PERSONAL DEVELOPMENT ACTIVITY PLANNER

VM 1&2

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
⇨ Personal Development Activity Planner - VM 1&2

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 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
⇨ Personal Development Activity Planner - VPC 1&2

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

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2023 DELIVER Education: Order form for Semester 1 2023. All prices are (GST inc.)

2023 VM & VPC

VCE: Vocational Major

New VCE: VM	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs	
Literacy VM: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	**VCE: VM 1&2** All resources available for 2023
Numeracy VM: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	
Personal Development VM: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	
Work Related Skills VM: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	

Vocational Pathways Certificate

New VPC	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs	
Literacy VPC: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	**VCE: VPC 1&2** All resources available for 2023
Numeracy VPC: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	
Personal Development VPC: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	
Work Related Skills VPC: 1&2 (New)	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495	

VCAL: Until end of 2023

Until end of 2023	Printed Coursebook	Activities Booklet	Master license PDFs	e-version Master license PDFs
Literacy Senior	___ @ $42.50	___ @ $27.50	___ @ $330	or ___ @ $440
Numeracy Senior	___ @ $49.50	___ @ $27.50	___ @ $330	or ___ @ $440
Personal Development Senior	___ @ $42.50	___ @ $27.50	___ @ $330	or ___ @ $440
Work Related Skills Senior	___ @ $42.50	___ @ $27.50	___ @ $330	or ___ @ $440

Vocational and Work Education Resources

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Work Experience Journal	___ @ $22	or ___ @ $165
Work Placement Journal	___ @ $33	or ___ @ $220
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PDS Planner: VM 1&2 (New)	___ @ $33	or ___ @ $220
PDS Planner: Senior	___ @ $33	or ___ @ $220
Foundation Numeracy	___ @ $44	na

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

VCE: Industry and Enterprise

New editions were released in 2022

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

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Introduction

Welcome to the Personal Development Activity Planner. This resource has been created to help support you in all stages of planning, organising, doing and reviewing individual and team Personal Development activities.

In order to manage your activities effectively, you should follow the 4-stage PODR Planning Process: **Plan (purple)**, **organise (orange)**, **do (green)** and review **(blue)**. Note: Although reviewing happens at the end of your activities, it also happens during the other three stages as well. The entire PODR process requires applied critical thinking.

This book also acts as a record of your participation in your activities, and is a great evidence journal. This planner includes 2 sets of PDS Activity resources.

❑ Individual Personal Development Skills Activity: pp.4-35.

❑ Team Personal Development Skills Activity: pp.36-90.

1. Plan

In the first stage you should:

⇨ work out just what it is you are trying to do, i.e. what is your overall goal;

⇨ outline how you might be able to achieve this goal.

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

2. Organise

In the second stage you should:

⇨ break your overall goal into a series of small, achievable objectives;

⇨ develop an action plan to achieve each of these smaller objectives, on a task-by-task basis.

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

3. Do

In the third stage you should:

⇨ undertake the specific tasks needed to actually achieve your objectives

⇨ successfully complete your event, or specific activity, or goal.

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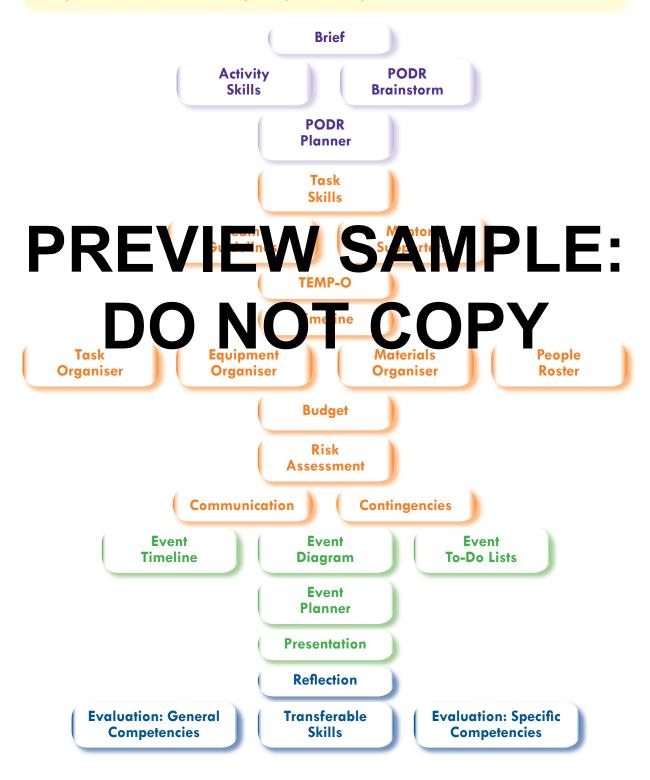
4. Review

In this stage you should:

⇨ check what you've done, make sure you are doing the right things, and make any changes if necessary

⇨ seek feedback and also self-assess.

