

PERSONAL DEVELOPMENT

VPC 3&4

Unit 3

1. Team Work - Collaboration	1
2. Team Work - Communication	25
3. Team Work - Negotiation	51
4. Leadership	77
5. Leadership Styles	101
6. Motivation and Planning	125

Module 1 -
Collaborate
and negotiate

Module 2 -
Motivate
and lead

Unit 4

7. Community Project	157
8. Community Stakeholders	181
9. Community Project Plan	201
10. Community Project Management	217
11. Project Implementation	247

Module 1 -
Community awareness
and project

Module 2 -
Community
participation

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

Copyright notice/License information:

- ⇒ All material in this printed workbook may only be reproduced by the school or institution named on each page in accordance with its purchase of a master license.
- ⇒ All use of material must include the copyright and license notices at the bottom of each page. You are not permitted to electronically re-engineer or extract material from a page. Please see the Read Me First file for full licensing information in relation to a master license.
- ⇒ Unauthorised copying and reproduction of this material constitutes a breach of the Copyright Act.
- ⇒ For best results the material has been formatted to be reproduced from the master file.

VCE: VM Units 1&2: From 2023

- ⇒ Literacy VM 1&2: Coursebook & Applied Vocational Booklet
- ⇒ Numeracy VM 1&2: Coursebook & Skills Development Portfolio
- ⇒ Personal Development VM 1&2: Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VM 1&2: Coursebook & Applied Vocational Booklet

VPC Units 1&2: From 2023

- ⇒ Literacy VPC 1&2 : Coursebook & Applied Vocational Booklet
- ⇒ Numeracy VPC 1&2: Coursebook & Skills Development Portfolio
- ⇒ Personal Development VPC 1&2: Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VPC 1&2: Coursebook & Applied Vocational Booklet

www.deliverededucation.com.au

VCE: VM Units 3&4: From 2024

- ⇒ Literacy VM 3&4: Coursebook & Applied Vocational Booklet
- ⇒ Numeracy VM 3&4: Coursebook & Skills Development Portfolio
- ⇒ Personal Development VM 3&4: Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VM 3&4: Coursebook & Applied Vocational Booklet

VPC Units 3&4: From 2024

- ⇒ Literacy VPC 3&4: Coursebook & Applied Vocational Booklet
- ⇒ Numeracy VPC 3&4: Coursebook & Skills Development Portfolio
- ⇒ Personal Development 3&4: Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VPC 3&4: Coursebook & Applied Vocational Booklet

michael@deliverededucation.com.au

Copyright © 2024 Michael Carolan Developed and written by Michael Carolan Cover by Michael Carolan
First published January 2024 by DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia.
Contact: www.deliverededucation.com.au michael@deliverededucation.com.au (03) 9939 1229
Carolan, Michael

Personal Development: VPC 3&4 (ISBN 978-1-923117-01-3 for printed coursebook)

Images: © 2024 Depositphotos.com, © 2024 Thinkstock, © 2024 Photos.com (where noted within text); others: © 2024 Jupiterimages Corporation; and Copyright DELIVER Educational Consulting and its licensors.

This book is copyright and may only be copied in accordance with the Copyright Act. For information contact the Copyright Agency Limited. Students may copy pages from their own workbooks for their own educational purposes.

Advice to Students

Welcome to your final year of studies of **Personal Development Skills** as part of your **Vocational Certificate**.

Throughout the year you will investigate and demonstrate a range of personal development skills that will help you build applied skills in **working** effectively **with others**, demonstrating **leadership**, understanding **motivation** and **planning**, and then organising and **implementing a teams-based Community Project**.

You will also naturally apply your developing **Literacy, Numeracy** and **Work Related** skill-sets in self and teams-based development situations, and when undertaking community participation activities and projects.

In **Unit 3** you will complete **two modules. 1: Collaborate and negotiate. 2: Motivate and lead**. This coursebook has three sections for each module. The first two each have a graduated assessment task. The final section has an overall module assessment task.

In **Unit 4** you will also complete **two modules. 1: Community awareness and project. 2: Community participation**.

This coursebook has three sections for module 1. The first two sections each have a graduated assessment task building towards your Community Project. Section 9 has a module assessment task where you will work collaboratively to create a detailed plan for your Community Project.

Module 2 has two sections. Section 10 focuses on effective community project management and concludes with a module assessment based on managing project resources. Section 11 has the overall module assessment task whereby you will connect with and participate in the community by implementing and reviewing a collaborative Community Project.

Your school might also expect you to undertake volunteer and community placements related to your future career pathway, or VET certificate. This is an ideal way to develop your employability skills, gain experience and build a deeper applied understanding of the world of work.

Use this coursebook by completing the tasks in the spaces and pages provided. You will also need to 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 Skills **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 Two.....	24
AT2 Recognise, Reflect and Respect.....	48-50
AT3 Team Personal Development in Action.....	68-71
AT4 Leadership Skills and Traits.....	100
AT5 Leadership Approaches and Styles in Action.....	124
AT6a Leadership Portfolio	132-3
AT6b Personal Development Project - Pre-Plan.....	152-5

Unit 4

AT1 Community Project - Focus Area.....	180
AT2 Community Project - Members/Groups.....	200
AT3 Planning the Community Project	214-5
AT4 Community Project - Resource Management	246
AT5 Community Project.....	272-4

VCE: Vocational Major

	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
*Note: 3&4 due Nov & Dec '23				
*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

VM 3&4 coursebook masters available now	VM 3&4 printed coursebooks available mid-late Nov
---	---

Vocational Pathways Certificate

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

VPC 3&4 Interim masters
 U3 Available now, U4 Jan '24
 U3 Available Jan 24, U4 Feb
 U3 Available now, U4 Jan '24
 U3 Available now, 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

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

VCE: Industry and Enterprise

New editions were released in 2022

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

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

Order Details

Name:	
Position:	
e-mail:	
School:	
Address:	
State:	Postcode:
Order No:	ABN:
email for invoice (if different):	

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

Community Project

7

7.01 Unit 4: Module 1 - Introduction..	158	7.15 Community Awareness	172
7.03 Community Project.....	160	7.17 Community Project - PODR.....	174
7.05 Communities	162	7.21 Community Project - Focus	178
7.11 Community Action	168	7.23 Graduated Assessment.....	180

Activities 7: Community Project		p.	Due date	Done	Comment
7-9	U4: Module 1 - Requirements	160	<input type="checkbox"/>	<input type="checkbox"/>	
7A	Community Project - Brief	161	<input type="checkbox"/>	<input type="checkbox"/>	
7B	Communities	163	<input type="checkbox"/>	<input type="checkbox"/>	
7C	Community bonds	165	<input type="checkbox"/>	<input type="checkbox"/>	
7D	Community vocations	167	<input type="checkbox"/>	<input type="checkbox"/>	
7E	Community action	168	<input type="checkbox"/>	<input type="checkbox"/>	
7F	Taking action	171	<input type="checkbox"/>	<input type="checkbox"/>	
7G	Community Awareness Campaign	173	<input type="checkbox"/>	<input type="checkbox"/>	
7H	PODR in the past	175	<input type="checkbox"/>	<input type="checkbox"/>	
7I	Community Project: PODR Tasks	177	<input type="checkbox"/>	<input type="checkbox"/>	
7J	Community Project - Mix & match	179	<input type="checkbox"/>	<input type="checkbox"/>	
AT1	Community Project - Focus Area	180	<input type="checkbox"/>	<input type="checkbox"/>	

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Comments:

7.01 Unit 4: Module 1 - Introduction

Module 1 - Community awareness and project

In this first module for Unit 4, you will start to plan and organise your **Community Project** or Community **Awareness Campaign**. We will refer to either of these generally as your **Community Project**, except where you have specific requirements for a Community Awareness Campaign.

Module 1 is covered through three sections: **S7: Community Project**, **S8: Community Stakeholders** and **S9: Community Project Plan**. Sections 7&8, as development sections each conclude with a graduated assessment task.

AT1 will see you unpack, investigate and establish a **focus area/topic** for your Community Project.

In **AT2** you will investigate the importance of **community stakeholders** and negotiate with your team members, your teacher and community members or groups, to develop a community collaboration and partnership proposal for your Community Project.

The module assessment task at the end of Section 9 (**AT3**) requires you to work as a collaborative team to create your **detailed plan** for your Community Project or Community Awareness Campaign.

You should also complete relevant applied activities on an ongoing basis in your Applied Vocational Booklet to see how personal and present skills can be transferable to work-related situations.

M1: Community awareness and project				Community Project			
Community Project				160			
Community Project		Project - Brief					
Communities				162			
Community	Types	Bonds	Community members & groups				
Community Action				168			
Actions		Outcomes		Involvement			
Community Awareness				172			
Campaign		Goals					
Community Project - PODR				174			
Process	Goal-setting	PODR	PODR tasks				
Community Project - Focus				178			
Focus		Method		Outcome			
AT1: Community Project - Focus Area (p.180)							

M1: Community awareness and project		8: Community Stakeholders	
		Community Stakeholders	182
Stakeholders	Pressure/lobby groups	Welfare/charitable	Not-for-profit
		Government Stakeholders	188
Departments & agencies	Roles	Broader government actions	
		Community Issues	192
Issues	Analysing	Researching	
		Community Partnerships	196
Developing community partnerships		Potential partners	
AT2: Community Project - Community Members and Groups (p.200)			

M1: Community awareness and project		9: Community Project Plan	
		Community Project	202
Project brief	Project community awareness	ODR - Brainstorm	
		Community Project Overview	206
		Group Project Plan	208
		Awareness Campaign Plan	212
AT3: Community Project Plan (p.214)			

U4: Module 1 - Requirements 7-9

Your teacher will discuss the key requirements for successfully completing **Module 1: Community awareness and project** with your class. List these below.



7: Community Project	8: Community Stakeholders	9: Community Project Plan

7.03 Community Project

Community Project

For Personal Development Skills Unit 4, you are required to plan, organise, implement and evaluate a **collaborative** Community Project by applying:

- ⇒ **teamwork** and collaborative skills and strategies
- ⇒ **communication** and **negotiation** skills and strategies
- ⇒ **problem-solving** and **decision-making** skills and strategies
- ⇒ **project management** and **leadership** skills and strategies, and
- ⇒ other **project-specific task skills** as needed.

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

- ❑ the **whole class** participating in a universal Community Project
- ❑ **smaller groups** undertaking the same teams-based Community Project to benefit the community, but from different perspectives or lived experiences
- ❑ smaller **groups** or **teams**, developing and delivering their own **specific negotiated community projects** based on a particular area of interest, lived experience, or insight, expertise and knowledge.

Nature of the project

You are expected to plan, organise, implement and evaluate a project that offers **benefits** to the community. There are thousands of potential community projects that might benefit the community including environmental projects, volunteer programs, recreational activities, community engagement initiatives and many, many more.

So your first step is to negotiate the scope and requirements of your project with your teacher. To do this you will have to focus in on:

- ⇒ specific areas of **community interest** and **involvement**
- ⇒ relevant **communities**, and
- ⇒ potential **outcomes** that you would be aiming to achieve.

💡 Have you got any ideas that might suit? Discuss these as a class right now.

Community Project: Overview

Image: AndreyPopov/
iStock/Thinkstock



Community Project - Brief 7A

Your teacher will introduce the **scope** and **requirements** for the **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 will **evolve over time** and be refined as you further **explore options** for your Community Project.

Community Project: Overview

Community Project: Who is involved?

Community Project: Focus area or key activities or issue

Community Project: Project timeline Community Project: Project milestones

Community Project: External people, partners, supporters and groups

Community Project: Safety, risks, permissions, legal and ethical considerations

Community Project: Other information

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

7.05 Communities

Community

Before you can choose a suitable Community Project we need to revisit the role of communities and how people can actively contribute to serve their communities.

A community can be described as a group of people or organisations that interact and/or live together. The members of a community normally have shared **interests**, **values** and **identity**. We are all members of various communities. Being a member of a community helps us by:

- ⇒ mixing with other people
- ⇒ getting help and support
- ⇒ building friendship networks
- ⇒ building work and professional networks
- ⇒ working together for a common goal.

Being an active member of a community is a **two-way process**. Community members gain benefits from being part of their community, such as help and support. Community members are also expected to contribute to their community by helping and supporting others.

Many not-for-profit, welfare, sporting, educational and religious organisations are active members of their community. There are also **community enterprises** which unite people who share common values. Many of these enterprises provide **community services** to make life better for other people.

Listed below are some key communities that you might already be a member of. Alternatively, you might become a member of some of these communities as you grow, mature and broaden your experiences.

- 🗣️ So as a class, discuss the good things that come from being a member of these communities.

Types of Communities



1. What is **community**?

2. Identify examples of **communities** that **you are a part of**, and describe **what you do** in that community. Find or create 2 **images** to show examples.

Communities	My involvement(s)

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

3. Describe any **other communities** that **you might like to become a part of**.



7.07 Communities

Community bonds

“Me. Them. Us. Makes We. That is a community.”

As you know, communities both reflect, and unite people.

Communities are formed and develop based around the **shared** characteristics, interests, beliefs and values of the people involved.

In society, people need to **connect** with others, and that is how communities play such a vital role - connection.

Some of the key **uniting bonds** include those listed below, but there could be many others as well. Can you think of some more?

- ⇒ Geographical location, especially in regional and remote areas.
- ⇒ Shared societal (social) values and beliefs, (including spiritual beliefs).
- ⇒ Common socio-cultural links.
- ⇒ Shared ethnicity and history.
- ⇒ Sporting and recreational activities.
- ⇒ Arts, music, dance and cultural pursuits.
- ⇒ Hobbies, interests and leisure activities.
- ⇒ Welfare, charity and community support services.
- ⇒ Volunteer and community involvement and actions.
- ⇒ Environmental support programs.
- ⇒ Online and virtual communities.

Image: AllaSerebrina/Depositphotos.com

Many people unite together to protect and preserve their local environment.



Communities form around...

