Once again you should reflect on the PODR process. The difference now is that you are dealing with the specific tasks required to **do** the Extended Community Project.

- ✓ This means your **planning** will now switch to a micro-scale.
- ✓ Your **organising** will be directly related to the **objectives** needed for many different micro **activities** and **tasks**.
- ✓ Your **doing** will be about each **team member** safely carrying out the **tasks** needed to successfully meet their **responsibilities**.
- ✓ And your **reviewing** will switch to real-time **monitoring, assessment** and **judgement** that you are meeting your **objectives**, including the use of **immediate** and **supportive feedback**.

You have planned for this. You have organised for this. So let's go! And this time we'll start a little differently by introducing your assessment task at the beginning of the section.



“Our entire class is focusing on implementing waste reduction, recycling and upcycling recommendations from Craig Reucassel’s, War On Waste series. Because there are so many areas to address, we have split into 5 different project teams with each taking responsibility for a particular area of waste reduction. In this implementation stage, we are going to deliver information and training programs to different cohorts within the school community.”

Image: william87depositphotos.com



1. What is specifically involved in the **implementing** or **doing** stage for your **Extended Community Project**?
2. What are the expected **timelines** associated with your '**doing**'?
3. Are there other **people, groups** or **external** partners that you need to **work with** or **integrate** with?



4. OK. One sentence for each. As a team, plan and concisely describe your key **objectives** for this **doing** stage of the **Extended Community Project**.



<p>What are we doing - specifically?</p>	<p>How will we ensure that everyone knows their roles and responsibilities?</p>
<p>How will we ensure that we have all our equipment, technology and inputs?</p>	<p>How will we check on progress throughout the doing stage?</p>
<p>How do we monitor and check for safety?</p>	<p>What back-ups and contingencies do we need to have in place?</p>

9.05 Assessment Task: AOS2

AT3 Implementing Your Extended Community Project AOS2: Implementing a community project

For this assessment task, you are required to **implement** your Extended Community Project.

Project outcome - Focus

For your Extended Community Project, you will have to finalise and deliver one or more **project outcomes**.

You first explored these project outcome foci when you did the **Community Project - Mix & match** (pp.166-7).

You then consolidated these through the planning and pre-organising stages of your project in **AT2: Planning and Pre-organising a Community Project** (pp.210-3).

The Extended Community Project outcome is:

Project outcome - Frequency

Some of your projects involve delivering (implementing) only a **single outcome** or activity such as a presentation on the benefits of volunteering in the community, a performance about youth mental health challenges, or a cultural awareness event.

Other projects might require a **series of deliverable outcomes** or activities, such as a recycling training program for several year courses, ongoing weekly participation in a community program, or a series of graphics and communications as part of a media awareness campaign.

The frequency of the Extended Community Project outcome is:

Project outcome - Format

In essence, your project **outcome** might be delivered in 1 of 3 main formats.

- Communication:** Such as a presentation, media campaign, ad, comic, etc..
- Participation:** Community program, training activity, volunteering, etc..
- Event:** Performance, fundraising drive, celebration, luncheon, etc..

But keep in mind, that some of your projects may cross over, and be implemented as a hybrid activity using 2 or 3 of these deliverable formats. And you might even be doing a unique Community Project that requires its own outcome activity format.

Communication outcome

Participation outcome

Event outcome

Community Project - Implementation Brief

1. What is the specific implementation goal of the Community Project?

2. What does the implementation of the Community Project involve?



3. What main actions are needed to implement the Community Project?



4. What are the key timelines and deadlines for implementation?



5. Who else is involved in implementation of the Community Project?



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9.07 Assessment Task: AOS2

Name(s):	Key dates:	UNIT 4 AOS2
Project:		

Tasks - AT3: Implementing Your Extended Community Project



Use this evidence record to tick-off the main tasks you have completed in the lead-up to implementing your community project. These include:

Stage 1: Planning and Organising the Extended Community Project (or AT1)
Stage 2: Pre-Organising the Extended Community Project (or AT2)
Stage 3a: Planning & Organising of the Doing/Implementing phase focusing on the project outcome's activity or event.

Stage 1: Planning and Organising the Extended Community Project				
Choosing and investigating an area of concern	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning the Extended Community Project	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and/or AT1: Researching Community Issue & Planning a Community Projects, p.182	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply communication, critical thinking, problem-solving, planning, decision-making and metacognitive skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Stage 2: Pre-Organising the Extended Community Project				
Complete all pre-organising tasks that are required prior to starting the project.				
Create a project timeline with key milestones and deadlines.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-organise the specific resources required for the project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise contingency and back-up strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and/or AT2: Planning & Pre-organising a Community Project, pp.210-3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply communication, critical thinking, problem-solving, planning, decision-making and metacognitive skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Stage 3a: Planning & Organising for Doing/Implementing the Extended Community Project				
a. Plan the implementation of the project outcome activity or event.				
Use relevant planning tools, techniques and strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate for suitability, effectiveness and potential issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply communication, critical thinking, problem-solving, planning, decision-making and metacognitive skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Pre-organise the implementation of the project outcome activity or event.				
Use relevant organising tools, techniques and strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-organise the specific resources required for the project outcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-organise contingency and back-up strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate for suitability, effectiveness and potential issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply communication, critical thinking, problem-solving, planning, decision-making and metacognitive skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name(s):		Key dates:		UNIT 4 AOS2
Project & Outcome:				
Tasks - AT3: Implementing Your Extended Community Project	Must Do?	Due Date	Done	Level
Stage 3: Implementing/Doing the Extended Community Project				
Negotiate the project implementation details with teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Complete <u>Community Project - Implementation Brief</u> . p.221	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Establish and apply <u>Essential project elements</u> . p.227	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Establish and apply <u>Essential project considerations</u> . p.229	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Establish and apply relevant <u>Task skills</u> . pp.230-1	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Establish and apply <u>Stakeholder engagement strategies</u> . p.232-3	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Effectively manage <u>Stakeholder relationships</u> . p.235	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Complete an <u>Implementation TEMP-O</u> . p.237	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Complete a <u>PODR Project Planner - Implementation</u> . pp.238-241	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Submit PODR planner to teacher for final approval and sign-off.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Create and apply the <u>Project Event Timeline</u> . p.242	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Create and apply a <u>Project Event diagram</u> . p.243	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Undertake and apply a <u>Project Event safety plan</u> . p.245	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Create and apply <u>Project Event toolkits</u> . pp.246	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Apply <u>Project Activity/Event Timeline Planner</u> if needed. p.248	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Apply <u>Daily Timesheet - Task Planners</u> if needed. p.249	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Establish and apply <u>Contingency Plans</u> and back-ups. pp.250-1	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Organise the resources required for implementation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Apply effective time management skills in implementation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Manage safety and risks in implementation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Manage financial risk and responsibilities in implementation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Ensure ethical standards and behaviours in implementation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Appropriately document evidence for implementation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Communicate an effective response to a community issue.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Implement a project outcome activity or event.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Apply communication, critical thinking, problem-solving, planning, decision-making and metacognitive skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