Each of the 4 stages of PODR cross over. So you should be checking and reviewing throughout the whole activity process.

Your teacher will direct you to complete some, or all, of the following tasks, depending on the scope and complexity of your individual and/or team PDS activities.

✓ brainstorm, discuss and outline information in the yellow boxes

✓ complete the relevant colour-coded PODR pro-formas for your PDS activities

✓ get feedback, guidance and support from your teacher

✓ make suitable changes, because this planner is a working document that can be updated and refined throughout your activity.

Brief

Activity Skills

PODR Brainstorm

PODR Planner

Task Skills

Team Guidelines

Mentor Support

TEMP-O

Timeline

Task Organiser

Equipment Organiser

Materials Organiser

People Roster

Budget

Risk Assessment

Communication

Contingencies

Event Timeline

Event Diagram

Event To-Do Lists

Event Planner

Presentation

Reflection

Evaluation: General Competencies

Transferable Skills

Evaluation: Specific Competencies

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Team Activity Planning Steps

Your teacher will direct you as to which of these steps need to be completed for your team Personal Development Activity (some might not apply to your activity).

Team PDS Activity:

	Activity Step	Page	Information	Required?	Date	Done?
PLANNING						
1.	Activity Brief	37				
2.	Activity Skills	38-39				
3.	PODR Brainstorm	40-41				
4.	PODR Planner	42-45				
ORGANISING						
5.	Activity Task Skills	46-47				
6.	Team Guidelines	48-51				
7.	Mentor/Supporters	52-53				
8.	TEMP-O	54-55				
9.	Timeline	56-57				
10.	Task Organis	58-59				
11.	Org	6				
12.	Materials Organiser	62-63				
13.	People Roster	64-6				
14.	Budget	6				
15.	Risk Assessment	68-69				
16.	Communication Strategy	70-71				
17.	Contingencies	72-73				
DOING						
18.	Activity Event Timeline	74-75				
19.	Event Diagram	76				
20.	Event To-do Lists	77				
21.	Event Planner	78-79				
22.	Presentation	80-81				
REVIEWING						
23.	Reflection	82-85				
24.	Transferable Skills	86				
25.	Evaluation: General Competencies	87				
26.	Evaluation: Specific Competencies	88-89				
27.	Other Information	90				

PLANNING

The first stage of any activity is the overall activity brief.

⇨ The brief outlines the key goals and requirements of the team activity.

⇨ Your teacher will discuss the team activity brief with you and your class.

⇨ Use short sentences to record key team activity details.

1. What is the personal development focus of the team activity?

2. What does the team activity involve?

⇨

⇨

⇨

3. Who else is involved in this team activity?

⇨

⇨

⇨

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4. What are the main benefits of doing this team activity?

⇨

⇨

⇨

5. What are the key timelines and deadlines?

⇨

⇨

⇨

Activity Employability Skills - Team

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

Employability skills

Employability skill	How have I demonstrated skill previously?	How might this skill be needed for the PDS team Activity?
e.g. *Learning*	I completed my Certificate in Food Hygiene as part of my VET course.	For our cultural luncheon activity we will need team members who have their Certificate in Food Hygiene.
Communicating		
Problem-solving		
Working cooperatively		
Using technology		
Planning and organising		
Initiative and enterprise		
Learning and developing skills		
Showing self-awareness		

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Other transferable skills

Skill	How have I demonstrated this skill previously?	How might this skill be needed for the team PDS Activity?
e.g. Being flexible	For my work at IGA I work after hours and on weekends on a flexible roster.	For our activity we are going to need to have team members available at different times and to complete work outside normal school hours.
Setting and meeting goals		
Working safely		
Being flexible		
Negotiating with others		
Seeking and using feedback		
Managing and leading		
Thinking critically		
Making decisions		
Resolving conflict		
Managing stress		
Building resilience		
Managing time		
other		
other		

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Planning - Team

Now it is time for you to start actively planning your team PDS activity. Effective planning involves developing a strategic timeline to assist you to achieve the goals and objectives associated with your activity. Planning and goal-setting are always more successful when you break your overall goals into smaller, achievable 'bites'. Generally, we can establish three key planning timeframes.