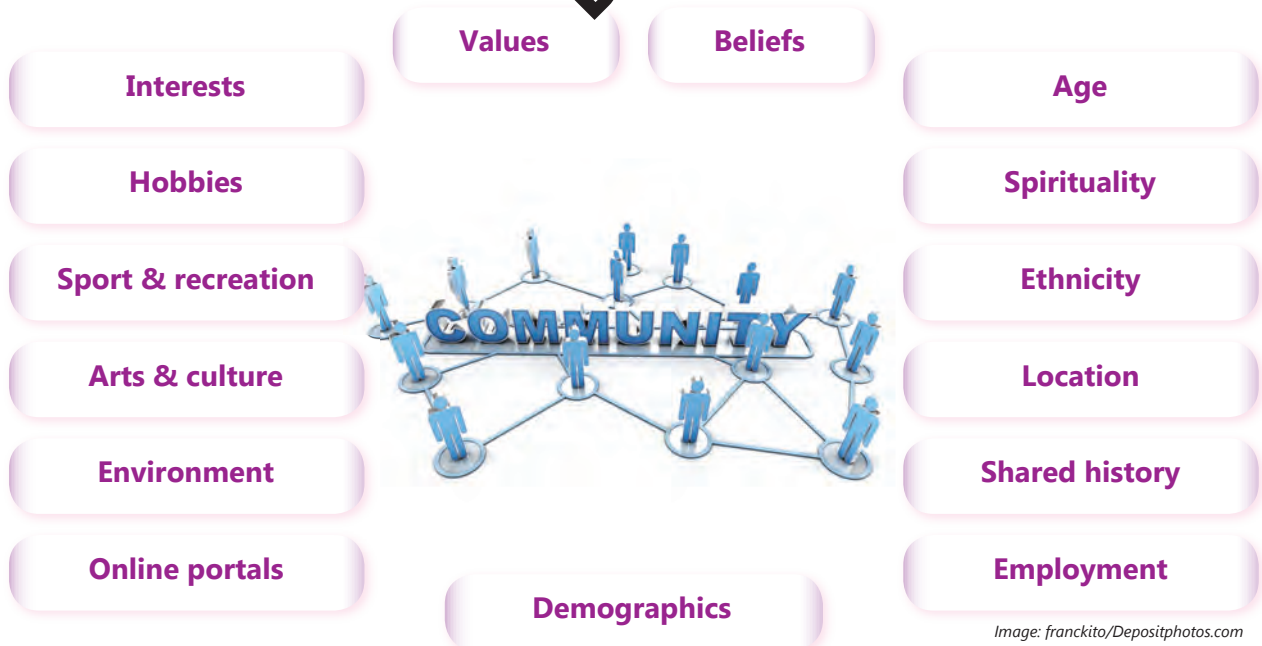


Image: franckito/Depositphotos.com

Community bonds 7C

1. Think of the **communities** that **you are part of**. Describe the **bonds** that **unite** these communities. Are they local, national or even global?
2. Use descriptive words to show how **being part of these** communities **makes you feel**. Find or create 2 **images** to show examples.

Communities	Uniting bonds	This makes me feel...

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

“Me. Them. Us. Makes We.”



3. This can be a very **powerful statement**. Why so?
4. How does being part of a **community** help to **empower people**?

7.09 Communities

Community members and groups

Communities are made up of many diverse people, groups, enterprises and organisations. These community members may exist and operate at a **local**, **state**, **national** or even a **global** level.

Local, national and global communities often form around shared **demographic characteristics** including age, gender, ethnicity and other defining characteristics. These characteristics can influence the **personal values** and **community needs** of members, and help to **connect** and unite people who are dealing with similar issues and problems.

Communities can also bring together people who may **live** or **work** in **proximity** to each other. These **geographic bonds** are very important in a country as large as Australia, as some community issues may be very localised.

Besides 'ordinary people', communities also include local businesses and traders, local politicians, council and shire workers, residents and resident groups, volunteers and volunteer groups, and activists. Communities also include many other people performing varied **vocational** roles, as well as community **groups** providing **services**.

Communities also include formal organisations such as **government agencies** and support services, **education** providers, **religious** bodies, **emergency services**, **medical** and **care** facilities, **sporting** groups, **arts** centres and so on.

Some communities extend globally, connecting the ability of community members to unite using a common voice through digital communication and social media platforms.

Community Members and Groups

Residents

Families

Employers

Police

Retailers

Schools

Religious bodies

Volunteer groups

Emergency services

Arts/music societies

Government agencies

Businesses

Libraries

Visitors

Local councils

Sporting clubs

Recreation groups

Medical providers

Care facilities

Welfare agencies

Charities

Environmental groups



Image: IgorVetushko/Depositphotos.com

Community centres

Community groups

One way to think about the role of different community members is by taking a vocational approach.

1. Explain the **role** of these **occupations in communities**. i.e. What do they do?
2. What **positives** do people **working** in these roles **contribute** to the community?
3. Are **you interested** in any of these **job** roles? Why/why not? Add 3 more.
4. Find or create 2 **images** to show these community job roles in action.



Occupation	What do they do?	Positive contribution	My interest is...
Nurse			
Teacher			
Police officer			
Local politician			
Performer			
Religious leader			
Carer			

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

5. Community job roles require a **high level** of **communication** with people. **Why** is this important?



7.11 Community Action

Community action

The purpose of community action is to achieve some type of positive outcome for the community and for community members. These outcomes can be generally classified as either:

- ⇒ supporting community **engagement**
- ⇒ achieving **positive** community **participation**
- ⇒ achieving **improved** community **health** and **wellbeing**
- ⇒ providing community **services**
- ⇒ offering **skills** development and **education**
- ⇒ dealing with **emergencies** and other situations
- ⇒ **reducing, stopping** or **eliminating** a **negative** community action or outcome.

This list is just a basic classification. Some outcomes might be aimed at one single achievement, such as a local creek protection group. Others might be more complex and aimed at addressing a variety of community needs; such as the local library or health centre. And other outcomes might focus purely on stopping some type of activity that can harm local communities; such as a local resident action group against high-rise development.



1. What is the **purpose** of community action?

2. Form into pairs. Use your local knowledge; and research your local community.



- a. Find examples of **local community action** that aims to achieve the outcomes below.
- b. What do they **do** - e.g. programs, services, actions? Source images.
- c. How **successful** have they been? Use evidence.



Outcome	Example	What do they do?	Success?
community engagement			
community participation			
community health and wellbeing			
community services			
skills development and education			
dealing with emergencies			
stopping a negative outcome			

PREVIEW SAMPLE FOR PLANNING DO NOT COPY

3. Identify a **local community outcome** that **you** would like to **help** achieve. How can **you** get involved?

7.13 Community Action

Positive involvement

Community engagement and involvement is about people **taking action** to be active members who serve their communities.

Taking action is about **doing** things.

People might take action to **help** others, such as people who are doing it tough due to the economic or financial circumstances impacting on their lives.

People might take action to **support** others, such as people who are new to a community or area, including newly-arrived refugees.

People might take action to **guide** others, such as more experienced people using their skills and abilities to provide advice and mentoring for younger people.

Taking action can also be about **changing** things.

People might take action to **campaign** for things, such as an emerging community leader forming a lobby group to convince the government to build a skate park in the local area.

People might take action to **improve** things, such as people banding together to form a local environmental action group.

People might take action to **protect** things, such as people forming an action group to recognise and promote local Indigenous historical sites for community development.

Taking action can also be about **creating** things.

People might take action by **starting** their own local animal rescue and welfare group.

People might take action by **launching** an online information site that collects and shares the oral histories of local community members.

People might take action by **launching** a not-for-profit social enterprise with an aim to support young gender-diverse local community members.

💡 So the question really is, what 'things' can you do?

Getting Involved

Volunteering

Joining

Working

Donating

Promoting

Funding

Marketing

Recruiting

Lobbying

Training

Coaching

Leading



Image: depositedhar/Depositphotos.com

1. Identify **examples** of **community action** that you are aware of, whereby **community members** and **groups** are taking action by ‘**doing things**’.
2. What have you **done** in relation to this **community action**, and **what else** could **you do** to **contribute** and help out?

Doing by...	Community examples	I have done... / I could do...
Helping		
Supporting		
Guiding		
Campaigning		
Improving		
Protecting		
Starting		
Launching		
Funding		

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Applied: Community Project

So what type of actions could your group take to benefit your community?



7.15 Community Awareness

Community Awareness Campaign

One particular type of community benefit project is a **Community Awareness Campaign**. A Community Awareness Campaign typically involves various activities aimed at informing, educating and engaging a community on a particular issue or cause.

If this is the project option that your teacher or your group is pursuing, then your Community Awareness Campaign is likely to involve some or even all of the following steps. Your teacher will discuss this with your class right now.

1. Identifying the issue or cause.
2. Researching and understanding the issue or cause.
3. Identifying the target audience for your campaign.
4. Clearly defining the goals and objectives of your campaign.
5. Creating a messaging and communication strategy.
6. Collaborating and partnering.
7. Using communication materials and media.
8. Developing educational and informational materials.
9. Staging events and activities.
10. Monitoring and evaluating ongoing progress.
11. Seeking, accepting and utilising feedback and review.
12. Sustaining the project for the future.

As always, effective communication is key to the success of your Community Awareness Campaign. This requires careful planning and adaptability based on the specific needs and dynamics of the community you are engaging with.

Community Awareness - Goals



Image: RawPixel/
Depositphotos.com

Community Awareness Campaign 7G

Your teacher will **discuss** the **scope** and **requirements** for a **Community Awareness Campaign** 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 Community Project.

1.	
2.	
3.	
5.	
7.	8.
9.	10.
11.	12.

PREVIEW SAMPLE
FOR PLANNING
PURPOSES
DO NOT COPY

7.17 Community Project - PODR

Project process

You already understand that you and your teammates will need to put in a lot of work prior to actually doing your Community Project.

Most of this preparatory work involves thoroughly **researching** and **analysing** an area of **interest, awareness** or community **engagement**, and the potential **benefits** of your initiative for your chosen **community**.

You will then have to start **planning** and **organising** your project as part of a collaborative team.

Your team 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 reviewing process.

So once again, you are encouraged to use a project planning process such as the PODR process or a similar one suggested by your teacher.

Goal-setting

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.

Doing 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 Community Project, and make necessary adjustments where needed.

Your teacher will now discuss the Community Project and also lead you through a brainstorming session to identify your potential **project foci, project methods** and **project outcomes** based on the information on pp.178-9.

“We are creating an extended rap poem and a dramatic hip-hop performance to highlight the negative impacts of bullying on young people.

We will be performing it for the grade 5&6ers at the local primary school.

It’s going to be a lot of work, many rehearsals and organising with other stakeholders.

But with the right planning and collaboration we think we can pull it off!

🗨️ What’s your idea?”



Image: shock/
Depositphotos.com

Plan-Organise-Do-Review

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

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

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 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 those 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 have achieved, evaluate your Community Project goals; and make any changes and adjustments if necessary.
- ⇒ Remember that each of the 4 stages of Plan-Organise-Do-Review cross over. So, you should be reviewing throughout the whole project process.

PREVIEW SAMPLE FOR PLANNING PURPOSES ONLY DO NOT COPY

PODR in the past 7H

Describe examples of how you have **planned, organised, done** and **reviewed** in **previous PDS (or other) projects.**



Planned	Organised
Done	Reviewed

7.19 Community Project - PODR

Community Project: PODR Tasks

Planning

⇒ Define objectives

Clearly outline the goals and objectives of your **Community Project**. What do you want to achieve, and how will it benefit the community?

⇒ Research and analysis

Thoroughly research the community's needs, existing initiatives and potential challenges. Analyse the feasibility and impact of your proposed project.

⇒ Stakeholder identification

Identify and engage with key stakeholders such as community members, local organisations and potential partners.

⇒ Resource assessment

Determine the resources needed for your project, including human resources, materials and financial resources.

⇒ Timeline development

Create a realistic timeline with milestones and deadlines for each phase of the project.

⇒ Risk assessment

Identify potential risks and safety issues and develop contingency plans to deal with them.

⇒ Team development

Assemble a diverse team with members who bring different skills and perspectives to the project.

⇒ Roles and responsibilities

Clearly define roles and responsibilities for each team member to ensure everyone knows their tasks.

⇒ Communication plan

Establish a communication plan to ensure effective information flow within the team and with stakeholders.

⇒ Budgeting and funding

Develop a budget and seek funding sources if necessary. Clearly outline how funds will be allocated.

⇒ Logistics and event planning

Plan logistical aspects such as venues, equipment, and transportation if required.



Organising

Doing

⇒ **Execution of tasks**

Implement the planned activities and/or event according to the established timeline.

⇒ **Community engagement**

Engage with the community during the project implementation and keep them informed and involved.

⇒ **Monitoring progress**

Regularly monitor progress against the set milestones. Use project management skills and tools to track tasks and deadlines.

⇒ **Adaptability**

Be flexible and ready to adapt to unforeseen challenges. Regularly communicate with the team to address issues as they arise.

Reviewing

⇒ **Evaluate outcomes**

Assess the outcomes against the initial objectives. Have you achieved what you set out to do?

⇒ **Feedback collection**

Collect feedback from team members, stakeholders and the community to identify strengths and areas for improvement.

⇒ **Impact assessment**

Evaluate the overall impact of the project on the community. Consider both short-term and long-term effects.

⇒ **Adjustment and future planning**

Based on the review, make adjustments to your approach if needed. Use insights gained for future planning and projects.

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Community Project: PODR Tasks 71

Complete word chains to identify key words and/or terms related to each of the **PODR stages** for your **Community Project**.



Planning	
Organising	
Doing	
Reviewing	

7.21 Community Project - Focus



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 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 program | <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"/> _____ |

The Community Project Outcome...



The Community Project's outcomes could involve one or more of...