PREVIEW DRAFT SAMPLE

9.09 Assessment Task: AOS2

Stage 4: Reviewing the Extended Community Project				
 Discuss the plan for implementation with teacher.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Develop (and implement) back-up plans (if needed).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Develop criteria to evaluate successful application of:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Communication skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Planning (& organising) and decision-making skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Critical thinking, problem-solving and metacognitive skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Applied use of materials, equipment and technology.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Develop criteria to evaluate successful achievement of:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- The objectives for the Community Project outcome.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Recommendations to deal with the area of concern.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Organising of resources for the project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Time management skills for the project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Managing safety and risks for the project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Managing financial risks and responsibility for the project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Meeting ethical standards and behaviours for the project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Documenting of evidence for the project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Develop criteria to evaluate personal achievement of:				
- Teamwork and group success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- My personal success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information:

Signed: _____

Date: _____

Community Project - Planning Skills Record 9.10

Name(s):	Key dates:	PDS Extended Community Project - Implementation	
Project activity/event outcome:			
Tools, techniques & skills of:	Applied demonstration for planning & organising	Applied demonstration for doing	Applied demonstration for reviewing
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?			

PREVIEW DRAFT SAMPLE

9.11 Project Elements and Considerations

People skills

As you know, planning, organising and now implementing a successful **Extended Community Project** is driven by developing and applying a suite of **intrapersonal** and **interpersonal skills**.

Linking these skills-sets together is well-developed **social awareness** and effective **communication**. Four key elements can be grouped under:

1. **Emotional intelligence**
2. **Interpersonal skills**
3. **Leadership**
4. **Team collaboration.**

So now it's time for you to clearly identify just how you will best apply these skill-sets for the implementation of your community project. And do we even need to remind you that many of these are interrelated and will cross over one another.

It all starts with effective social awareness and communication.



Image: Sakura28 depositphotos.com



Doing Your Project - Key Elements

1. Emotional intelligence

- ☺ Communication
- ☺ Social awareness
- ☺ Active listening
- ☺ Empathy
- ☺ Understanding your strengths and weaknesses
- ☺ Understanding the strengths and weaknesses of others
- ☺ 'Reading' behaviours and intentions
- ☺ Building resilience

2. Interpersonal skills

- ☺ Verbal communication
- ☺ Non-verbal communication
- ☺ Social awareness
- ☺ Active listening
- ☺ Collaboration and consultation
- ☺ Negotiation
- ☺ Conflict resolution
- ☺ Decision-making
- ☺ Listening to and understanding others' perspectives

3. Leadership

- ☺ Communication
- ☺ Social awareness
- ☺ Taking responsibility
- ☺ Showing initiative
- ☺ Building a team
- ☺ Sharing a vision
- ☺ Planning and decision-making
- ☺ Organising resources
- ☺ Delegating roles and responsibilities
- ☺ Encouraging and motivating others

4. Team collaboration

- ☺ Communication
- ☺ Social awareness
- ☺ Consultation
- ☺ Planning and organising
- ☺ Team dynamics
- ☺ Building synergy
- ☺ Taking responsibility
- ☺ Supporting others
- ☺ Negotiation
- ☺ Conflict resolution

Brainstorm key words and terms related to each of these **4 key elements** that are essential for implementing **your community project**.



1. Emotional intelligence

2. Interpersonal skills

3. Leadership

4. Team collaboration

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9.13 Project Elements and Considerations

Project considerations

For your community project, you have a **responsibility** to ensure that you always act **appropriately, safely** and **ethically**; and that you don't put yourself, your teammates or any other person at risk of harm. You have a **duty of care** to **others** and to the **environment**. Four key considerations related to your responsibilities are:

1. **Health and safety**
2. **Wellbeing**
3. **Managing risk**
4. **Ethics**.

Underpinning these key considerations, is again, well-developed **social awareness** and **communication** as part of **effective leadership**.

So now it's time for you to clearly decide how you will ensure that everything you do for the implementation of your community project delivers proactively on these considerations. Again, many of these are interrelated and will cross over one another. So the more of these you address **holistically**, then the better.



Doing Your Project: Key Considerations

Health and safety

- ☺ Communication and social awareness
- ☺ Ensuring the physical and mental safety of you and your team
- ☺ Protecting the safety of direct customers/clients
- ☺ Protecting the safety of others
- ☺ First-aid and incident management
- ☺ Risk management and hazard control
- ☺ Training and skills development
- ☺ Monitoring actions for safety processes
- ☺ Reporting and review

Wellbeing

- ☺ Communication and social awareness
- ☺ Managing health and safety
- ☺ Giving back to the community
- ☺ Helping the wellbeing of others
- ☺ Aligning the goals of you and your team
- ☺ Motivating others with a shared vision
- ☺ Recognising and celebrating achievement
- ☺ Managing work/life balance
- ☺ Protecting the environment

Managing risk

- ☺ Communication and social awareness
- ☺ Dealing with physical safety hazards
- ☺ Dealing with mental safety hazards
- ☺ Asking for help and advice
- ☺ Maintaining emotional wellbeing
- ☺ Managing financial risk
- ☺ Managing reputation risk
- ☺ Working sustainably and protecting the environment
- ☺ Getting relevant permissions
- ☺ Analysing information sources

Ethics

- ☺ Communication and social awareness
- ☺ Accepting responsibility for actions and outcomes
- ☺ Maintaining privacy and confidentiality
- ☺ Treating people respectfully
- ☺ Getting permissions to feature other people
- ☺ Avoiding plagiarism and managing copyright issues
- ☺ Getting permissions to use others' intellectual property

Essential project considerations 9C

Brainstorm key words and terms related to each of these **4 key considerations** that are essential for implementing **your community project**.