1. Long-term (or strategic) **planning** which reflects the overall timeline of the team PDS activity.

2. Mid-term (or operational) which should match key deadlines associated with **organising** your team PDS activity.

3. Short-term (or frontline) which should detail specific tasks and deadlines associated with successfully **doing** your team PDS activity.

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

Now look at these four bolded words. **Planning, organising, doing** and **reviewing**. These four, together, provide a very useful planning process that you should follow to achieve your team PDS activity: **PODR**. The PODR Process is a continuous process. Planning leads to organising, which leads to doing, which leads to reviewing, which leads back to planning and so on. Also, each of the 4 stages of the Plan-Organise-Do-Review process cross over. As part of planning, you might be organising - which is doing, and as is checking things while doing or reviewing, and so on. And the entire process is applied critical thinking in action.

List the key goals and objectives to be achieved as part of the team PDS activity.

3. Team Activity PODR Brainstorm

List the main tasks that might be required in each of the 4 PODR stages for your team Personal Development Activity.

1. Planning Stage

2. Organising Stage

3. Doing Stage

4. Reviewing Stage

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4. Team Activity PODR Planner

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

i. Planning stage
(For your overall team PDS activity.)

Write a one sentence description of your team PDS activity.

List key goals/objectives associated with the team PDS activity.

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Who else is involved in the team PDS activity? What skills can they offer?

ii. Organising stage
(For your overall team PDS activity.)

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

Which external stakeholders might be involved, including a potential mentor?

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

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What are the main roles of each person for this team activity?

List potential safety hazards, legal and ethical requirements and permissions.

4. Team Activity PODR Planner

iii. Doing stage
(For your specific team PDS activity outcome or event.)

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

What supervision is needed when doing the team activity outcome or event?

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

<div style="text-align:center; font-weight:bold; font-size:2em;">PREVIEW SAMPLE: DO NOT COPY</div>

What?	What?	What?
Who? & When?	Who? & When?	Who? & When?
What?	What?	What?
Who? & When?	Who? & When?	Who? & When?
What?	What?	What?
Who? & When?	Who? & When?	Who? & When?

iv. Reviewing stage
(For both your overall team PDS Activity, and the specific outcome or event.)

When will a progress report be prepared and discussed with your teacher (and possibly with your mentor)?

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

What back-up plans might be needed?

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Feedback on PODR planner

Task Skills - Team

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

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

a. Who is involved in the activity, and what skills do they bring to the activity?

b. Which skills does your team lack; what are possible training options to address these skills-gaps?

c. How can someone experienced act as a mentor and/or supporter for the team PDS activity?

Potential team PDS activity task skills.
(Tick/add others specific to your team PDS activity.)

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

a. Who is involved? | **What skills do they bring to the team activity?**

b. What are the skill-gaps? | **What training might address these gaps?**

e.g. We don't have anyone in our team who knows how to do budgets.	We are going to learn project budgeting in Numeracy.

c. Mentor/External supporter(s)

Who might be able to assist your activity as a mentor; or as supporters?

ORGANISING

Team Guidelines

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

Discuss each of these eight questions, and document appropriate responses that will apply to your team PDS activity requirements.

Then develop a list of **Team Activity Guidelines**.

Also included on p.50 is a **Meeting Agenda** pro-forma to help plan effective meetings, and to support the taking of minutes in meetings.

i. Which leadership and management styles best suit the team?

ii. How will roles and responsibilities be allocated and communicated?

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Tips

⇨ Create synergy by working as a balanced team.

⇨ Don't allocate roles based on friendships.

⇨ Always communicate clearly and professionally.

What would you do?

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

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

iv. How will decisions be made and communicated?

ORGANISING

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

vi. How will negotiation skills be developed and applied?

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

viii. How will the team deal with conflict and stressful situations?