- sustained presentation
- website
- social media page
- app
- multimedia kit
- infographic
- advertisement
- PR campaign
- seminar/conference
- information session
- education program
- video production
- music/dance performance
- theatre/dramatic play
- comic/graphic novel
- artwork/mural
- zine/booklet
- training session
- training program
- training guide
- mentoring program
- recreational event
- fundraising events
- documentary
- oral/video history
- cultural awareness programme
- school magazine
- game
- blog/vlog
- competitions
- exchange program
- luncheon/morning tea
- micro enterprise
- social enterprise
- _____
- _____
- _____
- _____

Community Project - Mix & match 7J

1. Discuss these 3 lists as a class. Add some further ideas to each of the lists.
2. Try **mixing** and **matching** from each of the 3 lists. Use the table below.
3. Use cut-out cards featuring each of the ideas, so that you can **mix** these **randomly** and **generate** some **match-ups** as potential ideas.

Focus...	Ideas...	Outcome(s)...

7.23 Graduated Assessment

AT1 Community Project - Focus Area Module 1: Community awareness and project



For this assessment task, you are required to choose and **negotiate** with your team members and your teacher to propose a suitable **focus area/topic** for your **Community Project** or **Community Awareness Campaign**.

Tasks

1. Explore potential **focus areas/topics** for your project.
2. Work as a **collaborative team** to **unpack** the focus areas/topic.
3. Meet with your **teacher** to **propose** your focus areas/topic and start to define the **scope** and **requirements** of your project.
4. Complete a **Community Project - Brief (7A, p.161)** or similar pre-planning proposal.
5. Submit and discuss your **Community Project - Brief** with your **teacher**.
6. Refine your **Community Project - Brief** based on **feedback and advice**.

You should consider using images, multimedia, a mind map and/or diagrams to help illustrate your Community Project - Brief.

Name(s):		Key dates:		Unit 4 Module 1
Focus area:				
Tasks - AT1: Community Project - Focus Area	Must	Due Date	Done	Level
Complete the tasks above in a format negotiated with your teacher.				
1. Explore potential focus areas/topics for your project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
2. Work collaboratively to unpack the focus areas/topic. Effectively negotiate with team members.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
3. Meet with teacher to propose our focus areas/topic. Define the scope and requirements of the project.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
4. Complete Community Project - Brief (or similar).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
5. Discuss Community Project - Brief with our teacher. Effectively negotiate with our teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
6. Refine Community Project - Brief based on feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Demonstrate effective project collaborative skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Demonstrate effective project planning skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Use images, multimedia and other elements.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Prepare and submit our final project brief.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

Community Stakeholders

8

8.01 Community Stakeholders	182	8.15 Community Partnerships	196
8.07 Government Stakeholders	188	8.19 Graduated Assessment.....	200
8.11 Community Issues	192		

Activities 8: Community Stakeholders		p.	Due date	Done	Comment
8A	Stakeholders	183	<input type="checkbox"/>	<input type="checkbox"/>	
8B	Community services	185	<input type="checkbox"/>	<input type="checkbox"/>	
8C	Welfare and charitable agencies	187	<input type="checkbox"/>	<input type="checkbox"/>	
8D	Government stakeholders	189	<input type="checkbox"/>	<input type="checkbox"/>	
8E	Understanding government actions	191	<input type="checkbox"/>	<input type="checkbox"/>	
8F	Community issues	192-193	<input type="checkbox"/>	<input type="checkbox"/>	
8G	Researching an issue	194-195	<input type="checkbox"/>	<input type="checkbox"/>	
8H	Developing partnerships	196	<input type="checkbox"/>	<input type="checkbox"/>	
8I	Potential community partners	198-199	<input type="checkbox"/>	<input type="checkbox"/>	
AT2	Community Project - Community Members and Groups	200	<input type="checkbox"/>	<input type="checkbox"/>	

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Comments:

8.01 Community Stakeholders

Community Project - Who?

For your Community Project you need to clearly identify the key people, groups, organisations and communities that you will be interacting with.

Some of you might be trying to address an issue impacting on people in the community. If so, you may need to identify the role of **pressure groups** and **charity** and **welfare agencies**.

Other projects might involve partnering with **existing groups** and **community leaders** to provide a service or to perform a community activity.

Those of you undertaking a Community Awareness Campaign have to clarify to whom you are communicating. That is, who your intended **audience** is, and what is it that you are communicating about? The audience could also involve existing members of the community, community groups, **government agencies** and **commercial organisations**.

So it's time to focus in on the 'who'. And that will help you to determine just 'what' you can do.



Image: mangostock/Depositphotos.com

Stakeholders

A **stakeholder** is a person or group that is involved in, or **affected** by, a **decision**.

In any issue there are many stakeholders on opposing sides. These stakeholders might have different levels of **power** depending on their role in the issue. This can lead to outcomes that advantage one side at the expense of another.

Sometimes stakeholders might **clash** because they have different **values**. You see this with protests over different **issues**. Consider Japanese whaling authorities versus Sea Shepherd, or the Greens versus coal mining!

When analysing an issue it is important that you ask these questions.

“What is the role of the stakeholders?” and

“What do they stand to gain or lose from the decision being made?”

For your Community Project you have to clearly identify which stakeholders are involved, their roles and how they are affected. And you should strongly consider **partnering** with an already existing community stakeholder, such as a local **community group**.

Stakeholders



Image: nicomenijes/Depositphotos.com

Stakeholders 8A

Form into your **project teams**. Describe examples of people, groups, agencies and organisations from these **stakeholder types**, that contribute positively to the community. You choose 3 more types relevant for your project.



Community groups	Government agencies	Educational institutions
Residents	Welfare agencies	Pressure groups

8.03 Community Stakeholders

Pressure and lobby groups

Pressure and lobby groups operate as important community stakeholders. Pressure and lobby groups work to give people with different **social values** voice and power.

Pressure and lobby groups might also try to promote values and behaviours that they believe the government and/or commercial and industry organisations are not promoting.

Pressure and lobby groups aim to bridge the gap between profit and people, and to help ensure that harm is minimised.

There are thousands of pressure and lobby groups working to service their local stakeholders and to bring about change in local community areas.

These include:

- ⇒ local environmental groups
- ⇒ regional arts organisations
- ⇒ targeted welfare agencies
- ⇒ animal rescue and welfare service-providers
- ⇒ sporting and recreation clubs
- ⇒ youth support agencies, and many more.

Smaller local groups might be staffed and run by **volunteers**. They might rely on **donations**, government (especially local government) **grants**, as well as disbursement from charitable foundations and trusts to survive.

They try to bring about change by lobbying key local influential stakeholders, and using their community knowledge to network with key decision-makers.

A lot of change in society originates from enterprising **grassroots** action by community groups; as well as from many of the major pressure and lobby groups.

But at times, different pressure and lobby groups can come into conflict with one another about social and community issues, because they hold different social values and represent the interests of opposing stakeholders.

Pressure/lobby groups

- ⇒ Unions including the ACTU, UOWU and others.
- ⇒ Industry associations such as the National Farmers' Federation.
- ⇒ Australian Conservation Foundation
- ⇒ The Wilderness Society
- ⇒ SPAA
- ⇒ Friends of the Earth
- ⇒ Gun Control Australia
- ⇒ Amnesty International
- ⇒ Human Rights Council of Australia
- ⇒ GetUp!
- ⇒ Public Transport User's Group
- ⇒ Sea Shepherd



Image: VisualGeneration/
Depositphotos.com

1. What is the role of **pressure** and **lobby** groups?

2. Which pressure and/or lobby groups **do you support** the **actions** of; and why so?



Applied

Research information about a pressure or lobby group that impacts on your Community Project focus area of interest.



PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Name:	Type of organisation:
Web:	Location:
Aim/Mission:	Key people & roles:
What they do:	Who they work with:
How could they help us?	How can we help?
Online resources that we can use:	Key contact details:
Other relevant info:	

8.05 Community Stakeholders

Welfare and charitable agencies

Welfare and charity agencies operate to provide **support** for **disadvantaged people** and **groups**, and/or to provide **social support services**.

Many welfare and charity enterprises work directly in the community with people who might be dealing with **problems** such as financial hardship, job losses, family breakdown, physical and mental illness, community isolation - the list is almost endless.

Many welfare and charity enterprises rely on **donations**, government **grants**, **community funding** and the operation of **community enterprises** (such as charity shops) to raise their funds.

They may have paid **staff**, such as visiting care nurses for elderly people, combined with **volunteers** making social visits to elderly people.

Some welfare and charity enterprises are run by **voluntary organisations** as part of their commitment to positive social and community **values**, such as The Salvation Army, St Vincent D'Paul and Anglicare.

Others are major community enterprises with a high profile such as the Red Cross, The Smith Family and the McGrath Foundation.

Image: KatarzynaBialasiewicz/
iStock/Thinkstock



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

- | | | |
|--------------------------|-----------------------------|------------------------------|
| ⇒ Red Cross Australia | ⇒ McGrath Foundation | ⇒ St Vincent De Paul Society |
| ⇒ The Smith Family | ⇒ Wakefield Wis. Foundation | ⇒ Rotary Australia |
| ⇒ Oxfam Australia | ⇒ Care Australia | ⇒ Lions Club Australia |
| ⇒ World Vision Australia | ⇒ Youth Off the Streets | ⇒ Bali Street Dogs |
| ⇒ Ozchild | ⇒ Mercy Ships | |
| ⇒ The Salvation Army | | |

Not-for-profit and member enterprises

Not-for-profit and member enterprises operate to provide a social or community service for their members.

Many not-for-profit and member enterprises operate like a business, and indeed many are very large organisations. However, the aim of their operations is to provide services or other benefits to their members, and for the community in general.

Examples of large not-for-profit and member enterprises include the AFL, RACV, The National Farmers Federation, unions, employer associations and many other organisations.

At a local level these might simply be community groups and clubs including local sports, recreation, arts and other clubs. Local groups often require significant volunteer and community support just to continue to provide their basic services to locals.

1. What is the role of **welfare** and **charitable agencies**?

2. How does your **local community benefit** from welfare and charitable agencies?

3. How could **you help them** to continue to help their clients?

4. What is the **role of not-for-profit organisations** and **member enterprises** in the **broader community**?

5. What is the **role of not-for-profit organisations** and **member enterprises** in the **local community**?

6. How could **you get involved** with them?



PREVIEW SAMPLE
FOR PLANNING
PURPOSES
DO NOT COPY

8.07 Government Stakeholders

Government departments and agencies

Governments at all levels, federal, state and local, are key community members as they are the elected representatives of their community.

Federal and **state governments** develop policies to deal with significant social issues. Some of these policies result in community service programs such as education, public housing, health, and social services including welfare support.

Many community programs and services are provided by **local government** such as libraries, sanitation, parks and recreation, child-care, community learning centres, sporting facilities, community support services, home care support and local arts, sporting, recreational and environmental programs.

Broader state and Australian (Federal) government departments and agencies offer essential services.

These include police forces, fire and ambulance emergency services, environmental protection agencies, national parks, health and medical care, education, public transport and many more services.

Some of these services might actually be operated by businesses through tender or contracting out. In these **partnership models**, the government is likely to supply most of the funding.



Image: Keith Brofsky/Photodisc/Thinkstock

Roles of Governments

Australian government

- ⇒ The Australian government is the key driver of national community action.
- ⇒ Many government departments provide the social policy framework and funding for national action, e.g. health, medical, environment, education, employment, defence, citizenship, immigration, welfare and support.
- ⇒ There is also a range of government agencies that provide community services such as Services Australia (Centrelink and Medicare).

State governments

- ⇒ State governments have their own social policy and community action aims that they enact on a state basis.
- ⇒ State governments are responsible for law and order, delivery of health services, state-based education, state environmental outcomes and other specialised services.
- ⇒ State governments may operate some of their community services within a funding framework established by the Commonwealth government, so at times there might be a clash of values with 'Canberra'.

Government stakeholders 8D

1. What **local, state** and **federal government** departments, organisations, agencies and **services** do **you access** or interact with as part of **your daily life**?

Local government	State government	Federal government

2. How does the **community** benefit from **service organisations** that stakeholders **providing** community and social services?

Local government	State government	Federal government

3. What types of **occupations** and job roles exist in these **service organisations**; and do you know of **anyone employed** in these roles?

Local government	State government	Federal government

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY



8.09 Government Stakeholders

Broader government actions

The **Australian government** is a key driver of national community outcomes. The aim of national community action is to achieve some type of positive outcome for the community and for community members on a **broad scale**.

This means that the **timelines** for action might be **longer-term**. The processes involved can be difficult to navigate because they involve complex **hierarchies** of **stakeholders**.

However, an elected government may not necessarily represent the values of specific communities and citizens. This is because the government's social agenda might prioritise certain actions and social policies, and target assistance for certain groups of people in society, in line with its core values and ethos.

We might think that national community action is always achieved on a large scale because policy settings and funding decisions are made at a national level.

But national policies will always be enacted at a **local level** through **government departments**, government **agencies**, government **programs**, and other **community groups** that might be supported or funded by the government.

National outcomes are often achieved by the actions listed below. Of course, there will be many others. Discuss some that are important to you.