1. Health and safety

2. Wellbeing

3. Managing risk

4. Ethics

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Potential Task Skills

allocate tasks	hire rooms and facilities	prepare visual aids	make & record presentations
organise team members	organise music	confirm attendance	introduce guests
organise team members	write a speech/presentation	make posters	contact people
prepare written information	develop marketing materials	complete and lodge forms	make announcements
organise travel times	resolve conflict	develop web materials	troubleshoot technical issues
negotiate permissions	organise guest speakers	organise guest speakers	return equipment
plan timelines	monitor safety	wrap up people	clean-up location
organise transportation	use multimedia	hire equipment	prepare food and refreshments
organise resources	hire equipment	confirm appointments	assess and manage risks
communicate responsibilities	organise team members	organise rosters	plan and lead meetings
make appointments	estimate quantities	print handouts	apply ethical guidelines
plan budgets	write a speech/presentation	operate ICT equipment	complete evaluations

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9.17 Task Skills

Stakeholder engagement

Whether you are working in a commercial enterprise, a not-for-profit social enterprise, a government agency, or even just as a volunteer in the community, it is important to always understand the **purpose** of what you are doing. You will be working towards achieving the **goals** and **objectives** related to producing **goods**, or providing **services**, for varied **stakeholders** such as customers, clients, members, supporters, students, patrons, residents, patients and other types of stakeholder groups. So your purpose is driven by **positive, proactive** and timely **stakeholder engagement**.

When implementing your **Extended Community Project**, you just need to ask yourself, “Why am I doing what I’m doing?” Well, the answer is always, “Well it’s for them!”



Doing Your Project: Stakeholder Engagement

Stakeholder engagement

1. What are our objectives?
 - ⇒ What are the intended outcomes?
 - ⇒ What might be some unintended outcomes?
2. Who are our customers/clients/audience/communities?
 - ⇒ What are their needs?
 - ⇒ What are we doing/supplying?
 - ⇒ How are we meeting their needs?
3. Who are our partners?
 - ⇒ How are they helping us?
 - ⇒ How are we helping them?
 - ⇒ What reporting and information we need to provide to them?
4. Who are our supporters?
 - ⇒ How are they supporting us?
 - ⇒ How are we supporting them?
 - ⇒ What reporting and information do we need to provide to them?
5. Who else might our actions impact?
 - ⇒ How might we impact others?
 - ⇒ How might they impact on us?
 - ⇒ How might we have a digital impact?
 - ⇒ What environmental impacts might result from our actions?
6. Who are our supervisors?
 - ⇒ What roles do they play?
 - ⇒ What are our responsibilities to them?
 - ⇒ What reporting and information do we need to provide to them?
 - ⇒ To whom and how, are we communicating our processes and outcomes?
7. Who are we communicating with?
 - ⇒ Who are we communicating with face-to-face?
 - ⇒ Who are we communicating with via phone, email, SMS and other ‘professional’ methods?
 - ⇒ Who are we communicating with via online content and social media?
 - ⇒ Who are we communicating with via the creation of information, training, presentations, and other content?
 - ⇒ How are we meeting their needs?
8. What are our responsibilities to the environment?
9. What are our responsibilities to our communities?
10. What are our responsibilities to our school?
11. What are our responsibilities to each other?

9E Stakeholder engagement



Brainstorm key words and terms about actions that will ensure positive and professional **stakeholder engagement** for implementing **your community project**.

How will we engage with stakeholders such as...

1. Our objectives re: people

2. Our customers/clients/audience/
communities?

3. Our partners?

4. Our supporters

5. Other?

6. Our supervisors?

7. To whom, and how, we are
communicating

8. The/our environment?

9. Our communities?

10. Our school?

11. Each other?

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9.19 Task Skills

Managing stakeholder relationships

As you have been working through this section on implementing your **Extended Community Project**, all of the advice for successful 'doing' has been in relation to concepts and areas of knowledge that you are already of, and have been developing and applying throughout your entire Vocational Major program.

It is now that we need to introduce the importance of **managing stakeholder relationships**. When you are **working** in industry, taking **action** in the **community**, or participating in any other **activity**, the key to successful **behaviours** and **outcomes** is the ability to effectively manage relationships with both external and internal stakeholders.

And this also applies to your community project. In essence, what you are doing - to one extent or another - is all about successfully dealing with and/or providing for other **stakeholders**.

So as a class, discuss these top 10 tips for managing stakeholder relationships, and start to analyse how each might apply to your own community projects.



Image: rbhavana
depositphotos.com



10 tips to help manage stakeholder relationships

1. Identify and prioritise

Identify all stakeholders who might be affected by, or can affect, your actions. Prioritise them based on their importance and potential impact on your project.

2. Understand needs and expectations

Take time to understand each stakeholder's needs, expectations, concerns, and goals. Apply active listening.

3. Open communication

Maintain ongoing communication with key stakeholders by informing them about your goals, plans, progress, challenges and achievements.

4. Two-way engagement

Create a two-way communication process where stakeholders can provide feedback, ask questions, advise and assist in decision-making.

5. Build trust

Consistently deliver on promised actions, demonstrate ethical behaviour, and show genuine concern for stakeholders' interests.

6. Resolve conflict

Conflict and disagreement are inevitable, so develop an effective conflict resolution process to deal with issues and concerns in a fair and timely manner.

7. Align objectives

Whenever possible, align your goals and objectives with the goals and expectations of your stakeholders to create a shared purpose.

8. Monitor and review

Regularly assess the effectiveness of your actions, and seek and act on feedback.

9. Adapt to change

Be flexible and adaptable to deal with changing goals, needs and circumstances as part of planning for contingencies.

10. Be ethical

Demonstrate strong ethical standards in all interactions with stakeholders, including respecting their rights, confidentiality and privacy.

Managing stakeholder relationships 9F

List the **10 tips** for **managing stakeholder relationships**. Develop **behaviours** and **actions** that you would need to **apply** to your **own community project**.



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Applied: Your teacher will introduce you to a **conflict resolution process** that you can investigate and apply to potential issues when doing your community project.

9.21 Doing the Extended Community Project

9G Putting it all together



Use this visual planner to outline what you are required **to do** to **implement** your **Extended Community Project**.