Meeting Agenda - Team

Meeting Agenda

Group/team/activity title: _____

Location: _____ Day & Date: _____ Time: _____

Chaired by: _____ Minutes by: _____

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

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

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

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

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

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

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

Team Activity Guidelines

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

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ORGANISING

Getting Support - Team

A vital part of your team Personal Development Activity might be finding, making contact with, and then working with an adult or community supporter or mentor.

In choosing a suitable mentor (or supporters) you should be seeking a person (or people) who can provide some, or even all of these characteristics.

✓ Knowledge and experience.

✓ Skills and expertise.

✓ Patience and willingness to help.

✓ Guidance and support.

✓ Networks and community contacts.

✓ Feedback and constructive criticism.

So, consider where you might find a suitable mentor, including from your knowledgeable and experienced peers, from other teachers with specific expertise, from community leaders and from other people from your broader network.

Peers
Who? How could they help?

Teachers
Who? How could they help?

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Community members
Who? How could they help?

Others from your network
Who? How could they help?

Mentor Plan

(Complete one of these Mentor Plan records for each meeting you have with your mentor or supporter. Ideally you should meet with your mentor at least 3 times each semester.)

Name: _____   Activity: _____

| Mentor: | | Organisation: | |
| Role/position: | | Contact details: | |

Meeting number:	Date:	Times:	Location:

Issues I need some help with:	

~~questions I should ask~~	

Advice I have been given:	

Resources that can help me:	

Next meeting:	

Any other information?

Student signature: _____   Date: _____   Mentor's signature: _____   Date: _____

ORGANISING

Organising - Team

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

i.   Tasks

ii. Equipment

iii. Material

iv. People

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

i. Tasks (What, when & how?)

What task?	When by?	How?

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ii. Equipment

What equipment?	When needed?	$ Costs?

iii. Materials (and inputs)

What materials?	When needed?	$ Costs?

iv. People (who does what?)

Who is responsible?	Which task(s) are they responsible for?	Who supports?	Who checks?

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Feedback on TEMP-O

Organising Timelines - Team

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

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

Discuss and answer these three questions related to organising. Then complete an **Activity Timeline**.

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

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ii. What is the availability of activity participants?

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

Tips

⇨ Break your timeline into weeks (or days for short-term activities).

⇨ List key dates and a short summary of what is required by that date.

⇨ Get feedback from your teacher.

What would you do?

The activity team doesn't know how to achieve their overall goal of raising $500 for OXFAM to sponsor a child.

All they have come up with so far is "Weeks 1-8: Do a fundraising activity by October."

Draw an activity timeline identifying the key dates of activity milestones and deadlines, as negotiated with your teacher.

ORGANISING

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Organising Tasks - Team

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

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

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

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Tips

⇨ Divide your activity into equal time periods.
⇨ Put tasks in the right order by carefully considering pre-requisite tasks that must be done first.
⇨ Perhaps develop a mind-map or flowchart to help you.
⇨ You might use a Gantt chart.

What would you do?

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

Team Activity Task Organiser

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

ORGANISING

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Organising Equipment - Team

For your team activity you might have to use equipment, tools, and digital and other technologies. This requires you to consider these three issues.

i. Identify the most effective equipment and technology for your team activity, including digital technologies.

ii. Plan and manage the costs associated with using equipment and technology.

iii. Use all technology and equipment safely; and undertake suitable training and supervision.

Discuss these questions, then complete **Activity Equipment Organiser(s)** as required.

i a. Which activity tasks require equipment, tools and digital and other technologies?

i b. Which specific items of equipment and technology will the activity require?

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

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

Tips

⇨ Technology is only as good as the people who use it!

⇨ You might need training to use tools, equipment and technology effectively.

⇨ Thinks safety when using any tools, equipment or technology.

What would you do?

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

Task (& date):

Equipment/technology:

Source (& contact details):

Costs:

Does it require bookings, training, supervision, transport, workplace safety, etc.?

Task (& date):

Equipment/technology:

Source (& contact details):

Costs:

Does it require bookings, training, supervision, transport, workplace safety, etc.?

ORGANISING

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Task (& date):

Equipment/technology:

Source (& contact details):

Costs:

Does it require bookings, training, supervision, transport, workplace safety, etc.?