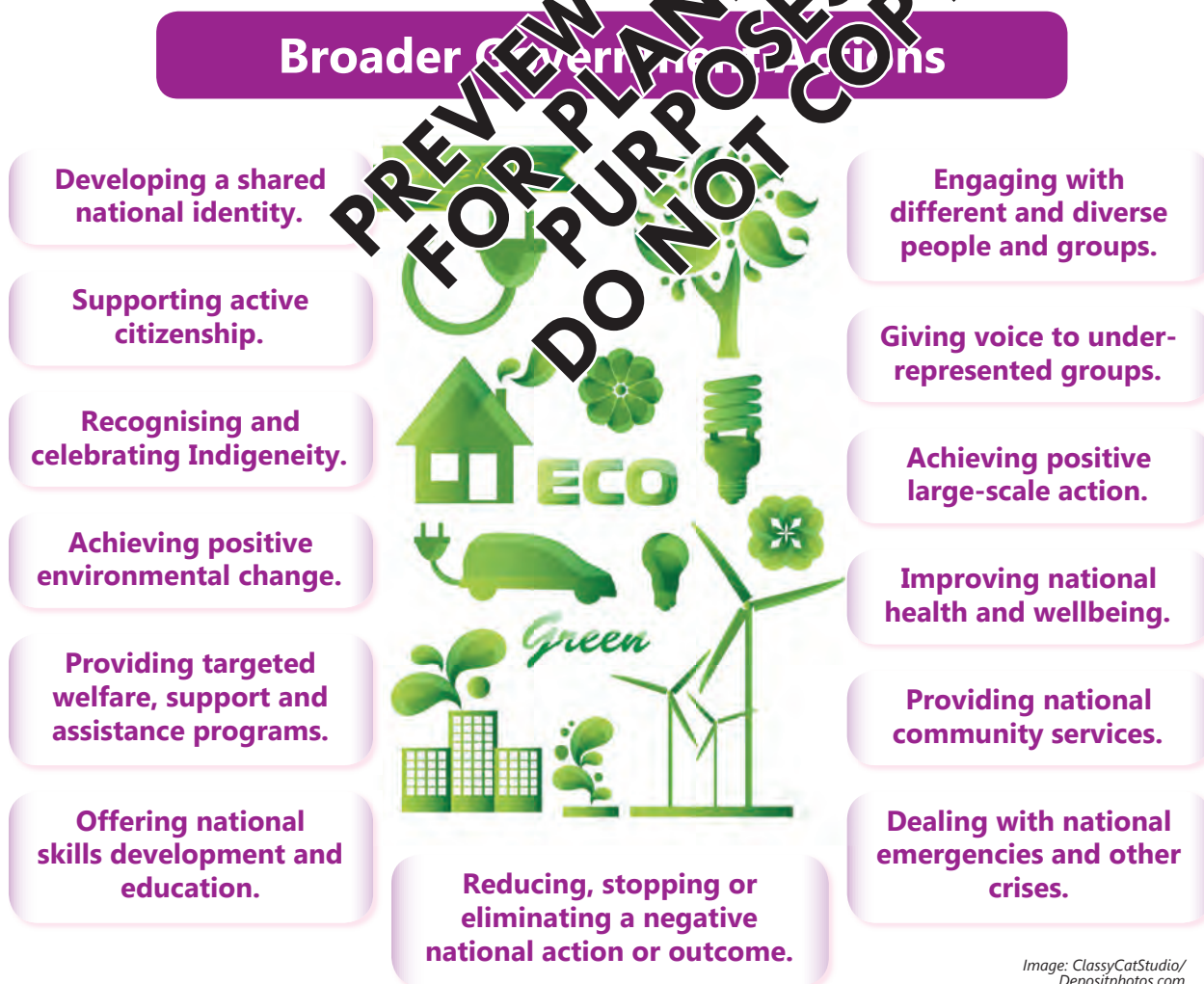


Image: ClassyCatStudio/
Depositphotos.com

Understanding government actions 8E

1. List some of the broad **community services** or **actions** provided by the **Australian Government**, its government **departments** or **agencies**. Do **you access** or **benefit** from any of these?

2. List some of the broad **community services** or **actions** provided by the **state government** or its government **departments** or **agencies**. Do **you access** or **benefit** from any of these?

3. List some of the main **community services** or **actions** provided by the **local government** or its **departments** or **agencies**. Do **you access** or **benefit** from any of these?

4. When it comes to **government community actions** (at different levels) what do you feel they **do well**? In which areas could they **improve**? Give examples.



PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

8.11 Community Issues

Community issues

Whether you realise it or not, your Community Project is almost certain to involve trying to deal with, address or raise awareness about a **community issue**.

A community issue exists when there is some type of **problem** occurring that is causing harm or potential harm to **people**, to **groups** of people, to the **environment**; or causing some other negative outcome.

By now you are already aware of various **economic**, **environmental**, **cultural** or **social issues** that might impact upon a community. Indeed some of these issues might be impacting on your community, and on you.

Sometimes we actually experience issues playing out right in front of us as part of our day-to-day lives. Examples could include homeless people in your community, rubbish in a local river or at the beach, or even seeing someone you know being bullied online.

Your Community Project might be aimed at assisting community members to deal with an economic, environmental, cultural or social issue.

- So the question is. What can you and your team do to help deal with the problems associated with community issues? Well that's what your **Community Project** might be all about.

8F Community issues

Part A: What's going on?

Discuss the community issues that are being shown in the **images**. Add 1 image of your own. Explain if this is an issue for a community that **you** are a **part of**.



Image: londondeposit/Depositphotos.com



Image: kzenon/iStock/Thinkstock



Image: Zog/iStock/Thinkstock

Analysing a community issue

Do you remember the five steps involved in analysing an issue? You also developed these skills in Literacy. Well now it is time to apply those 5 steps to help you to collect, analyse and communicate information about a community issue.

1. What is the issue?
2. Who is involved?
3. What are the facts?
4. What are the main opinions?
5. What is your conclusion and/or summary or recommendations?



Image: shirotie/Depositphotos.com

Part B: Analysing a community issue

Choose a **community issue** that you are already researching as part of your **Community Project**. e.g. Your project might be aimed at helping the local community deal with a problem such as environmental waste.

1. Complete this summary table based on what you know at this stage.

1. Issue	
2. Who	3. Facts
4. Opinions	5. Conclusion/recommendations

2. How might you be able to **find out more information** about this community **issue**? What **sources** of information could you use? Who could you **contact for advice**?



PREVIEW SAMPLE FOR PLANNING DO NOT COPY

8.13 Community Issues

8G Researching an issue



Use these tables to guide and **organise** your **research** into your **community issue, problem** or **activity**. You might split into pairs within your group.

You might not need to fill in all rows, this depends on the scope of your activity.



Your teacher will work through an example for each of the 4 categories.

Source: 1. People who are community members and from community groups.

Information	Specific source	Interpretation/analysis

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Source: 2. Community group and other websites.

Information	Specific source	Interpretation/analysis

Source: 2. Community group and other websites (continued).

Information	Specific source	Interpretation/analysis

Source: 3. Other community stakeholders.

Information	Specific source	Interpretation/analysis

PREVIEW SAMPLE
 FOR PLANNING
 DO NOT COPY

Source: 4. Relevant media.

Information	Specific source	Interpretation/analysis



8.15 Community Partnerships

Developing community partnerships

Most people realise that they cannot tackle community problems and issues on their own. After all, community engagement is really all about reaching out, connecting with, and **working with others** to achieve a greater good.

Sometimes an individual or a community group creates the impetus for change, and then calls on a **network** of community partners to assist in various ways.

You should strongly consider developing **external** community **partnerships** to find other like-minded people and groups to assist you to:

- ⇒ develop a broader **skills base**
- ⇒ access **support** and **services**
- ⇒ raise community **awareness**
- ⇒ have greater access to **funds**, and
- ⇒ create opportunities to **learn** from **mentors** and other experienced community members.



There is a range of community partners who could assist you to deal with community problems and issues. However, the challenge is to find out just who is suitable, available, affordable, timely and interested. So you'll need to do some research.

8H Developing partnerships



Research 2 of the types of community partners from p.157. As a class, develop a **databank** of information, resources and contacts. Invite one of the **partner stakeholders** to address the class and give advice for your Community Projects.



Name:	Type of community partner:
Web:	Location:
Aim/mission:	Key people & roles:
Key activities/services:	How it could assist our Community Project:
Online resources that we can use:	Key contact details:
Other relevant info:	

Potential Community Partners

Federal government

This level of government offers many community services itself. It also provides funding to arts, recreation, welfare and other groups. However, strict funding rules apply. It might provide info guides and other shareable texts.

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 lots of local funding grants, and advice and support, for local community initiatives.

Corporate support

Organisations often have sponsorship, foundations, skills ('donated' labour) 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 directly involved with local social entrepreneurs.

Local business

Local traders can be very active in grassroots support and sponsorship for local community groups and clubs; as well as in-kind support by offering goods or services rather than cash donations.

Crowdfunding & Social media

Platforms like PledgeMusic, GoFundMe and Kickstarter enable social entrepreneurs to attract funds to support their projects. Social media enables people to quickly raise awareness for their 'causes'.

Support agencies

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

Community groups

There might be 100s of local community groups and social enterprises and 1000s of broader social enterprises working at a grassroots level to provide services, support, volunteer programs and other community initiatives, including advice and support.

Community services providers

Naturally, organisations providing community and social services might offer potential partnerships, mentoring and advice.

Faith communities // and clubs

People unite through their shared faith and spirituality; and/or through membership of local clubs; and work tirelessly in the community.

PREVIEW SAMPLE FOR PLANNING DO NOT COPY

8.17 Community Partnerships

8I Potential community partners



Choose 2 **local community organisations**, agencies or groups that operate to benefit the community and who might be a good 'fit' as a **potential partner** for your project. Further research the **operations** of these community groups and complete a summary pro-forma for each.


Name	
Location	Contact details/Online presence
What services do they offer?	
Which community members do they help?	
How do their services and actions benefit the community?	
Are they stand-alone, or part of a broader organisation?	How are they funded?
What challenges might they face?	Are there volunteer opportunities?
How could they help you?	How could you help them?

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Community Partnerships 8.18

Name	
Location	Contact details/Online presence
What services do they offer?	
Which community members do they help?	
How do their services and actions benefit the community?	
Are they stand-alone, or part of a broader organisation?	How are they funded?
What challenges might they face?	Are there volunteer opportunities?
How could they help you?	How could you help them?

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

How might these community groups be suitable for our Community Project? 

8.19 Graduated Assessment

AT2 Community Project - Community Members and Groups Module 1: Community awareness and project



For this assessment task, you are required to **negotiate** with your team members, your teacher and suitable community members or groups, to develop a **community collaboration** and **partnership proposal** for your **Community Project** or **Community Awareness Campaign**.

Tasks

1. Work as a **collaborative team** to **identify** relevant **community members** and **groups** that you could consult with.
2. Summarise the **roles** and **actions** of relevant **community members** and **groups**.
3. Propose how your project team could **consult**, **collaborate** or **partner** with suitable **community members** and **groups** for your **Community Project**.
4. Meet with your **teacher** to discuss your **collaborative** and **partnership proposals** for **your project**.
5. Arrange appropriate **meetings** and **consultations** with **community groups**, **members** and **partners**.
6. Develop and submit a final **community collaboration** and **partnership proposal** for your **Community Project** based on **consultations** and **choice**.

You should consider using records of interviews, images, multimedia, a mind-map and/or diagrams to help illustrate your **collaborative** and **partnership proposal**.

Name(s):		Key dates:		Unit 4 Module 1	
Project:					
Tasks - AT2: Community Members and Groups		Must Do?	Due Date	Done	Level
Complete the tasks above in a form negotiated with your teacher.					
1.	Identify community members and groups to consult with.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2.	Summarise roles/actions of community members & groups.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3.	Propose how to consult, collaborate or partner with group.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4.	Discuss collaborative/partnership proposals with teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5.	Meet with community groups and members.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6.	Submit community collaboration/partnership proposal.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Demonstrate effective project collaborative skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Demonstrate effective project consultative skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Use images, multimedia and other elements.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Prepare and submit our final project brief.	<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"/>

Community Project Plan

9

9.01 Community Project.....	202	9.11 Awareness Campaign Planner.....	212
9.05 Community Project Overview	206	9.13 Module Assessment.....	214
9.07 PODR Project Planner	208	9.15 Review and Reflection	216

Activities 9: Community Project Plan	p.	Due	date	Done	Comment
9A Project Brief revisited	203	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	
9B Project community partners	204	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	
9C PODR - Brainstorm	205	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	
9.05-9.06 Community Project Overview	206-207	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	
9.07-9.10 PODR Project Planner	208-210	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	
9D Awareness Campaign Planner	211-213	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	
AT3 Planning the Community Project	214-215	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	
R9 Review and Reflection	216	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	

PREVIEW SAMPLE
 FOR PLANNING
 PURPOSES
 DO NOT COPY

Comments:

9.01 Community Project

Community Project

Your teacher will now lead you through a number of steps to discuss and plan your Community Project (we will use this term generally). You can use the pro-formas on pp.203-13 to help you identify and plan your requirements. These include:

- ⇒ a **Project - Brief**, p.203
- ⇒ the **Project Community Partners**, p.204
- ⇒ a **PODR - Brainstorm**, p.205
- ⇒ the **Community Project Overview**, pp.206-7
- ⇒ the overall task **PODR Project Planner: Community Project**, pp.208-11
- ⇒ the **Awareness Campaign Planner**, pp.212-3.



Image: AndrewLozovyi/Depositphotos.com

“We have linked up with 3 different local community groups. For our Community Project we are going to volunteer 40 hours with each group, by working in teams of two as needed. It took a lot of planning and organising and now we are ready to go! At the end we will report to the class about our experiences and involve the community leaders to that presentation.”

Applied Skills: Community Project

As part of planning, organising, doing and reviewing your Community Project you need to develop and apply the following skills. The applied use of these skills will naturally complement one another. The application of these skills should also be a natural and organic process.

So when you are thinking about how to plan, implement and evaluate your Community Project, you should always ask: **what**, **how** and **why**?

- ⇒ **Negotiation** (Think what, how and why?)
- ⇒ **Collaboration** (Think what, how and why?)
- ⇒ **Communication** (Think what, how and why?)
- ⇒ **Leadership** (Think what, how and why?)
- ⇒ **Project management** (Think what, how and why?)
- ⇒ **Task-specific skills** (Think what, how and why?)
- ⇒ **Problem-solving** (Think what, how and why?)
- ⇒ **Decision-making** (Think what, how and why?)

The first stage of any project is the overall Project Brief. The brief outlines the **key goals** and **requirements** of the **Community Project**.

You prepared your brief earlier in, Section 7. But you might have had to make some **refinements** to it since then. So now is the time to complete this project summary.