Extended Community Project, What's the doings?, p.218

Project Elements and Considerations
Essential project elements, p.226

Project Elements and Considerations
Essential project considerations, p.228

Task Skills: Task Skills,
p.230

Task Skills: Stakeholder
engagement, p.232

Task Skills: Managing stake-
holder relationships, p.234

Implementation TEMP-O, p.237

POI: Project Planner - Implementation,
pp.238-241

Project Event
Timeline, pp.242-3

Project Event
Diagram, p.244

Project Event
Safety Audit, p.245

Project Event To-
Do Lists, pp.246-7

Project Event Planner, pp.248-9

Time Management Planners, pp.250-1

Contingency Plan, pp.253-6

Doing the Extended Community Project 9.22

Implementation TEMP-O 9H

Now that you are at the implementation stage, use this TEMP-O task organiser to **identify** the **specific** tasks, equipment, materials and roles of team members needed to **do** your **Extended Community Project**. Your teacher will check this.



1. 'Doing' Tasks
(What, when & how?)

2. Equipment for 'Doing'
(What, when & \$?)

3. Materials for 'Doing'
(What, when & \$?)

4. What people will 'Do'
(Who is responsible, who supports, who checks?)

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9.23 PODR Project Planner - Implementation

PODR Project Planner: Implementation of the Community Project



Use this planning and goal-setting pro-forma to guide the implementation phase of your community project. Enlarge it. Present to your teacher for checking and discussion.

Name(s): _____ Date: _____

Community Project: _____

i. Planning the 'doing' stage (For your implementation of the Extended Community Project.)

Write a one sentence description of the implementation of project.

List 3 key goals/objectives associated with the implementation of the project.

--	--	--

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

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ii. Organising the 'doing' stage
(For the implementation of the Extended Community Project.)



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

Which external stakeholders and partners might be involved in implementation?

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

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

List potential safety hazards, legal requirements and permissions.

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9.25 PODR Project Planner - Implementation



iii. Doing the 'implementation' stage (For your specific community project activity, outcome or event.)

What is the timeline for implementing the specific project activity, outcome or event?

What supervision is needed when implementing the project activity, outcome or event?

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

What?

Who? & When?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

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iv. Reviewing the 'implementation' stage
(For the implementation of your specific project activity, outcome or event.)



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

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

What back-up plans for implementation are in place?

How will risks be managed on an ongoing basis? Who has responsibility for this?

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Feedback on PODR Project Planner - Implementation
Before you implement your project's activity, event or other outcome, you need to present this planner to your teacher for feedback and possible changes.



9.27 Project Event Timeline

9I Project Event timeline

Now it is time to work on the implementing/doing stage of your project outcome. Your previous planning and organising will have helped prepare you to deliver an activity, outcome or event for your project.

This might be a seminar, a community day, a cultural celebration, a fundraising drive, a sports, arts, health or recreation activity, or some other community project approved by your teacher.

However, some of you might be doing activities for your Extended Community Project on an ongoing basis, rather than just as a single outcome. If so, you will still need to complete these planners at the beginning of the implementation stage. Then as you get more familiar with your ongoing work roles and responsibilities, you can update with any information as you progress through your project.

Here are some key steps for this 'doing' stage that apply to your Extended Community Project. Your teacher will guide you as to which ones you need to do. To make the implementation easier, we will simply refer to this as an 'event'.

- Plan and draw a **Project Event Timeline** (p.244).
- Develop a visual mind-map, or **Project Event diagram** (p.244). Include key roles, work stations, equipment location, safety issues and other information.
- Complete a **Project Event safety audit** (p.245) and have this checked.
- Create and use **Project Event tasks** (p.246-7) on paper or e-devices.
- Develop a **Project Event Planner** (p.248-9) that lists all the tasks, the times and the people involved in preparing, in doing and in cleaning-up (or de-installing) the project's event.

Brainstorm all the time, scheduling and rostering requirements associated with doing the specific 'Project Event'. When finished arrange these on the Project timeline.

Project Event Timeline

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9.29 Project Event Layout & Safety

9J Project Event diagram



Develop a visual mind-map, or **Project Event diagram**. Include key roles, work stations, equipment location, safety issues and other information.

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Project Event safety audit 9K



You will have responsibility for ensuring that you do your Project’s activity, outcome or event safely. Your **safety responsibilities** naturally include you and your teammates, as well as customers and clients and any other stakeholders that might be affected by what you do for your **Project’s activity, outcome or event**.

1. Complete this audit in each of the 4 safety categories. Identify who has responsibility and who acts as a back-up.
2. Submit to your teacher for feedback. Make any necessary changes.

1. Equipment, technology and materials safety.

Teacher feedback:

2. Training and skills-development that is needed prior to ‘doing’.

Teacher feedback:

3. Activity/Event Monitoring

Teacher feedback:

4. Emergency Management

Teacher feedback:

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9.31 Project Event To-Do Lists

9L Project Event to-do lists

When it comes to the **doing** part of your **Extended Community Project**, there will be lots of **smaller tasks** that need to be done by you and/or each team member, depending on the specific activity, event or outcome you are implementing.

Getting on top of these tasks requires careful organising.

It is good to develop lists that show:

- ✓ tasks that need to be done,
- ✓ clear communication of who is responsible for doing these, and
- ✓ easy identification of when they need to be done.



So you need to develop **checklists** that can be ticked-off as each task is completed.

You might just use simple **Post-it-note** checklists and make sure that each team member completes one for each task they are responsible for.

You could also set **e-reminders** to help you out.

However, a more effective approach is to complete these pre-formatted **to-do lists** that include a bit more detail to help everyone get on top of their task roles and responsibilities.

_____ 's To-do List					_____ 's To-do List				
Task: _____ Date: _____					Task: _____ Date: _____				
Tasks I have to complete	Time	Contact info.	Task no.	Done init.	Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room B	1	MC	e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

Project Event To-Do Lists 9.32

_____ 's To-do List				
Task: _____		Date: _____		
Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

_____ 's To-do List				
Task: _____		Date: _____		
Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

_____ 's To-do List				
Task: _____		Date: _____		
Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

_____ 's To-do List				
Task: _____		Date: _____		
Tasks I have to complete	Time	Contact info.	Task no.	Done init.
e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

PREVIEW DRAFT SAMPLE

9.33 Project Event Planner

9M Project Event Planner

One way to communicate all the individual tasks that need to be done is to create a Project Event Planner. You should organise this into tasks required to **prepare** for the 'event', tasks **during** the 'event' and then tasks to complete **after** the 'event'.



Every team member should have a copy of the **Project Event Planner** so that they know who is doing what, when and where.