Task (& date):

Equipment/technology:

Source (& contact details):

Costs:

Does it require bookings, training, supervision, transport, workplace safety, etc.?

Organising Materials - Team

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

i.   Identify the most suitable materials and inputs for your team activity

ii. Plan and manage the costs associated with using materials and inputs.

iii. Safely use and manage materials (with suitable training and supervision).

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

i a. Which team PDS activity tasks require materials, inputs or other consumables?

i b. What inputs, consumables and materials are required for the PDS activity?

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ii. What are the costs associated with those inputs?

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

Tips

⇨ Some inputs are better quality than others; you often get what you pay for!

⇨ Buying in bulk saves money, but not if you're left with excess materials!

⇨ Handling food inputs requires legal hygiene and safety requirements.

What would you do?

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

ORGANISING

Task (& date):

Materials & inputs:

Source (& contact details):

Costs:

Do these require bookings, training, supervision, transport, workplace safety, etc.?

Task (& date):

Materials & inputs:

Source (& contact details):

Costs:

Do these require bookings, training, supervision, transport, workplace safety, etc.?

PREVIEW SAMPLE: DO NOT COPY

Task (& date):

Materials & inputs:

Source (& contact details):

Costs:

Do these require bookings, training, supervision, transport, workplace safety, etc.?

Task (& date):

Materials & inputs:

Source (& contact details):

Costs:

Do these require bookings, training, supervision, transport, workplace safety, etc.?

Organising People - Team Rosters

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

✓ Rosters need to be planned in advance and communicated to all team members.

✓ Rosters should ensure that team members with appropriate skills, training and authority are rostered on.

✓ Rosters should balance both the availability of team members, with the requirements for getting the tasks done.

✓ Rosters must be fair and must not be used to favour or punish particular team members.

Brainstorm the key tasks required as part of organising your team activity. Number these in the correct order. (Note: You might already have done this using your **Team Activity Task Organiser** on p.59).

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

Key tasks involved in organising the team activity are:

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What would you do?

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

Team Activity Roster

Activity (or specific task)_____

Supervisor: _____ *Supervisor's phone:* _____

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

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Budgeting - Team

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

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

Income

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

⇨

⇨

⇨

⇨

Expenses

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

⇨

⇨

⇨

⇨

⇨

⇨

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Tips

⇨ Plan expenses first and find out costs associated with your team activity.

⇨ Include 'other' for unanticipated expenses that might crop up.

⇨ Play safe: Overestimate expenses.

⇨ Underestimate potential revenues. (But there is no guarantee that your activity will even generate this revenue.)

⇨ If you end up with a deficit, where will the money come from?

What would you do?

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

They are left with a deficit of $95, which they have to fund.

Cash Budget/Financial Planner

Name(s): _____

Activity: _____ Date(s): _____

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

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Student signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

Risk Assessment - Team

There is a whole range of safety, legal and ethical issues that you might have to consider depending on your team activity. You need to:

⇨ identify potential safety, legal and ethical issues

⇨ develop strategies and procedures to deal with these issues, and

⇨ determine who has responsibility to ensure that each issue is dealt with safely.

Discuss each of these seven issues, and list key points related to your team activity. You will need to consult with your teacher (and perhaps your mentor), as to how to deal with these issues.

i. OH&S/WHS Safety Rep

Who is going to be responsible for overseeing activity safety? You might appoint a person, or a pair, with safety expertise, as the Activity Safety Rep(s).

⇨

⇨

⇨

ii. Risk assessment and hazard control

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

⇨

⇨

⇨

⇨

iii. Safe procedures

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

⇨

⇨

⇨

iv. Permissions

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

⇨

⇨

⇨

v. Legal requirements

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

⇨

⇨

⇨

vi. Copyright and intellectual property

You might wish to use text, material, image and intellectual property owned by other people. What potential copyright issues might relate to the team activity?

⇨

⇨

⇨

vii. Ethics and social responsibility

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

⇨

⇨

⇨

ORGANISING

Communication Strategy - Team

Communication is about effectively delivering a message to a receiver. As part of your team PDS activity you will have to communicate with internal stakeholders such as your team members. You will also have to communicate with external stakeholders, such as customers and clients, suppliers, supervisors, safety reps and community members and leaders. You will have to develop varied communications materials. You might also be required to prepare and make a presentation supported by digital technologies. As part of your communication strategies you need to consider how to most effectively utilise:

✓ verbal communication methods

✓ non-verbal communication methods

✓ appropriate communication formats and media/devices

✓ digital technologies, and perhaps social media.