Use short sentences to record **key project details**.

1. What does the Community Project involve?

- ⇒
- ⇒
- ⇒
- ⇒

2. Who is involved in the Community Project?

- ⇒
- ⇒
- ⇒
- ⇒

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

- ⇒
- ⇒
- ⇒
- ⇒

4. What are the key timelines and deadlines for the Community Project?

- ⇒
- ⇒
- ⇒
- ⇒

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

9.03 Community Project

9B Community Project Partners



Complete summaries to describe your **relationship** with **your community partners** and the role they will play in the **Community Project**.

Name, location & details	Name, location & details
Key contact people and details	Key contact people and details
What services do they offer generally?	What services do they offer generally?
Why are we partnering with them?	Why are we partnering with them?
What role will they be playing in the Community Project?	What role will they be playing in the Community Project?
What advice are they providing us?	What advice are they providing us?
What support are they providing us?	What support are they providing us?
What resources are they providing us?	What resources are they providing us?
What support are we providing them?	What support are we providing them?
Other information?	Other information?

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

List the main tasks that might be required at each of the 4 PODR stages for your **Community Project**.

Our Community Project is:

1. Planning Stage

2. Organising Stage

**PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY**

4. Reviewing Stage

9.05 Community Project Overview

Community Project Overview



Complete this **ongoing planner** and **record** for your **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 projects that you can undertake.

Approved

Date

2. Choose appropriate team members (if relevant).

Approved

Date

3. Choose a Community Project that you're interested in and discuss it (and with your team).

Approved

Date

4. Complete a PODR Brainstorm p.205 (with feedback from your teacher) and fill out an initial PODR Project Planner (pp.208-9), and submit this to your teacher for checking, advice and approval.

Approved

Date

Approved

Date

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

Approved

Date

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

Approved

Date

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Community Project Overview 9.06

8. Obtain any relevant permissions from the school, including workplace learning forms, excursion forms, and other supervision and legal issues that need to be sorted out.

Approved
Date

9. If you get the go-ahead to proceed, complete an updated PODR Project Planner (pp.208-9). Submit this to your teacher for checking, advice and approval.

Approved
Date

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

Approved
Date

11. Identify any potential safety issues, 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 Community Project.

Approved
Date

14. After the Community Project is finished complete evaluation questions. Your teacher will inform you if you also have to give a presentation based on the project.

Approved
Date

**PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY**

9.07 PODR Project Planner

PODR Project Planner: Community Project



Use this planning and goal-setting pro-forma to guide your Community Project.
When finished present this to your teacher for checking and discussion.

Name(s): _____ Date: _____

PDS Project: _____

i. Planning stage (For your overall 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 SAMPLE
FOR PLANNING
PURPOSES
DO NOT COPY**

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



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

Which external stakeholders 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 SAMPLE
FOR PLANNING
DO NOT COPY**

9.09 PODR Project Planner



iii. Doing stage

(For your specific Community Project campaign, outcome or event.)

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

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

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

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

iv. Reviewing stage
(For your overall Community Project/ & for the specific campaign, 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?

Do you need to have back-up plans in place? If so, what?

**PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY**

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.



9.11 Awareness Campaign Planner

9D Awareness Campaign Planner



If your **Community Project** involves an **awareness campaign** you will also need to plan how this is likely to be done.

Community Awareness Campaign:		Names:
	Explanation	Key resources (inc. people)
1. What is our issue or cause we are raising awareness about?		
2. What are the specific elements, and who are stakeholders, related to the issue or cause?		
3. Who is the target audience for our awareness campaign/why?		
4. What are the key goals and objectives of our campaign?		
5. What do we propose to do for our messaging and communication strategy?		

**PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY**

Awareness Campaign Planner 9.12

6. How might we collaborate and partner with external groups?		
7. How will we create and use communication materials and media for our campaign?		
8. How will we develop educational and informational materials for our campaign?		
9. Will we need to stage any events and activities?		
10. How will we monitor and evaluate our ongoing progress?		
11. From whom will we seek, accept and act on feedback and review?		
12. Will the campaign be sustainable for the future? How?		
Other		

PREVIEW SAMPLE
 FOR PLANNING
 DO NOT COPY

9.13 Module Assessment

AT3 Planning the Community Project Module 1: Community awareness and project



For this assessment task, you are required to work as a **collaborative team** to create a detailed **plan** for your **Community Project** or **Community Awareness Campaign**.

1. Tasks - Complete a:

a. Project - Brief, p.203 (or similar).

b. Project Community Partners, p.204 (or similar).

c. PODR - Brainstorm, p.205 (or similar).

d. Community Project Overview, pp.205-7 (or similar).

e. PODR Project Planner: Community Project, pp.208-12 (or similar).

f. Awareness Campaign Planner (if required), pp.212-3 (or similar).

2. Submit and discuss your **Community Project plan** with your **teacher**.

3. Refine and finalise your **Community Project - Brief** based on **feedback and advice**.

4. Present your proposal to your class/relevant stakeholders (if required).

You should consider using images, multimedia, a mind-map and/or diagrams as part of your Community Project Brief.

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Name(s):	Key dates:	Unit 4 Module 1
Project:		

Tasks - AT3: Planning the Community Project	Must Do?	Due Date	Done	Level
---	----------	----------	------	-------

Complete a plan for our Community Project that includes the following information.				
1 a. Project - Brief (or similar). Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
1 b. Project Community Partners (or similar). Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
1 c. PODR - Brainstorm (or similar). Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
1 d. Community Project Overview (or similar). Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
1 e. PODR Project Planner: Community Project (or similar). Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
1 f. Awareness Campaign Planner (or similar). Details:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
2. Discuss Community Project plan with our teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
3. Refine Community Project plan based on feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Demonstrate effective project collaborative skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Demonstrate effective project negotiation skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Demonstrate effective project planning skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Demonstrate effective project communication skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Use images, multimedia and other elements.	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
⇒ Prepare and submit our final project plan.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
4. Present or report to the class/stakeholders (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

Additional information:

PREVIEW SAMPLE
 FOR PLANNING
 DO NOT COPY

9.15 Review and Reflection

Review and Reflection

Which Personal Development skills did I develop during this unit?

→ _____

→ _____

→ _____

How have the skills of Personal Development helped to improve my personal life?

→ _____

→ _____

→ _____

How have Personal Development skills helped to improve my work-related skills?

→ _____

→ _____

→ _____

My performance in developing my Personal Development skills this 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: _____

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Community Project Management

10

10.01 Unit 4: Module 2 - Introduction . 218	10.19 Materials Management 236
10.03 Community Leadership 220	10.21 Tech & Equipment Management. 238
10.07 Project Management 224	10.23 Financial Management 240
10.09 Problem-Solving Tools 226	10.25 Contingency Plan 242
10.13 Time Management 230	10.27 Task Skills 244
10.17 People Management 234	10.29 Graduated Assessment 246

Activities 10: Community Project Management		p.	Due date	Done	Comment
10-11	U4: Module 2 - Requirements	218-219	<input type="checkbox"/>	<input type="checkbox"/>	
10A	Community leaders	222-223	<input type="checkbox"/>	<input type="checkbox"/>	
10B	Community Project - Management	224-225	<input type="checkbox"/>	<input type="checkbox"/>	
10C	What/How problem-solving	227	<input type="checkbox"/>	<input type="checkbox"/>	
10D	Project - Problem-solving	227	<input type="checkbox"/>	<input type="checkbox"/>	
10E	Managing time	231	<input type="checkbox"/>	<input type="checkbox"/>	
10F	Project - Managing time	232-233	<input type="checkbox"/>	<input type="checkbox"/>	
10G	Project - Managing people	235	<input type="checkbox"/>	<input type="checkbox"/>	
10H	Project - Managing materials	237	<input type="checkbox"/>	<input type="checkbox"/>	
10I	Project - Managing technology & equipment	239	<input type="checkbox"/>	<input type="checkbox"/>	
10J	Project - Budgeting	241	<input type="checkbox"/>	<input type="checkbox"/>	
10K	Project - Contingency plan	243	<input type="checkbox"/>	<input type="checkbox"/>	
10L	Project - Task skills	244	<input type="checkbox"/>	<input type="checkbox"/>	
AT4	Community Project - Resource Management	246	<input type="checkbox"/>	<input type="checkbox"/>	

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Comments:

10.01 Unit 4: Module 2 - Introduction

Module 2 - Community participation

In this final module for Unit 4, you will implement and evaluate your **Community Project** or (**Awareness Campaign**) as part of active and collaborative community participation.

In **S10: Community Project Management** you will fully investigate resource management and apply the skills and techniques you develop to plan, organise and do your **Community Project**. This section has a graduated assessment task (**A4**), related to planning and organising resources for your project.

In **S11: Project Implementation** you will fully implement your Community Project, including any specific project activity and event outcomes. You will also undertake various self and peer evaluations as part of a review process.

The module assessment task at the end of Section 11 (**AT5**) is an all-encompassing assessment covering the entire scope of your Community Project.

M2: Community participation		10: Community Project Management	
Community Leadership		220	
Community leaders	Sense of belonging		
Project Management		224	
Problem Solving Tools		226	
What/How problem-solving	80-20 rule		
Time Management		230	
Schedules and rosters	Delegation	Activity Action Roster	
People Management		234	
Managing people	Self-management	Managing others	
Materials Management		236	
Tech & Equipment Management		238	
Financial Management		240	
Budgeting	PODR		
Contingency Plan		242	
Task Skills		244	
AT4: Community Project - Resource Management (p.246)			

M2: Community participation	11. Project Implementation
Doing Your Community Project	248
PODR Activity Planner	252
Activity/Event Timeline	256
Activity/Event Layout	258
Activity/Event Safety	259
Activity/Event To-do Lists	260
Activity/Event Planner	262
Time Management Planner	264
Project Evaluation	266
Project Performance Evaluation	270
AT5: Community Project (Pages 5-4)	

PREVIEW SAMPLE
 FOR PLANNING
 DO NOT COPY

Unit 4: Module 2 - Requirements 10-11

Your teacher will discuss the key requirements for successfully completing **Module 2: Community participation** with your class. List these below.



10: Community Project Management	11. Project Implementation

10.03 Community Leadership

Community leaders

As part of your Community Project you will be expected to contact, interact with, and potentially even partner with:

- ⇒ **community members**,
- ⇒ **community leaders** and
- ⇒ **community groups**.

Proactive members of the community will be the people and their groups who are creating **opportunities** and **taking action**. You will know them because they will generally be doing more to **help** others.

Some community leaders will be working in a **managerial** role in an **official** capacity such as education, health-care and sports, arts and recreation leaders.

Other community leaders might be in a **representative** role through public office such as local councillors and politicians.

Many local and inspirational community leaders might act in a **transformational** role as an **agent of change**. Many of these will be **volunteers** or people who have started their own **community enterprises**.

So have you already found out about them

or met with them, or even

partnered with them? If

not, then now is the final

chance to connect with your

local community leaders

before you **implement** your

Community Project.

Image: macrovector/
Depositphotos.com

Some community leaders are operating
ethnic small-scale businesses.



Community leaders might be...

- ⇒ Employed directly by organisations to fulfil community service occupations.
- ⇒ Elected as representatives of the people through a federal, state or local democratic process.
- ⇒ Acting as an agent of change in a community enterprise or group they have started by undertaking community action or activism.
- ⇒ Elders, cultural ambassadors and faith leaders who carry the history, knowledge and cultural and spiritual traditions of their people.
- ⇒ Appointed to lead and manage community services, community organisations and government agencies.
- ⇒ Chosen or elected by a community group or member organisation as their leaders, such as with local sporting clubs and cultural enterprises.
- ⇒ Using their skills and expertise as a volunteer across one or more community activities.
- ⇒ High achievers in sport, media, performance, arts, science, business, etc., who leverage their profile to create positive community action.
- ⇒ Ordinary people who just want to make a difference by doing, helping or serving others, or operating businesses in a more ethical way.

Sense of belonging

One of the key features of community participation is a sense of belonging.

Community organisations and groups, by their very nature, are focused on **connection** and **engagement**. Community **leaders** work tirelessly to turn ‘I’ into ‘we’.

As humans, people have a need to connect with others. People reach out to communities to find like-minded people who share similar **values** or **interests**. This helps people to develop a sense of belonging.

People join in with communities because they want to **unite** with others to achieve **positive actions** and outcomes. This is a strong driver of community belonging.

People benefit from the **social** interaction that comes from community involvement. This helps bring people together through **sharing**, **helping** and **supporting**. Once again, a sense of belonging is one of the key outcomes.

And people like to identify as members of their communities. Community **pride** is one of the most powerful drivers of belonging.

But when it comes to community connection, ‘being part of a community is only a small part of the equation. A sense of belonging is more about **‘doing’** as part of a community. Because after all, that is what communities truly all about.

Have a think about where, how and why you belong in a community and how your **Community Project** is helping to create **belonging** for you, and for others.



A Sense of Belonging

Image: DmitryDemidovich/Depositphotos.com



10.05 Community Leadership

10A Community leaders



Part A: Community leaders

1. Discuss how different **community leaders create** or **gain** their positions.
2. Describe **community leaders** you are **aware of** who attained their **roles** by these **means/actions**.

Employed

1. Who?
2. Organisation?
3. What do they do?

Appointed

1. Who?
2. Organisation?
3. What do they do?

Elected

1. Who?
2. Organisation?
3. What do they do?

Chosen

1. Who?
2. Organisation?
3. What do they do?

Activists

1. Who?
2. Organisation?
3. What do they do?

Elders / or cultural / or faith leaders

1. Who?
2. Organisation?
3. What do they do?

High achievers

1. Who?
2. Organisation?
3. What do they do?

Volunteers

1. Who?
2. Organisation?
3. What do they do?

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Part B: Community leaders and belonging

1. Give examples of **community groups** and **leaders** that create a **sense of belonging** for community **members** in each of these **varied settings**.