Project Event Planner					
Project/(Event): _____					
Task	Time	People	Equipment/materials	Other information	Done?
Divide this planner into 3 sections: 'Preparing for the event', 'During the event' and 'After the event'.					
Preparing for the event e.g. Cut-up onions	30 mins 11-11.30	Vlade	Knife, chopping board, goggles, bowl.	Must do in kitchen Must do in kitchen	VT
During the event e.g. Take customer orders	60 mins 12-1pm	Khristy	Cash tin, \$20 of change.	Must do in kitchen Must do in kitchen	CB
After the event e.g. Clean-up serving area	60 mins 1-2pm	Nancine & Czarleah	Bins, broom, gray cloth, disinfectant, wipes.	Must do in kitchen Must do in kitchen	NR/ CB

PREVIEW SAMPLE

9.35 Time Management Planners

Project Activity/Event Timeline Planner							
List all key dates, tasks, people and other important information. Tick off completed tasks.							
Week	Month/ Dates	Mon	Tue	Wed	Thur	Fri	Sat/Sun
e.g.	Aug 12th-18th	<u>Aug 12/ 12.30</u> Group planning meeting in library.		<u>Aug 14/ 9am</u> Meet Richo to finalise draft PODR.	<u>Aug 15/ 3.30</u> Draft PODR due to Mr McSmitt. (set reminder)		
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREVIEW DRAFT SAMPLE

9.37 Contingency Plan

Back-up plans

Have you ever heard the saying, “The best-laid plans of mice and men often go awry”? Well what this means is that you can do all the **careful planning** and **organising** in the world, but sometimes things can and do go **wrong**.

Some of those things will be mainly **within** your **locus of control** such as meeting deadlines, having all inputs and equipment ready to go for an activity or event - and one of the most common issues for presentations - getting the ICT devices to ‘talk’ to each other. In these cases, a good technique to anticipate what might go awry is to apply the **What/How problem-solving process** to unpack, and plan for, potential problems.

Other events might be mainly **outside** your **locus of control**, such as an external partner cancelling, team members falling ill, and that notorious plan spoiler, bad weather! Again you could apply the What/How problem-solving process to help anticipate and plan back-up actions to help deal with these; and a proactive round of **drilling-down** could also assist.

So you, and your team, need to develop back-ups as part of a **contingency plan**.

Contingency planning

Step 1 is to **anticipate** all the potential problems and give them a rating using ‘**unlikely**’, ‘**possible**’ and ‘**probable**’. And these ratings might **change** as you get closer to staging an event or activity. If you think back to ‘**team roles**’, this is where the role of the **critic** can be really useful.

For example, you initially first rate the weather as a potential problem for an outdoor event, as ‘possible’. As you get closer and see the weather is just this might change to ‘probable’ or to ‘unlikely’. And in the ‘probable’ case you will need to be ready to implement your back-up plans - just in case! And the critic might have already said, ‘what if it rains’? So as a back-up, you’ve scoped out a temporary marquee that you can hire for the day.

Step 2 is to have **back-ups** in place, just in case. One good technique in team situations is to **allocate** two team members to each area of responsibility. So if something happens to one of those workers, the other can continue the job.

Another technique is to appoint a **team organiser** or **event wrangler** - someone who is a good **communicator** with everyone involved, good at seeing the little **details** and ticking-off **lists**, and good at **checking** on deadlines and **reporting** back to others.

And step 3 is to develop your **contingency plan**, with **roles**, **responsibilities**, **times** and other contingency **information** laid out clearly, for everyone to see. Sometimes you can plan this on a whiteboard, like a roster grid. Then when finished take a photo and make sure everyone has this; and knows what they have to do, and when, if required to swing into action.

And of course, if you are flying solo in your project, then it’s all down to you. But that doesn’t mean that you can’t get **advice**, and **support**.

“Suze is the wrangler, and we all have each others’ backs in teams of 2.”



Image: ridofranz/depositphotos.com

Project contingency plan 9N

Now is the time to develop **your contingency plan**. But of course, this will need some further tweaking as you get closer to implementing your project.



Use these **8 categories** to **guide** you, but you might need some other focus categories depending on your **project's activity** and **event**.

1. People (Internal)			
Potential problem	Likelihood	Back-up action	Who/when?

2. People (External)			
Potential problem	Likelihood	Back-up action	Who/when?

PREVIEW DRAFT SAMPLE

9.39 Contingency Plan

3. Processes			
Potential problem	Likelihood	Back-up action	Who/when?

4. Inputs and Materials			
Potential problem	Likelihood	Back-up action	Who/when?

5. Equipment and Technologies			
Potential problem	Likelihood	Back-up action	Who/when?

PREVIEW DRAFT SAMPLE

6. Safety, incidents and emergencies			
Potential problem	Likelihood	Back-up action	Who/when?

7. Financial			
Potential problem	Likelihood	Back-up action	Who/when?

8. Other			
Potential problem	Likelihood	Back-up action	Who/when?

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9.41 Community Project - Contingency Skills Record

Name(s):		Key dates:	
Project activity/event outcome:		PDS Extended Community Project - Contingency	
Tools, techniques & skills of:	Applied demonstration of potential problems	Applied demonstration for planning back-ups	Applied demonstration when doing back-ups
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?		

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Evaluating Your Project

10

10.01 Project Evaluation & Presentation.. 258	10.17 Evaluation: General Competencies .274
10.05 Assessment Task 4a 262	10.18 Evaluation: Specific Competencies .275
10.06 Project Process Evaluation..... 263	10.19 Assessment Task 5 276
10.11 Assessment Task 4b 268	10.21 Project Presentation Evaluation 278
10.12 Project Outcome Evaluation 269	