Discuss these issues associated with communication, and then complete a **Team Activity Communication Methods**.

How can you make verbal communication more effective?	How is non-verbal communication an important communications tool?

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What format(s) and media would most suit the message/audience?	How can digital technologies (and social media) enhance the message?

16. Team Activity Communication Methods

1. What is the message?

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

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

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

Contingencies - Team

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

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

☺ Which task(s) might be affected; and creating what types of problems?

☺ What is the likelihood of these problems occurring (low, moderate, high)?

☺ What would be the potential impact of this problem (low, moderate, high)?

☺ What back-up plans can you put in place?

☺ Is there any other information needed to support/explain this?

☺ Who is involved or responsible for the back-up?

Discuss, and list these issues below, and then complete the **Team Activity Contingencies** pro-forma on p.73.

Potential things that could go wrong include:

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Tips

⇨ Anticipate the most likely problems.

⇨ Make sure that each task has a second person who could also do the task, just in case.

⇨ Communicate problems immediately.

What would you do?

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

Contingency Plan

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

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Doing - Team

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

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

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

a. Plan and draw an **Event Timeline**.

b. Develop a mind-map, flowchart, or **Event Diagram** that includes key roles, work stations, equipment location, safety issues and other information.

c. Create and use **To-Do Lists** (on paper or e-devices) for each team member.

d. Develop an **Event Planner** that lists all the tasks, the times and the people involved in preparing, in doing, and in cleaning-up (or de-installing) the event. (Note: You might already come up with some of these when on your **Team Activity Task Organiser** on p.59 and/or your **Team Activity Roster** on p.65.

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

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

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

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b. Event mind-map, flowchart, or diagram

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b. Event mind-map, flowchart, or diagram

c. Event To-Do Lists

_____ 's To-do List

Task: _____ Date: _____

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

_____ 's To-do List

Task: _____ Date: _____

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

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_____ 's To-do List

Task: _____ Date: _____

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

_____ 's To-do List

Task: _____ Date: _____

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

DOING

21. Team Activity Event Planner

d. Team Event Planner

Activity/specific event): _____

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

d. Team Event Planner (cont.)

Task	Time	People	Equipment/materials	Other information	Done?
Divide this planner into 3 sections: 'Preparing for the event', 'During the event' and 'After the event'.					

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DOING

Presentation - Team

As part of your team Personal Development Activity it is very likely that you will have to plan, organise, prepare and make a presentation.

When you are planning and organising your presentation, you again need to consider the '4 Key Questions for Effective Communication' (shown below).

You can then use a storyboard to map out the presentation. Treat each of the 15 boxes as representing approximately 30 seconds. 10-12 boxes might each correspond with a PowerPoint slide; plus relevant introductory, concluding, and feedback 'box' sections.

In each box, identify what you will be communicating, how you will be communicating, who will be doing the communicating, which visual media and other communication tools you will use; and how you will allow for questions and feedback?

1. What is (are) the message(s)?

2. What is the best way to communicate the message(s)?

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

4. How will you check that the message(s) are understood?

Team Presentation Planner

Map out your presentation. Don't forget an introduction, conclusion, and questions and feedback.

1.	2.	3.
4.	5.	6.
10.	11.	12.
13.	14.	15.

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DOING

Team Presentation Planner

Reflection - Team

Feedback, review and self-assessment are important ways that help identify strengths and weaknesses to develop personally and build transferable skills. So you need to reflect on what went well, and also not so well. That's why it's called a Personal Development Activity.

Listed below are some questions that you are expected to answer to review, and reflect on, your experiences as part of the team Personal Development Activity.

There are also evaluation pro-formas on pp.88-89.

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

My personal successes

Outline examples from your Personal Development Activity of how you achieved successfully.

☺

☺

☺

My personal challenges

Outline examples from your Personal Development Activity of things or tasks that you found difficult or challenging.

☹

☹

☹

My communication successes

Use examples from your Personal Development Activity to describe how you effectively used communication to achieve a better outcome.