<p>Care and support</p>	<p>Sport and recreation</p>
<p>Environmental action</p>	<p>Arts and culture</p>

Applied

Interview 2 different community members. Share and use their responses to these questions.



PREVIEW SAMPLE
 FOR PLANNING
 DO NOT COPY

<p>1.</p> <p>a. Why is a sense of belonging so important in what they do?</p> <p>b. What advice can they give us for our Community Project?</p> <p>c. Are there any ways that we could work together?</p>	<p>2.</p> <p>a. Why is a sense of belonging so important in what they do?</p> <p>b. What advice can they give us for our Community Project?</p> <p>c. Are there any ways that we could work together?</p>
---	---

10.07 Project Management

Project resources

In life, if you want to achieve your goals you will need to become good at **planning** and **organising**. This involves a lot of applied skills including **making decisions**, **solving problems** and **negotiation**.

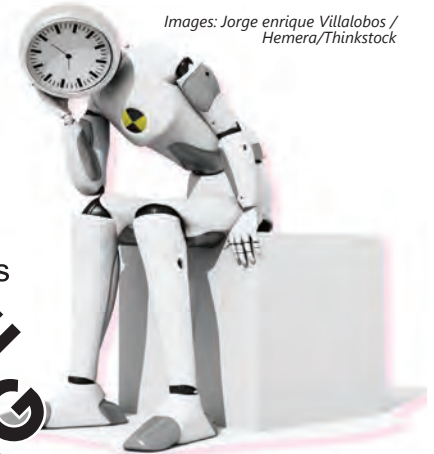
In community and vocational settings, goal achievement is about being able to properly **manage** all of your **resources**. The same is true for your **Community Project**. Four main types of resources consist of:

- ⇒ **time**
- ⇒ **people (labour)**
- ⇒ **resources (inputs), equipment and technology**
- ⇒ **money (capital)**.

A good **leader** has to plan to **manage** all of these resources effectively as part of all project work tasks.

An effective **team** needs to allocate these as **roles** and **responsibilities** to team members.

Your teacher will lead you through a discussion of these resources for your Community Project.



Images: Jorge Enrique Villalobos / Hemera/Thinkstock

Remember me? Well you have investigated so many of the skills that you need to successfully undertake your Community Project. Remember Unit 3 and in other VPC (chapters) - just apply them!"

10B Community Project - Management



Brainstorm **tasks, responsibilities** and even potential **issues** that you are likely to have to deal with for these 4 resource management areas for your **Community Project**.

Time management

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Timelines | <input type="checkbox"/> Travel times |
| <input type="checkbox"/> Deadlines | <input type="checkbox"/> Delivery times |
| <input type="checkbox"/> Diaries | <input type="checkbox"/> Production times |
| <input type="checkbox"/> Appointments | <input type="checkbox"/> Delegation |
| <input type="checkbox"/> Rosters | <input type="checkbox"/> Negotiation |

People management

- Leadership style
- Roles and responsibilities
- Delegation
- Training and support
- Supervision
- Motivation
- Negotiation
- Conflict and stress

Resources, equipment and technology management

- Consumables and raw materials
- Ingredients
- Stock
- Sourcing equipment
- Technologies
- Financials
- Appropriate training
- Workplace safety

Money management

- Budgeting
- Fundraising
- Revenue and income
- Expenses and costs
- Profit and loss
- Pricing
- Market forecasts
- Petty cash and security

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

10.09 Problem-Solving Tools

It's not easy

At times during the planning, organising, doing and reviewing of your **Community Project** you and your team will likely encounter a range of **problems**.

Now it is important not to look at problems as things that cannot be overcome. Sure problems and issues are **inconvenient** and can take **time** and **effort** to deal with. But problems are a natural part of implementing successful projects. If everything was easy then we would have no problems in life at all. But the world isn't like that and things that are worth doing, such as your Community Project, have a level of **complexity**.

Naturally some things can, and will, go wrong. Some of these situations might be **outside** of your **locus of control** - such as the weather, or an external stakeholder pulling out. But it is still the **responsibility** of the group to plan for these and have a **back-up**.

Other problems might be **within** your team's, or your own, **locus of control**. These can include missing **deadlines**, **absences**, personal **crashes** and **managing resources** effectively. You need to have **strategies** in place to deal with these problems when they arise, so as to ensure that a small problem, does not snowball into a bigger and more complex issue to solve.

What/How problem-solving

A really effective problem-solving tool that you have already learned to be aware of is the What/How problem-solving process.

The first step that you should take when dealing with any problem is to consider whether the problem is a **what** problem, or a **how** problem.

⇒ A 'what' problem

A **'what'** problem occurs when you don't know what to do to solve this problem. This inability could be based on a lack of experience and skills, poor communication, or just having to deal with something you have never encountered before.

For example, "This customer wants to return the computer because it is not booting, but I don't know what to do?" So essentially, this is a problem based on ignorance. "I've got no idea what to do!"

In response you could ask for help, or ask for advice on where to get help, or get trained, or supervised in how to solve the problem of, 'what to do'. In this example your manager might advise you to:

"Document the issues that the customer is having, book the return in with the service centre, then notify the customer of the date when it will be ready for pick-up."



Image: SergeyNivens/
Depositphotos.com

⇒ A 'how' problem

A '**how**' problem occurs when you know what to do, it's just that you don't really know how to go about solving the problem. This inability could once again be due to a lack of experience, skills or knowledge. However, it might also be caused by barriers preventing you from coming up with the best solutions.

For example, "I know I have to document the customer's problem with the computer, but I don't know which pro-forma to fill out?"

So in this case, this is a problem based on a lack of knowledge and skills. "I know what to do, it's just that I don't know how to do it?"

In response to a 'how' problem you should ask yourself, "Why am I unable to do this?" Is your inability due to a lack of skills, time, commitment, budget, resources, support, permission, or a combination of these?

Once you can solve for why then you really are identifying the problem!

What/How problem-solving 10C

1. Anticipate **3 common problems** that might occur during your **Community Project**. e.g. Consider: **time, people** and **resources**.

Unpack **whether** your **problem** is a 'what' problem or a 'how' problem. Note: Complex problems will have elements of both 'what' and 'how'.

Time problem

People problem

Resource problem

2. Propose some **solutions** to these problems. If you do this well, you will have a range of **problem-solving techniques ready to go** for your **Community Project**.

Time solutions

People solutions

Resource solutions

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

10.11 Problem-Solving Tools

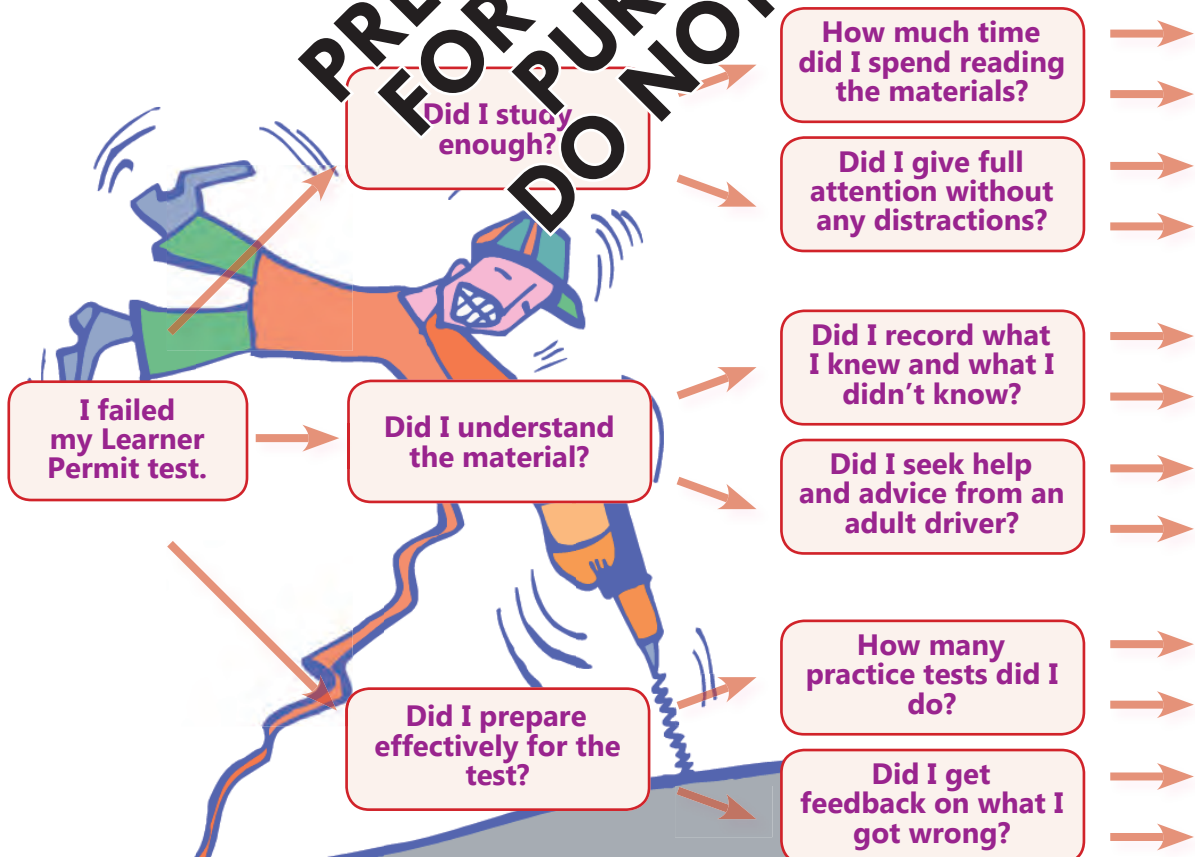
Drilling-down

When you break a problem down into its smaller components it makes it easier for you to tackle the issues and try and solve that problem. **Drilling-down** allows you to make a **choice** between different **courses of action**. You might have used this method before as part of your PDS or WRS studies.

Drilling-down breaks complex problems into progressively smaller parts. This makes big problems a little easier to solve. You can also ask yourself a series of **'what/how' questions** as part of the drilling-down process. As you move to the right-hand side of the drill-down, you might be starting to see some solutions.

Effective drilling-down

- ⇒ Identify your 'big' problem, and write it at the left of a sheet of paper or board.
- ⇒ List the main points, issues or questions that make up this larger problem. Try for between 3-5. If stuck answer, 'why' or 'why not'?
- ⇒ List any points, issues and questions that influence these new issues. Try for 2-3. If stuck answer, 'why' or 'why not'?
- ⇒ Finally, list some factors for each of the above. answer, 'why' or 'why not'?
- ⇒ Start to analyse the right-hand side for some possible solutions.
- ⇒ Now you have drilled-down the problem the more you drill-down you will be better able to identify and select some potential solutions!



The 80-20 or Pareto rule

The 80-20 rule (or the Pareto rule or principle) states that 80% of outcomes are likely to be due to 20% of causes. Results can be shown on a bar graph. For example:

- ⇒ 80% of sales revenue is likely to come from 20% of customers/clients
- ⇒ 80% of complaints are likely to come from 20% of customers
- ⇒ 80% of delays to a project team are likely to be caused by 20% of factors (i.e. one process or person).

As a problem-solving tool, the 80-20 rule suggests that you should concentrate on the main few issues or problems causing the 80% of bad outcomes.

Just a few main issues, the 20%, will be causing most of the problems, the 80%. You can never fix all 100% of the causes, but you should try and fix the main problems.

Also, don't worry about exact percentages. Just remember that you can fix most problems just by addressing a few, even just one, of their cause.



This is a classic 80-20 bar graph. Perhaps it is for a problem such as:

- ⇒ factors causing students to come late to class
- ⇒ causes of road accidents, or
- ⇒ reasons for customers returning a product.

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Project - Problem-solving 10D

1. Drilling-down

Identify a **complex problem** that you need to deal with for your **Community Project**, such as safety in our work town. **Drill-down** to identify a range of **potential solutions** to help deal with this problem (e.g. safety issues).

2. 80-20 rule

Most problems and issues will be due to just a few causes. What do you think will be the **most common causes** of **issues** and **problems** for your Community Project? Develop potential **actions** to help **deal with these** common problems

Common problems

Potential (solution) actions

10.13 Time Management

Effective time management

As you are well aware, 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 doing your Community Project requires a lot of time, especially in the planning and organising stages. And in the **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 VPC and in previous **PDS activities**. And in **Numeracy** you have directly developed skills and techniques to manage your time effectively.

For your Community Project you and your teammates have the responsibility to manage your **own time**, and the **time** of **others**. All of your task **duties** must coalesce so that your team is working together towards achieving **goals** and **objectives**.

And if you are dealing with **external stakeholders** or **community partners**, then you must ensure that you fit in with their own time **commitments** and **availability**.

You will need to develop a clear and accurate **timeline** for your project. The **timeline** outlines the **overall timeframe** required to complete a project. A **deadline** is the **actual date** and **time** when a task needs to be **completed by**. There might be a number of deadlines (and **milestones**) that fall within a project's overall timeline, so your timeline should consider and define **long-term**, **mid-term** and **short-term** goals. All team members need to be aware of these deadlines. Back-up plans may need to be considered if a task isn't completed by a certain time.