Activities 10: Evaluating Your Project		p.	Due date	Done	Comment
10A	Evaluating your project - Process	259	<input type="checkbox"/>	<input type="checkbox"/>	
10B	Evaluating your project - Outcomes	260	<input type="checkbox"/>	<input type="checkbox"/>	
10C	Presenting to an audience	261	<input type="checkbox"/>	<input type="checkbox"/>	
AT4a	Evaluating the Project Process	262-267	<input type="checkbox"/>	<input type="checkbox"/>	
10.06-10.09	Project Process Evaluation	263-266	<input type="checkbox"/>	<input type="checkbox"/>	
10.10	Project Process Evaluation - Skills	267	<input type="checkbox"/>	<input type="checkbox"/>	
AT4b	Evaluating the Project Outcome	268-270	<input type="checkbox"/>	<input type="checkbox"/>	
10.12-10.13	Project Outcome Evaluation	269-270	<input type="checkbox"/>	<input type="checkbox"/>	
10.14	Project Outcome Evaluation - Skills	271	<input type="checkbox"/>	<input type="checkbox"/>	
10.15-10.16	Project Performance Evaluation	272-273	<input type="checkbox"/>	<input type="checkbox"/>	
10.17	Evaluation: General Competencies	274	<input type="checkbox"/>	<input type="checkbox"/>	
10.18	Evaluation: Specific Competencies	275	<input type="checkbox"/>	<input type="checkbox"/>	
AT5	Project Presentation	276-278	<input type="checkbox"/>	<input type="checkbox"/>	
10.21	Project Presentation Evaluation - Skills	278	<input type="checkbox"/>	<input type="checkbox"/>	
R10	Unit Review and Reflection	279	<input type="checkbox"/>	<input type="checkbox"/>	

PREVIEW DRAFT SAMPLE

Comments:

10.01 Project Evaluation and Presentation

AOS3: Evaluating a community project

In life we need to self-reflect on our actions in all of our personal, social, community and work-related activities. Honest **self-reflection** is how we grow and **mature** as a person and also how we become more **employable**.

We all need to identify what **we did well** and consolidate on those behaviours as part of a **transferable skills-set** for future activities.

We also need to reflect on tasks that we completed, but at which we really could do with **further improvement** by skills-development, training and more experience.

And naturally we need to identify those tasks that we **didn't do so well** at, or **avoided**, or left to others to do. We need to take steps to both **broaden** and deepen our **skills-sets** in these areas.

This is vitally important because to succeed in life we must by manage all of the **responsibilities** that come from being an adult. Doing so requires ongoing **problem-solving, critical thinking** and accepting **responsibility** for self-management.

This also extends to the **workplace** where you are expected to grow, learn and build skills and expertise through **lifelong learning**. At work people are relying on you. As you gain experience you will be expected to learn how to do the more difficult, or higher-level tasks, expected of a responsible and **adaptable** worker.

Self-review: Extended Community Project

Processes of **feedback, review** and **self-assessment** are all important ways to identify your strengths and weaknesses. Self-review enables you to develop an **action plan** to guide **further improvement**.

Honestly assessing the successes and challenges associated with your Extended Community Project can enable you to identify **transferable skills** you developed through project participation.

An honest evaluation can also help you to create a **learning improvement strategy** to further develop your transferable skills.

Your teacher will lead you through activities 10A-10C to clarify your requirements to meet Area of Study 3. They will also introduce you to the three assessment tasks:

- ⇒ **AT4a Evaluating the Project Process** (pp.262-7)
- ⇒ **AT4b Evaluating the Project Outcome** (pp.269-274)
- ⇒ **AT5 Project Presentation** (pp.276-8)

As always, they might modify these tasks or vary your assessments; or introduce different assessment tasks that are more reflective of the nature of the Extended Community Project that you undertook.



Image: RawPixel/Depositphotos.com

Project Evaluation and Presentation 10.02

Evaluating your project process (AT4a)

You will start by evaluating how you did at planning, organising, doing and reviewing your **Extended Community Project**. This is an example of applying **metacognitive skills** to assess the performance of you and your team in the **processes** you develop and applied.

We can say this is a bit like unpacking the 'how' of your Extended Community Project.

Let's compare this to baking a cake. Well at this stage you are not focusing on how the cake looked, tasted or appealed to its eaters - that will be in the outcome stage of evaluation. Instead you are evaluating what you did to make the cake such as choosing a recipe, following that recipe, using all your skills and resources and applying all of the other process steps.

Later in this section, you will evaluate your project's outcomes. And perhaps when you do this, you might kick back and have a slice of cake as a bit of a celebratory reward.

As always, when you **evaluate**, you need to establish some **criteria** with which to **judge** the success, or otherwise, of all of the actions you undertook in **planning, organising, doing** and **reviewing** your **Extended Community Project**.

Evaluating your Project - Process 10A

First you will evaluate the **Extended Community Project** in terms of the **processes** you (and your team) used. You need to evaluate your performance in relation to:

- ✓ how well you **planned** the overall community project
- ✓ how well you **organised** the overall community project
- ✓ how well you **did** the overall community project, and even
- ✓ how well you **reviewed** your planning, organising and doing processes you used for your community project (and there's a bit of metacognition right there).

Evaluating the planning process for the Extended Community Project

Evaluating the organising process for the Extended Community Project

Evaluating the doing process for the Extended Community Project

Evaluating the reviewing process for the Extended Community Project


10.03 Project Evaluation and Presentation

Evaluating your project outcome (AT4b)

Your second assessment required for Area of Study 3, is to evaluate the **outcome** of your **Extended Community Project**. If we stick to the cake analogy this might be about how it looks and tastes to you and others. AT4a was about the process, AT4b is about the **results**.

The very core reason for implementing your Extended Community Project was to achieve **goals** and **objectives** that you identified as being important for the community.

You developed your goals and objectives in response to an **area of concern** related to a social, cultural, environmental or economic issue. You then implemented your project to try and address this area of concern. So how did you go?

 For **AT4b**, you will evaluate the extent to which your community project achieved what you hoped it would. To point yourself in the right direction, ask yourself these (as well as more questions).

- ✓ Have you raised awareness?
- ✓ Have you contributed to your community?
- ✓ Have you proactively engaged with community members?
- ✓ Have you made a positive change?
- ✓ Have you helped prevent or reduce negative behaviours and outcomes?
- ✓ Have you helped others learn new ways of thinking or acting?
- ✓ Is your community better off (even just a little bit) by what you did for your Extended Community Project?

10B Evaluating your project - Outcomes

 Clearly identify your key **goals** and **objectives** associated with implementing the **Extended Community Project**. What **questions** (criteria) would you need to ask yourself and others, so as to evaluate **how well you went** at addressing these?

1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	

Project Evaluation and Presentation 10.04

Presenting to an audience (AT5)

Your final assessment required for Area of Study 3 is to make a presentation about your **Extended Community Project** to a relevant audience that:

- communicates your **project's goals** and **objectives**
- describes your **project's planning** and **implementation**
- discusses your **evaluations** of the **project's process achievement**
- discusses your **evaluations** of the **project's outcome achievement**
- includes other information as required, including **audience engagement**.