☺

☺

☺

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My communication challenges

Use examples from your Personal Development Activity to describe how your use of communication did not help achieve a better outcome.

☺

☺

☺

My time management successes and challenges

Use examples from your Personal Development Activity to describe how you effectively managed your time.

☺

☺

☺

Use examples from your PDS Activity to describe how you didn't do so well at managing your time.

☹

☹

☹

My problem solving successes and challenges

Use examples from your PDS Activity to describe how you effectively dealt with problems, risks and other issues.

☺

☺

☺

Use examples from your PDS Activity to describe how you didn't do so well at dealing with problems and other issues.

☹

☹

☹

Working collaboratively

Describe how you worked effectively with others.

☺

☺

REVIEWING

Reflection - Team

Team successes

Use examples from your Personal Development Activity to describe how **teamwork** helped achieve a better outcome.

☺

☺

☺

Team challenges

Use examples from your Personal Development Activity to describe how **teamwork** didn't help achieve a better outcome.

☹

☹

☹

Team communication successes

Use examples from your Personal Development Activity to describe how **team communication** helped to achieve a better outcome.

☺

☺

☺

Team communication challenges

Use examples from your Personal Development Activity to describe how **team communication** didn't help to achieve a better outcome.

☹

☹

☹

Team time management successes and challenges

Use examples from your PDS Activity to describe how your team effectively managed time.

☺

☺

☺

Use examples from your PDS Activity to describe how your team didn't do so well at managing time.

☹

☹

☹

Team problem-solving successes and challenges

Use examples from your PDS Activity to describe how your team dealt with problems, risks and other issues.

☺

☺

☺

Use examples from your PDS Activity to describe how your team didn't do so well dealing with problems and issues.

☹

☹

☹

Personal Improvement strategies

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

😐

😐

😐

Team Improvement strategies

After discussing your performance with your teacher, and getting constructive feedback, list 3 improvement strategies that can help you develop in the future when working in a **team**.

😐

😐

😐

REVIEWING

24. Transferable Skills

A good way to self-assess, is to provide examples of how you demonstrated various skills as part of your active participation in your Personal Development Activity. Some of these skills might even be directly transferable to your CV.

These tables list activity, project and task skills that you may have been expected to demonstrate. For each relevant skill, briefly outline, using an example, how you successfully demonstrated this. Then your teacher will check and initial these.

Transferable skills

How did I successfully...	Explanation/example	Teacher
☐ work with others?		
☐ contribute to activity outcomes?		
☐ manage my time?		
☐ get motivated?		
☐ manage stress?		
☐ manage conflict?		
☐ use active listening?		
☐ build resilience?		
☐ apply critical thinking?		
☐ use research methods?		
☐ analyse an issue?		
☐ solve problems?		
☐ manage risk?		
☐ engage with the community?		

Transferable skills

How did I successfully...	Explanation/example	Teacher
☐ make decisions?		
☐ negotiate with others?		
☐ work with a mentor?		
☐ use formal communication?		
☐ use informal communication?		
☐ use social media to communicate?		
☐ use ICT to communicate?		
☐ demonstrate leadership?		
☐ participate in discussions?		
☐ participate in team meetings?		
☐ demonstrate empathy?		
☐ help and support others?		
☐ develop communication media?		
☐ deliver a presentation?		
☐ show creativity?		
☐		
☐		
☐		

REVIEWING

25. Evaluation: General Competencies

Evaluation: General Competencies

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

Student: _____

Activity: _____

Student's role: _____

Evaluated by: _____ Position: _____

Performance at:

	Excellent	Very Good	Good	Basic	Not shown
☺ Communicating effectively...............					
☺ Being adaptable...............................					
☺ Managing time.................................					
☺ Solving-problems.............................					
☺ Managing and leading					
☺ Planning and organising.................					
☺ Critical thinking...............................					
☺ Using technology					
☺ Being self-aware..............................					
☺ Working with others........................					
☺ Working safely					

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

1. _____

2. _____

3. _____

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

1. _____

2. _____

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

_____

_____

Signed: _____ Date_____

Evaluation: Specific Competencies

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

Student: _____

Activity: _____

Student's role: _____

Evaluated by: _____ Position: _____

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

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

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

1. _____

2. _____

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

_____

_____

Signed: _____ Date: _____

REVIEWING

27. Other Information

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