Effective Time Management

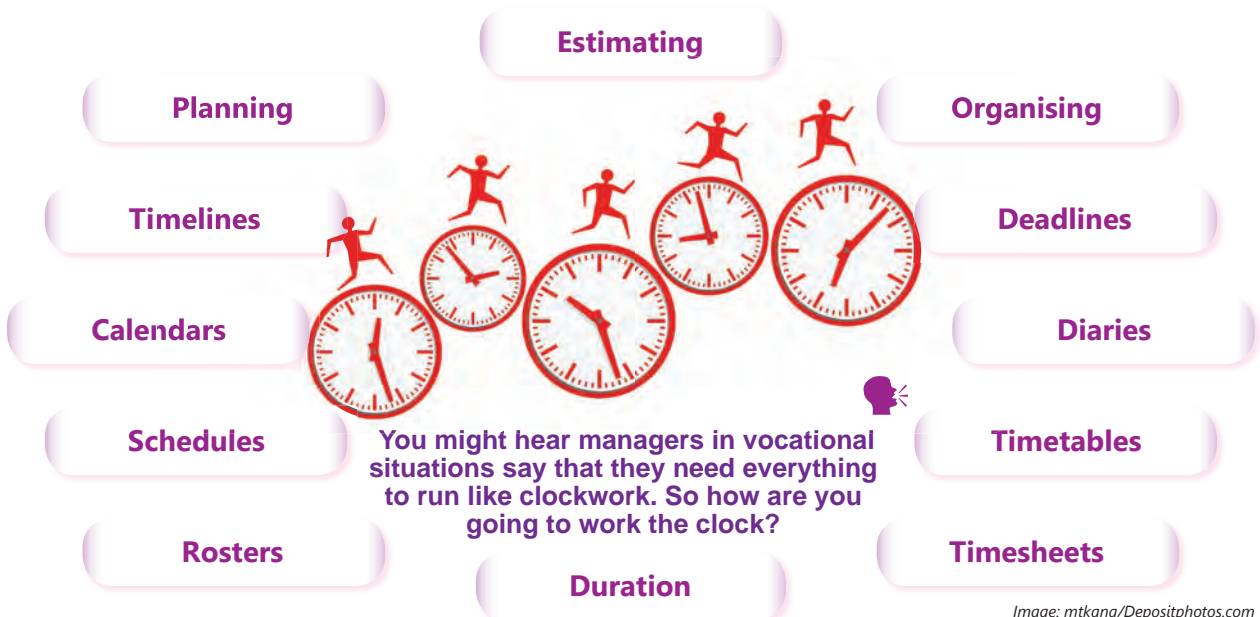


Image: mtkang/Depositphotos.com

Schedules and 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 is used to allocate people to duties, tasks and roles (including 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.

Managing time 10E

In your project teams describe an **example** that shows the relevance of each of these **time management terms** for your Community Project. Add 1 more.



Estimating	Planning	Organising
Duration	Timelines	Deadlines
Milestones	Calendars	Diaries
Timetables	Rosters	

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

10.15 Time Management

Delegation

In work-related and project situations managers don't ever have time to do all the tasks required of them. So they need to delegate tasks.

Delegation is when a person **assigns tasks to others**, such as lower-level managers, employees, and even outside contractors.

When you delegate tasks and responsibilities to others, you need to be sure that team members to whom you have delegated can be relied upon to supervise, coordinate, or even do the task. And at times, team members will need adequate **training** to ensure that they can complete tasks delegated to them. This is an example of applied **problem-solving** and **decision-making**.

But always remember, the person who is delegating is still accountable for the task being done! You can't just push the responsibility onto someone else and forget about your own responsibility. You are a team after all! So check-in, and if needed give help and support.

When it comes to your **Community Project**, delegation might involve your team:

- ⇒ identifying team members' strengths
- ⇒ pairing up
- ⇒ setting clear expectations
- ⇒ establishing a timeline
- ⇒ having regular check-ins
- ⇒ encouraging open communication
- ⇒ providing resources and support
- ⇒ being flexible and adaptable
- ⇒ giving recognition and feedback
- ⇒ keeping records of roles, responsibilities, and tasks completed.



10F Project - Managing time



1. What are the main **skills, tools** and **techniques** our **team** will use to **manage our time** for our **Community Project**?

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 to-do list**. You first arrange tasks in the required **order** (perhaps using Post-it notes), and then add them to the Activity Action Roster with more **detail**.

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

2. Working in project teams requires delegation. How will your **Community Project team** handle each of these elements of successful delegation?



Identifying team members strengths	Pairing up
Setting clear expectations	Establishing a timeline
Having regular check-ins	Encouraging open communication
Providing resources and support	Being flexible and adaptable
Giving recognition and feedback	Keeping records of tasks completed

10.17 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.

In your Community Project, you are more than likely at different times 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**.

As a team you will all need to support and help one another. So this might require a bit of give and take - that's where **negotiation** comes in!

Image: PeopleImages.com/
Depositphotos.com



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 of 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.

Community Project - Managing people 10G

1. Managing people is about leadership and communication. What are the key **dos** and **don'ts** for **managing people** (including external partners) for your **project**? Consider the role of **problem-solving, negotiating** and **decision-making**.



PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

2. If you were to settle on **3 essential actions** for **managing yourself** and for **managing others** for your **Community Project**, what would **these be**?



Managing myself

- 1.
- 2.
- 3.

Managing others

- 1.
- 2.
- 3.

10.19 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 WRE approach) materials might take the form of:

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

Community Project

In your **Community Project**, materials are all 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.

But **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 input cost for each item you make or provide. e.g. 40c for a sausage, 15c for the bread, 10c for the onions, 5c for the sauce = 70c of input materials cost for 'snag sanger' to be sold for \$2!. (Note Oil would be another cost, as too gas, BBQ hire etc..)



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

Image: edu1971/
Depositphotos.com



Image: SarahRichardson/
Depositphotos.com

Project - Managing materials 10H

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

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 SAMPLE
FOR PLANNING
PURPOSES
DO NOT COPY

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

10.21 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 **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 (running costs)** such as the cost of electricity used to power the equipment.

When you use technology and equipment for your **Community 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 pay for features 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, delivery and 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.

DO NOT COPY

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



Project - Managing technology & equipment 10I

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

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 SAMPLE
FOR PLANNING
DO NOT COPY

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

10.23 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 **Community 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 as part of a **financial review**.

Your Community Project might involve financial aspects on both the expenses side and on the revenue side of the budget. 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 services
- ⇒ fund-raising revenue and donations
- ⇒ sponsorship, grants, and other funding, and
- ⇒ 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.

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.
- ⇒ If revenue or expenses seem way off, change your budget, and/or your plans.

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 such as cash and change.
- ⇒ Use digital funds and tools if suited.
- ⇒ Check your budget to ensure it is realistic.

Review: Budgeting

- ⇒ Tally and record the actual amounts.
- ⇒ During and after your activity, compare budgeted amounts with actuals.
- ⇒ Seek financial advice if needed.
- ⇒ Change plans or implement a back-up.

Project - Budgeting 10J

Your **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 item	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 SAMPLE
FOR PLANNING
DO NOT COPY

10.25 Contingency Plan

Contingency plan

In complex projects and activities, things can, and do go wrong. So you need to plan for likely **issues** and **problems**. That's why you need to have a back-up or **contingency plan** for your **Community Project**.

As a team, try to **anticipate** all the things that potentially could go wrong and **threaten** the **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 stress
- ☹️ Balancing external responsibilities

People - Supervisors/partners

- ☹️ Permissions denied
- ☹️ Contact and appointment issues
- ☹️ Rescheduling and cancellations
- ☹️ External partners withdrawing
- ☹️ Suppliers and services failures

People - Clients/customers

- ☹️ Not interested or reluctant
- ☹️ Complaints and refunds
- ☹️ Change mind/withdraw support
- ☹️ Choose a competitor
- ☹️ Communication problems

Materials and inputs

- ☹️ Poor quality
- ☹️ Unavailability and delays
- ☹️ Rising costs
- ☹️ Safety, spoilage and transport
- ☹️ Sustainable use

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

Project - Contingency plan 10K

Think about the potential **issues** that could **impact** on your **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.

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 SAMPLE FOR PLANNING DO NOT COPY

Potential Task Skills

allocate tasks	hire rooms and facilities	prepare visual aids	make & record presentations
organise team members	organise music	confirm attendance	introduce guests
assess risks and hazards	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	design web materials	troubleshoot technical issues
negotiate permissions	organise guest speakers	organise displays	return equipment
plan timelines	manage the site	invite people	clean-up location
organise transportation	use multiple	hire equipment	prepare food and refreshments
organise resources	brief team members	confirm appointments	assess and manage risks
communicate responsibilities	handle and collect money	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

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

10.29 Graduated Assessment

AT4 Community Project - Resource Management M2: Community participation



For this assessment task, you are required to **identify, plan and organise** the **resources** required for your **Community Project**.

You will do this by developing and applying effective **project management skills** and techniques in your collaborative team.

You should also apply other project skills as needed including problem-solving, decision-making and negotiation.

Complete the planner below by briefly **summarising what you did** for each project management **resource category**.



Name(s):

Key dates:

Unit 4
Module 2

**Community:
Project**

Tasks - AT4: Community Project - Resource Management **Just** **Due Date** **Done** **Level**

Complete the tasks in a format negotiated with your teacher.

i. Time management and resources required.



ii. People management and resources required.



iii. Inputs/materials management and resources required.



iv. Technology & equipment management and resources required.



v. Financial management and resources required.



vi. Other management and resources required.



⇒ **Demonstrate effective collaborative skills.**



⇒ **Demonstrate effective negotiation skills.**



⇒ **Demonstrate effective planning skills.**



⇒ **Demonstrate effective problem-solving skills.**



⇒ **Demonstrate effective decision-making skills.**





Present or report to the class (if required).



PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Project Implementation

11

11.01 Doing Your Community Project.....	248	11.15 Activity/Event Planner	262
11.05 PODR Activity Planner	252	11.17 Time Management Planners	264
11.09 Activity/Event Timeline	256	11.19 Project Evaluation	266
11.11 Activity/Event Layout	258	11.23 Project Performance Evaluation .	270
11.12 Activity/Event Safety	259	11.25 Module Assessment	274
11.13 Activity/Event To-Do Lists.....	260		

Activities 11: Project Implementation		p.	Due date	Done	Comment
11A	What are we doing?	249	<input type="checkbox"/>	<input type="checkbox"/>	
11B	Activity/Event - Brainstorm	250	<input type="checkbox"/>	<input type="checkbox"/>	
11C	TEMP-O - Project's activity/ event	261	<input type="checkbox"/>	<input type="checkbox"/>	
11.05-11.08	PODR Activity Planner	252-255	<input type="checkbox"/>	<input type="checkbox"/>	
11D	Activity/Event Timeline	256-257	<input type="checkbox"/>	<input type="checkbox"/>	
11E	Activity/Event - Diagram	258	<input type="checkbox"/>	<input type="checkbox"/>	
11F	Activity Event - Safety audit	259	<input type="checkbox"/>	<input type="checkbox"/>	
11G	Activity/Event - To-do list	260	<input type="checkbox"/>	<input type="checkbox"/>	
11H	Activity/Event - Resource	262-263	<input type="checkbox"/>	<input type="checkbox"/>	
11.17	Project Activity/Event Timeline Planner	264	<input type="checkbox"/>	<input type="checkbox"/>	
11.18	Daily Timesheet - Task Planner	265	<input type="checkbox"/>	<input type="checkbox"/>	
11I	Community Project - Evaluations	267	<input type="checkbox"/>	<input type="checkbox"/>	
11.21	Project Evaluation: General Competencies	268	<input type="checkbox"/>	<input type="checkbox"/>	
11.22	Project Evaluation: Specific Competencies	269	<input type="checkbox"/>	<input type="checkbox"/>	
11.23-11.24	Project Performance Evaluation	270-271	<input type="checkbox"/>	<input type="checkbox"/>	
AT5	Community Project	272-274	<input type="checkbox"/>	<input type="checkbox"/>	
R11	Unit Reflection and Review	275	<input type="checkbox"/>	<input type="checkbox"/>	

PREVIEW SAMPLE FOR PLANNING PURPOSES DO NOT COPY

Comments:

11.01 Doing Your Community Project

Doing the Community Project

At this stage of your final PDS unit, you have done extensive collaborative planning and organising for your Community Project. Indeed, some of you might right now be actively engaged in **community participation** as part of your project.

It's likely that nearly all Community Projects might involve a specific one-off **activity** or **event** to stage an **initiative** such as a:

- ⇒ community day
- ⇒ cultural celebration
- ⇒ fundraising drive
- ⇒ training or education activity
- ⇒ sports, arts, health or recreation activity, or
- ⇒ some other type of community participation and engagement activity.

For those of you undertaking a **community** or public **awareness campaign**, then your campaign will require a **communication activity** and might also involve an event.

Now is the doing

If you do have a one-off activity or event as part of your Community Project, then this 'doing' phase might be the shortest part of your entire project.

However, this activity or event outcome will become the most important part of the entire project 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 have to focus on the specific tasks required to successfully implement this 'activity'. Once again you should reflect on the PODR Process. The difference now is that you are

dealing with the specific tasks required to do your collaborative activity or event as part of your Community Project.

This means your **planning** will now switch to a micro-scale. So these doing tasks will now be shown in **green** (for go!).

Image: mandygodbehear/
Depositphotos.com



"We've been working from the beginning of the planning of our Community Voice Musical. So we're going to close out the venue in which we will be performing."

Image: RawPixel/Depositphotos.com

"We're ready to hit go on our 'Leap for Life' activity fun day which will raise funds for The Leukaemia Foundation."



Doing Your Community Project 11.02

Go

Image: montego/
Depositphotos.com

Your **organising** will be directly related to all the **objectives** needed for 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 **evaluation** that you are meeting your specific objectives, including the use of **immediate** and **supportive feedback**.

You have planned for this. You have organised for this. So let's go!



What are we doing? 11A

OK. Right now. Short and sharp. Clear and concise. Answer these questions about what the **doing stage** involves for your community project.



What are we doing?

Why are we doing this?

How does our 'doing' help others?

How does our 'doing' help us?

What are we looking forward to?

What are we anxious about?

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

11.03 Doing Your Community Project

11B Activity/Event - Brainstorm



As a team, clearly and concisely describe your key **objectives** for this **doing** stage, (i.e. an **activity** or **event**) of the **Community Project**. Use point form.

What are we doing - specifically?
What is our activity or event outcome?

What tasks will we have to do for our activity or event outcome?

What other people or groups does our activity or event involve?

What permissions or support will we need to have for our activity or event?

How will we ensure that everyone knows their roles and responsibilities?

How will we ensure that we have all the equipment, technology and inputs?