Your teacher will discuss your requirements with you as a class and then more specifically with teams and/or individuals. And make sure that for your presentation, you apply all those **transferable skills** that you have been developing in Numeracy, in Work Related Skills and especially in **Literacy**.

Presenting to an audience 10C

1. What are your **presentation requirements**?

The presentation about the Extended Community Project involves...

2. What **transferable skills** can I apply to the **presentation** from other **subjects** and **experiences**?

Presentation skills, tools and techniques from Literacy.

Presentation skills, tools and techniques from Numeracy.

Presentation skills, tools and techniques from Work Related Skills.


Presentation skills, tools and techniques from other experiences.

10.05 Assessment Task 4a

AT4a Evaluating the Project Process AOS3: Evaluating a community project

For this assessment task, you are required to undertake a thorough evaluation of the processes used in developing your **Extended Community Project**.

1. You should evaluate the design and implementation (i.e. your planning, organising, doing and reviewing) of your Extended Community Project.
2. You need to assess for both strengths and weaknesses.
3. You need to self-assess, assess your teammates, and seek external assessments.
4. Finally, you will propose how to apply what you have learned from the design and implementation of your Extended Community Project, and transfer this knowledge and these skills to future endeavours in your life.

Name(s):	Key dates:	UNIT 4 AOS3		
Tasks - AT4a: Evaluating the Project Process		Must Do?	Done	Level
Project:				
1. Develop criteria to evaluate <u>planning</u> stage.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use criteria to evaluate the <u>planning</u> of your project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop criteria to evaluate <u>organising</u> stage.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use criteria to evaluate the <u>organising</u> of your project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop criteria to evaluate <u>doing</u> stage.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use criteria to evaluate the <u>doing</u> of your project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop criteria to evaluate <u>reviewing</u> stage.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use criteria to evaluate <u>reviewing</u> of your project.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Summarise the key <u>strengths</u> demonstrated.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarise the key <u>weaknesses</u> demonstrated.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Self-assess your performance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete assessments of teammates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek external evaluations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Propose future transferability of knowledge and skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Evaluate applied use of communication, critical thinking, problem-solving, planning, decision-making and metacognitive skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Prepare and submit my final responses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Present or report to the class (if required).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project Process Evaluation: Planning Stage

Goals and objectives

Did we define clear and achievable goals for the project?

Our plan

Did we create a comprehensive plan outlining tasks, timelines, resources, and responsibilities?

Our stakeholders

Did we identify and engage relevant stakeholders, considering their needs and expectations?

Our risks

Did we anticipate potential challenges and develop contingencies to deal with them?

**DRAFT
PREVIEW SAMPLE**

Our greatest achievement was:

An area for improvement would be:

10.07 Project Process Evaluation

Project Process Evaluation: Organising Stage

Our resources

Did we allocate resources effectively, including time, materials, finances and people?

Our delegation

Did we assign tasks, roles and responsibilities to team members based on their skills and strengths?

Our communication

Did we use open communication channels to ensure everyone was informed and aligned?

Our logistics

Did we handle logistics such as venue bookings, equipment and materials efficiently?

**DRAFT
PREVIEW SAMPLE**

Our greatest achievement was:

An area for improvement would be:

Project Process Evaluation: Doing Stage

Our execution

Did we execute the project outcome or event according to our objectives and plans?

Problem-solving

Did we address unexpected issues and adapt to changes and contingencies in the outcome or event?

Our time management

Did we stay on schedule and meet deadlines to deliver on our roles and responsibilities?

Our quality

Did we maintain high-quality standards in the execution of the outcome or event?

**DRAFT
PREVIEW SAMPLE**

Our greatest achievement was:

An area for improvement would be:

10.09 Project Process Evaluation

Project Process Evaluation: Reviewing Stage

Our review

Did we constantly monitor that all goals and objectives were being met on an ongoing basis?

Our reflection

Did we review our successes and areas for improvement throughout all stages of the project?

Our feedback collection

Did we gather feedback from stakeholders, team members and other participants?

Our feedback use

Did we apply the advice in the feedback to make improvements, adjustments and to deal with contingencies?

**DRAFT
PREVIEW SAMPLE**

Our greatest achievement was:

An area for improvement would be:

Project Process Evaluation 10.10

Name(s):	Key dates:				PDS Extended Community Project - Process	
Project Process						
Tools, techniques & skills of:	Successful use in planning stage	Successful use in organising stage	Successful use in doing stage	Successful use in reviewing stage		
Communication What, how and why?						
Resources we applied.						
Critical-thinking What, how and why?						
Resources we applied.						
Problem-solving What, how and why?						
Resources we applied.						
Decision-making What, how and why?						
Resources we applied.						
Planning What, how and why?						
Resources we applied.						
Metacognitive What, how and why?						
Resources we applied.						


PREVIEW DRAFT SAMPLE

10.11 Assessment Task 4b

AT4b Evaluating the Project Outcome AOS3: Evaluating a community project

For this assessment task, you are required to undertake a thorough evaluation of the **outcome** of your **Extended Community Project**.

1. You should evaluate the extent to which you and your team achieved the goals and objectives associated with your Extended Community Project. You might use or modify the evaluation questions on pp.269-270.
2. You need to assess for both strengths and weaknesses.
3. You need to self-assess, assess your teammates, and seek external assessments.
4. Finally, you will propose how to apply what you have learned from the outcomes of your Extended Community Project, and transfer this knowledge and these skills to future endeavours in your life.

Name(s):	Key dates:	UNIT 4 AOS3		
Tasks - AT4b: Evaluating the Project Outcome		Marks	Date Done	Level
Project:				
1. Evaluate the achievement of your project's outcome	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
a. - Achievement of the project goals and objectives	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. - Stakeholder engagement & relationship management	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. - Use of applied skills	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. - Use of collaborative and team skills	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. - Presentation to an audience	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Summarise the key <u>strengths</u> demonstrated.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Summarise the key <u>weaknesses</u> demonstrated.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Self-assess your performance.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Complete assessments of teammates.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Seek external evaluations.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Propose future transferability of knowledge and skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Evaluate applied use of communication, critical thinking, problem-solving, planning, decision-making and metacognitive skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Prepare and submit my final responses.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

a. Project Goals and Objectives: Evaluation

- i. Summarise the Extended Community Project that you undertook.
- ii. Explain the specific outcome(s) you were aiming to achieve.
- iii. Describe the goals and objectives related to meeting your outcome(s).
- iv. Use 3-5 criteria to evaluate how successfully you and your team performed at meeting the goals and objectives associated with the outcome(s) of your Extended Community Project.
- v. Summarise the effectiveness of you and your team at achieving the goals and objectives of your Extended Community Project.