How will we check on our progress throughout the doing stage?

How do we monitor and check for safety during our activity or event?

What problems and issues might we have to deal with?

What else might be relevant for our activity or event?

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Doing Your Community Project 11.04

TEMP-O - Project's activity/event 11C

Use this TEMP-O task organiser to **identify** the **specific** tasks, equipment, materials, and roles of team members needed to participate in and **do** your **Community Project activity** or **event**. 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?)

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

11.05 PODR Project Planner - Activity/Event

PODR Project Planner: Community Project - Activity/Event



Use this planning and goal-setting pro-forma to guide an activity/event for 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 Community Project's activity or event.)

Write a one sentence description of your Community Project's activity/event.

List 3 key goals/objectives associated with the Community Project's activity/event.

Who else is involved in your project's activity/event? What skills can they offer?

**PREVIEW SAMPLE
FOR PLANNING
PURPOSES
DO NOT COPY**

ii. Organising the 'doing' stage
(For your Community Project's activity or event.)



What is the project's activity/event timeline? (By when do tasks need to be done?)

Which external stakeholders and partners might be involved in the activity/event?

What resources, materials, equipment & tech are required for the activity/event?

What are the main roles of each person for the project's activity/event?

List potential safety hazards, legal requirements and permissions.

**PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY**

11.07 PODR Project Planner - Activity/Event



iii. Doing the 'doing' stage (For your Community Project's activity or event.)

What is the timeline for doing the project's specific activity/event outcome?

What supervision is needed when doing the project's specific activity/event outcome?

What tasks need to be done for doing the project's specific activity/event outcome, who will do these, when, and when must they be done?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

What?

Who? & When?

**PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY**

**iv. Reviewing the 'doing' stage
(For your Community Project's activity 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?

Feedback on PODR Project Planner - Implementation

Before you do your project's activity/event or other outcome, you need to present this planner to your teacher for feedback and possible changes.



**PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY**

11.09 Activity/Event Timeline

11D Activity/Event - Timeline

Now it is time to work on the doing stage of your project's activity or event. Your previous planning and organising will have helped prepare you to deliver a one-off event for your project. This event might be a community day, a cultural celebration, a fundraising drive, a sports, arts, health or recreation activity, or some other Community Project event organised by your teacher.

However, some of you might be participating in your Community Project on an ongoing basis rather than just as a single event. If this is the case you will still need to complete these planners at the beginning of the doing stage. Then as you get more familiar with your roles and responsibilities, you can update with any information as you progress through your activity or event.



Here are some key steps for this 'doing' stage that might apply to your Community Project. Your teacher will guide you as to which ones you need to do.

- Plan and draft an **Activity/Event Timeline** (p.256-7).
- Develop a visual mind-map, or **Activity/Event map** (p.258). Include key roles, work stations, equipment location, safety issues and other information.
- Complete an **Activity/Event safety audit** (p.259) and have this checked.
- Create and use **Activity/Event to-do lists** (p.260-2) for people or devices.
- Develop an **Activity/Event Plan** (p.261-2) that lists all the tasks, the times and the people involved in preparing, doing and in cleaning up (or de-installing) the event.

As a team, brainstorm all the time, scheduling and rostering requirements associated with doing the specific Community Project's activity or event. When finished, create a larger-scale Activity/Event Timeline.



Activity/Event - Timeline

**PREVIEW SAMPLE
FOR PLANNING
PURPOSES
DO NOT COPY**

11.11 Activity/Event Layout

11E Activity/Event - Diagram

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

**PREVIEW SAMPLE
FOR PLANNING
PURPOSES
DO NOT COPY**



You will have responsibility for ensuring that you participate in, and do your activity or event safely. Your safety responsibilities naturally include you and your teammates, but also extend to customers and clients, as well as any other stakeholders that might be affected by what you do for your **activity/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.

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

Teacher feedback:

Teacher feedback:

3. Activity/event monitoring

4. Emergency management

Teacher feedback:

Teacher feedback:

**PREVIEW SAMPLE
FOR PLANNING
PURPOSES
DO NOT COPY**

11.13 Activity/Event To-Do Lists

11G Activity/Event - To-do lists

When it comes to the **doing** part of your **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 timesheet-formatted **to-do lists** that include a bit more detail to help everyone stay on top of their task roles and responsibilities.

PREVIEW SAMPLE FOR PLANNING PURPOSES DO NOT COPY

_____ 's To-do List					_____ 's To-do List				
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 H2B	1	MC	e.g. Pick up BBQ	9.30-10.00	Mr Smith, room H2B	1	MC

Activity/Event To-Do Lists 11.14

_____ '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 SAMPLE
 FOR PLANNING
 DO NOT COPY

_____ '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

11.17 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"/>

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

11.19 Project Evaluation

Evaluating your 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 for 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 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**. And in work, people are relying on you.

Self-review: Community Project

Processes of **feedback, review** and **self-assessment** are important ways to identify your strengths and weaknesses when working collaboratively.

Self-review enables you to develop an **action plan** to guide **further improvement** so that you can emerge from Year 12 as a more work-ready team player.

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

This should also extend to evaluating your **peers** and having them evaluate you.

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

You can address these in your final outcomes for both **Literacy** and **Work Related Skills**.



Image: RawPixel/Depositphotos.com

Community Project - Evaluations 111

Your teacher will explain your **reflection** and **evaluation requirements**. Outline your reflection and evaluation requirements **you** are required to **complete**. These are likely to include:



- self-evaluation // evaluation of your teammates // peer evaluation
- evaluations from community partners // evaluations by the teacher.

Community Project:				
Names:				
Evaluations	By who & Of who?	Pro-forma/Format	By when?	Feedback
e.g. Self	By me of me	e.g. Community Project - Evaluation: General Competencies, p.268	Nov 12, 3 days after completion.	- I was best at setting and meeting deadlines. - I needed to show more leadership.
Self				
Self in team situations				
Of teammates				
By teammates				
By peers				
By community partners				
By teacher(s)				
Other				

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

11.21 Project Evaluation: General Competencies

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 resources.....	<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"/>
☺ Negotiating	<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"/>
☺ Working collaboratively	<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 safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
☺ Applying leadership skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

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

1. _____
2. _____
3. _____

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

1. _____
2. _____

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

Signed: _____ Date _____

Project Evaluation: Specific Competencies 11.22

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 SAMPLE
FOR PLANNING
DO NOT COPY**

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: _____

11.23 Project Performance Evaluation

Community Project: Outcome goals and objectives	
Name(s):	Date(s):
Personal successes and challenges	
	
	
	
Collaborative successes and challenges	
	
	
	
Communication successes and challenges	
	
	
Negotiation successes and challenges	
	
	
Time management successes and challenges	
	
	

**PREVIEW SAMPLE
FOR PLANNING
PURPOSES
DO NOT COPY**

Project Performance Evaluation 11.24

Problem-solving successes and challenges



Decision-making successes and challenges



Managing materials and inputs successes and challenges



Using technology and equipment successes and challenges



External stakeholders successes and challenges



Other successes and challenges



11.25 Module Assessment Task

AT5 Community Project Module 2 - Community participation

Overview

For this assessment task, you are required to connect with, and participate in the community through successfully **implementing** and **reviewing** a collaborative **Community Project**.

Assessment

To successfully complete your Community Project you are required to:

- ✓ **establish** the requirements of your project (PODR: **Planning** and PODR: **Organising**) i.e. **Module 1 - AT1, AT2 & AT3**
- ✓ **participate in/do** the project and any associated activities/events (PODR: **Organising** and PODR: **Doing**) i.e. **Module 2 - AT4 & AT5**.
- ✓ **evaluate** the project (PODR: **Reviewing**). i.e. **Module 2 - AT5**.



Your teacher will have explained a range of steps, tools and techniques to enable you to successfully implement and evaluate your Community Project.

Our Community Project is:

Our main objective is:

I am working with:

External partners/ supporters, participants are:

Key resources required are:

The key project dates are:

The project's implementation outcome/activity/event involves:

Key resources required for outcome/activity/ event are:

The key dates for the outcome/activity/event are:

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

Module Assessment Task 11.26

Name(s):	Key dates:	Unit 4 Module 2	
Project:			
Tasks - AT5: Community Project	Must Do?	Due Date	Done
Successfully implement and review a collaborative Community Project.			Level
i. Establish the requirements of our Community Project. ⇒	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
ii. Plan our Community Project. ⇒	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
iii. Consult and negotiate with external stakeholders for our Community Project. ⇒	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
iv. Organise our Community Project. ⇒	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
v. Organise resources required for our Community Project. ⇒	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
vi. Implement (do) our Community Project. ⇒	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
vii. Plan, organise and do any specific events/activities associated with the Community Project. ⇒	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>
viii. Evaluate my participation in the Community Project. ⇒	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
ix. Evaluate our participation in the Community Project. ⇒	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
⇒ Demonstrate effective project collaborative skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
⇒ Demonstrate effective project communication skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
⇒ Demonstrate effective project negotiation skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
⇒ Demonstrate effective project planning skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
⇒ Demonstrate effective project problem-solving skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
⇒ Demonstrate effective project decision-making skills.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
⇒ Demonstrate effective community leadership.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>
⇒ Use images, multimedia and other elements.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>
🗣️ Present or report to the class/stakeholders (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>

PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY

11.27 Module Assessment

Complete a review on the extent to which **you developed** and **demonstrated employability skills** when undertaking your **Community Project**.

How could these **be transferred** and applied to **vocational** situations?

Community Project: _____		
Name: _____		Dates: _____
Employability skill	How well did I develop and demonstrate this skill in the Community Project?	How can I transfer and apply this skill to vocational situations?
Communication		
Teamwork		
Problem-solving		
Planning and organising		
Self-awareness		
Learning		
Technological		
Initiative and enterprise skills		

**PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY**

Unit Review and Reflection

Which Personal Development skills did I develop during this entire unit?

→ _____

→ _____

→ _____

How have the skills of Personal Development helped to improve my personal life?

→ _____

→ _____

→ _____

How have Personal Development skills helped to improve my work-related skills?

→ _____

→ _____

→ _____

**PREVIEW SAMPLE
FOR PLANNING
DO NOT COPY**

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: _____

active listening 62
 adaptability 130
 agenda 42-43
 Australian government 188, 197
 autocratic style 108-11, 112, 114
Awareness Campaign Planner 212-3
Being a Team 40-45
Charismatic Leadership 118-19
 charitable agencies 186
 collaboration 8-9, 52
Communicating Effectively 30-35
 communication - forms 30
 communication - leadership 142
 communication - types 28-30
 communication 52
Communication Process 26-29
 communities - types 162
 community bonds 164
Communities 162-7
Community Action 168
Community Awareness 172-3
 community groups 166, 197
 community involvement 168, 170
Community Issues 192-6
 community members 166
 community outcomes 168
Community Partnerships 196-9
Community Project - Focus 178-9
Community Project - PODR 174-7
Community Project 160-1
Community Project 202-5
Community Project Overview 206-7
Community Stakeholders 182-7
Conflict 58-61
 conflict resolution 64-65
 conscientiousness 130
 consultative style 109-11
 coordination - leadership 142
 crowdfunding 197
 cultural diversity 12
 delegation - leadership 142
Demonstrating Leadership 126-31
Developing Leadership 82-83
Distributed Leadership 116-17
Diversity 12-13
Effective Negotiation 56-57
Effective Teams 52-53
Effective Teamwork 6-11
 emails 39
Emotional Intelligence 16-17
 empathy 63
 equipment & tech management 150
 etiquette 44-45
 evaluation - leadership 143
 Expectancy theory 138
 formal communication 34-35
 goal-setting process 147
 Goal-Setting theory 138
 government actions 190, 197
Government Stakeholders 188-91
Graduated Assessment 132-3
Graduated Assessment 180
 Herzberg 138
 Hierarchy of Needs 138
 informal communication 34-35
Interpersonal Relationships 22-23
 interpersonal relationships 36
 laissez-faire 109-11
 leadership - community settings 88
 leadership - personal settings 84, 96
 leadership - setting 82
 leadership - social settings 86
 leadership - situational settings 90
 Leadership Styles 108-11
 Leadership Approaches 116-17
 Leadership in Practice 12-13
 Leadership Settings 24-31
 Leadership, Situational 22-95
 Leadership Styles 108-124
Leadership Styles 108-11
Leadership Styles 80-81
Leading a Team 142-45
 lobby groups 184, 197
 Locke & Latham 138
 managers vs leaders 106-07
Managing Conflict 62-67
 Maslow 138
 meeting agenda 42-43
 meeting etiquette 44-45
 meetings 40-43
 money management 150
 motivation - leadership 142
Motivation 134-7
Motivation and Planning 125-156
 motivation theories 138
Motivation Theories 138-41
Multiple Intelligences 14-15
 negotiation - tips 56
 negotiation 52
Negotiation 54-55
 not-for-profits 186, 197
 participative style 108-11, 113, 114
 people management 150
 people-orientation 102
 persistence 130
Personal Development 4-5
 persuasive style 109-11
Planning 146-51
PODR Planner 72-75
 PODR Planning 72-75, 148-9, 174-7, 208-11, 252-5
PODR Project Planner 208-11
 pressure groups 184, 197
Putting it all Together 122-3
 reliability 130
 resource management 150
 Ryan & Deci 138
 Self-Determination theory 138
Social Awareness 20-21
 stakeholders 182-191, 197
 style government 188, 197
 synergy 10-11
Task vs People-Oriented 112-15
 task orientation 102
 team dynamics 18
 team effectiveness 37-38
Team Roles 18-19
Team Rules 46-47
 team success 130
Team Work - Collaboration 1-24
Team Work - Communication 25-50
Team Work - Negotiation 51-76
 time management 150
 transactional leadership 104
 transformational leadership 105
Transformational Leadership 120-1
 Two-Factor theory 138
 Vroom 138
 welfare agencies 184, 197
Working in Teams 36-39
Your Leadership Situations 96-99