Ideas and information

b. Stakeholder Engagement and Relationship Management: Evaluation

- i. Describe the external stakeholders that you and your team engaged with for the Extended Community Project.
- ii. Outline the goals and strategies used to engage with and manage relationships with these external stakeholders.
- iii. Use 3-5 criteria to evaluate how successfully you and your team performed at meeting the goals associated with engaging with your external stakeholders.
- iv. Summarise the effectiveness of stakeholder engagement and relationship management for achieving the goals and objectives of your Extended Community Project.

Ideas and information

10.13 Project Outcome Evaluation

c. Applied Skills: Evaluation

Describe the extent to which you and your team effectively applied each of these skills to achieve the outcomes associated with your Extended Community Project.

- | | |
|---|---|
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Decision-making |
| <input type="checkbox"/> Risk management | <input type="checkbox"/> Equipment use |
| <input type="checkbox"/> Contingency planning | <input type="checkbox"/> ICT use |
| <input type="checkbox"/> Critical thinking | <input type="checkbox"/> Metacognitive skills |
| <input type="checkbox"/> Creative thinking | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Problem-solving | <input type="checkbox"/> _____ |

d. Collaborative and Team Skills: Evaluation

- i. Describe how your group negotiated and made decisions to achieve your objectives associated with the project.
- ii. What were your roles as part of this project? Why these?
- iii. Explain how your group used conflict management/resolution skills and strategies associated with this project.
- iv. Evaluate the effectiveness of your group at successfully completing the project.

e. Presentation: Evaluation

- i. Outline the format, media and content of your presentation to an audience.
- ii. Discuss the feedback you (the group) received from the audience (including external stakeholders) in relation to your communication of information.
- iii. Evaluate your own, and your team member's communication, in the presentation.

























Other

Project Outcome Evaluation 10.14

Name(s):		Key dates:	
Project Outcome		PDS Extended Community Project - Outcome	
Tools, techniques & skills of:	Use in meeting goals and objectives	Use in working collaboratively	Use in engaging with stakeholders
Communication What, how and why? Resources we applied.			
Critical-thinking What, how and why? Resources we applied.			
Problem-solving What, how and why? Resources we applied.			
Decision-making What, how and why? Resources we applied.			
Planning What, how and why? Resources we applied.			
Metacognitive What, how and why? Resources we applied.			

PREVIEW DRAFT SAMPLE

10.15 Project Performance Evaluation

Extended Community Project: Outcome goals and objectives	
Name(s):	Date(s):
Personal successes and challenges	
	
	
	
Collaborative successes and challenges	
	
	
	
Communication successes and challenges	
	
	
	
Technology successes and challenges	
	
	
	

PREVIEW DRAFT SAMPLE

Project Performance Evaluation 10.16

Time management successes and challenges



Problem-solving successes and challenges



External stakeholders successes and challenges



Technology successes and challenges



Other successes and challenges



10.17 Evaluation: General Competencies

Extend Community Project - Evaluation: General Competencies

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

Student: _____

Project: _____

Student's role(s): _____

Evaluated by: _____ Position: _____

Performance at:	Excellent	Very Good	Good	Basic	Not shown
☺ Communicating effectively.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Being adaptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Managing time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Managing and leading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Planning and organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Being self-aware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Working collaboratively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Working safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Applying metacognitive skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly describe up to 3 of the student's most successful contributions/areas of involvement.

1. _____

2. _____

3. _____

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

1. _____

2. _____

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

Signed: _____ Date _____

Evaluation: Specific Competencies 10.18

Extend Community Project - Evaluation: Specific Competencies

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

Student: _____

Project: _____

Student's role(s): _____

Evaluated by: _____ Position: _____

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

e.g. Ethically used social media groups to raise awareness of community campaign.

PREVIEW DRAFT SAMPLE

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

1. _____

2. _____

3. _____

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

Signed: _____ Date: _____

10.19 Assessment Task 5

AT5 Project Presentation AOS3: Evaluating a community project



For this assessment task, you are required to prepare and deliver a presentation to an audience to communicate the development, implementation and evaluation of your **Extended Community Project**.

Your teacher will discuss the **requirements, logistics** and other essential **elements** that you will be required to fulfil for your presentation.

Note these below. (You've got lots of applied Literacy skills to transfer!)

Presentation requirements

PREVIEW DRAFT SAMPLE

And for one last time in your Vocational Major program, you can use the **PODR Planning Process** to plan, organise, do and review your presentation.

Presentation: Planning

Presentation: Organising

Presentation: Doing

Presentation: Reviewing

Assessment Task 5 10.20

Name(s):	Key dates:	UNIT 4 AOS3		
Tasks - AT5: Project Presentation	Must Do?	Due Date	Done	Level
Project:				
1. Negotiate format, deadlines and other task information. Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Identify goals and objectives for the presentation. Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Complete and edit to get your information together for the presentation. Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Determine roles and responsibilities for the presentation. Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Develop appropriate techniques and media to communicate information orally. Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6. Develop appropriate techniques and media to communicate information visually. Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
7. Develop appropriate techniques to communicate multimedia information. Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
8. Develop appropriate techniques and media to communicate other information. Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
9. Prepare the presentation, give a timed practise-run, and refine presentation. Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
10. Develop and apply criteria to elicit and use feedback about the Extended Community Project. Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Other? Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Engage with the audience in the presentation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Evaluate applied use of communication, critical thinking, problem-solving, planning, decision-making and metacognitive skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present to the audience.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

PREVIEW DRAFT SAMPLE

10.21 Project Presentation Evaluation

Name(s):		Key dates:			PDS Extended Community Project - Presentation
Project Presentation					
Tools, techniques & skills of:	Applied use for planning	Applied use for delivering	Applied use for engaging audience	Applied use for reviewing	
Communication What, how and why?					
	Resources we applied.				
Critical-thinking What, how and why?					
	Resources we applied.				
Problem-solving What, how and why?					
	Resources we applied.				
Decision-making What, how and why?					
	Resources we applied.				
Planning What, how and why?					
	Resources we applied.				
Metacognitive What, how and why?					
	Resources we applied.				

PREVIEW DRAFT SAMPLE

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 not shown	1 low	2 reasonable	3 good	4 very good	5 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: _____