

PERSONAL DEVELOPMENT Applied Vocational Booklet

VM 3&4

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michael@deliverededucation.com.au

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Contact: www.deliverededucation.com.au michael@deliverededucation.com.au (03) 9939 1229

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School: _____

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Order No: _____ ABN: _____

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Postage \$ _____	Total Amount (approx) \$ _____	

	Done?	Date
1 Skill Break	<input type="checkbox"/>	<input type="text"/>
2-3 About Me...	<input type="checkbox"/>	<input type="text"/>
4-5 Now, About My Skills	<input type="checkbox"/>	<input type="text"/>
6 Here I Am	<input type="checkbox"/>	<input type="text"/>
7 There I Was	<input type="checkbox"/>	<input type="text"/>
8-9 Social Awareness	<input type="checkbox"/>	<input type="text"/>
10-11 Emotional Intelligence	<input type="checkbox"/>	<input type="text"/>
12 EI, EI	<input type="checkbox"/>	<input type="text"/>
13 Know Myself	<input type="checkbox"/>	<input type="text"/>
14-15 Management Styles	<input type="checkbox"/>	<input type="text"/>
16-17 Distributed Leadership Approach	<input type="checkbox"/>	<input type="text"/>
18-19 Charismatic Leadership Approach	<input type="checkbox"/>	<input type="text"/>
20-21 Transformational Leadership Approach	<input type="checkbox"/>	<input type="text"/>
22-23 5 'A's' of Leadership	<input type="checkbox"/>	<input type="text"/>
24-25 Motivation	<input type="checkbox"/>	<input type="text"/>
26-27 Motivation Theories	<input type="checkbox"/>	<input type="text"/>
28 Decision-Making Factors	<input type="checkbox"/>	<input type="text"/>
29 My Decision-Making	<input type="checkbox"/>	<input type="text"/>

	Done?	Date
30 Local Community Members	<input type="checkbox"/>	<input type="text"/>
31 Virtually Good For Me	<input type="checkbox"/>	<input type="text"/>
32 What Gets Me Going	<input type="checkbox"/>	<input type="text"/>
33 Picture Me This?	<input type="checkbox"/>	<input type="text"/>
34-35 A Vocation not a Job	<input type="checkbox"/>	<input type="text"/>
36 Creating Change	<input type="checkbox"/>	<input type="text"/>
37 Not Everyone Agrees	<input type="checkbox"/>	<input type="text"/>
38 The Big Issues	<input type="checkbox"/>	<input type="text"/>
39 Deal With It	<input type="checkbox"/>	<input type="text"/>
40 The Passion and the Power	<input type="checkbox"/>	<input type="text"/>
41 Howdy Partner	<input type="checkbox"/>	<input type="text"/>
42-43 Time Management	<input type="checkbox"/>	<input type="text"/>
44-45 People Management	<input type="checkbox"/>	<input type="text"/>
46-47 Materials & Inputs Management	<input type="checkbox"/>	<input type="text"/>
48-49 Equipment & Tech Management	<input type="checkbox"/>	<input type="text"/>
50-51 Financial Management	<input type="checkbox"/>	<input type="text"/>
52-53 Risk Management	<input type="checkbox"/>	<input type="text"/>
54 I Know Better Now	<input type="checkbox"/>	<input type="text"/>
55 My Personal Development	<input type="checkbox"/>	<input type="text"/>
56 Review and Reflection	<input type="checkbox"/>	<input type="text"/>

Preview Sample:
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Describe an example from over your break when you demonstrated each of these transferable personal development skills. Add 2 more examples of your own.

Skills	Example
Communicating (With someone who was new to you.)	
Planning and/or organising	
Working in teams	
Using technology (That was new to you)	
Problem-Solving	
Resolving conflict	
Negotiating	
Learning a new skill	

Preview Sample:
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2 About Me...

1. In PDS: 1&2 you were asked to describe your favourites for each of the following categories. Do this again. (Add 5 more categories of your own.)
2. Also try to recall what you selected for each category last year. Now go back and check these. How did you go, were you accurate in your recollections? Have your favourites changed? Why so/not? Discuss these as a class.

	Category	My favourite is...	Last year I think I said...	Last year I actually said...
1	hobby			
2	chocolate bar			
3	sport			
4	junk food			
5	colour			
6	home-cooked meal			
7	drink			
8	holiday destination			
9	motor vehicle			
10	clothing brand			
11	vegetable			
12	brand of phone			
13	movie			
14	day of the week			
15	technological device			
16	song			
17	world leader			
18	animal			
19	performing artist			
20	job			
21				
22				
23				
24				
25				

Preview Sample:
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1. List 20 words that describe your personality strengths to someone who has never met you before. Be prepared to discuss these.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

Preview Sample:

2. Find class members who have listed similar personality strengths as you. Have a chat. How/why are you similar to each other? Would you work well in a team?
3. Find class members who have listed different personality strengths from you. Have a chat. How/why are you different from each other? Would you work well in a team?

Do not copy

4 Now, About My Skills

1. Rate each of these skills for you in different situations. Provide examples to support these ratings. Add 2 more.

At the moment...	Personal situations	Social situations	Educational situations	Work-related situations
1. My communication skills in these situations are:				
2. My planning skills in these situations are:				
3. My organisational skills in these situations are:				
4. My conflict resolution skills in these situations are:				
5. My collaborative skills in these situations are:				
6. MY ICT skills in these situations are:				
7. My problem-solving skills in these situations are:				
8. My decision-making skills in these situations are:				
9. My negotiation skills in these situations are:				
10. My leadership skills in these situations are:				
11.				
12.				

Preview Sample:
Do not copy

2. We all need to make improvements as part of self-growth. So how do you propose to improve in these skills through your varied situations you will deal with this year?

At the moment...	Personal situations	Social situations	Educational situations	Work-related situations
1. I will improve my communication skills by:				
2. I will improve my planning skills by:				
3. I will improve my organisational skills by:				
4. I will improve my conflict resolution skills by:				
5. I will improve my time management skills by:				
6. I will improve my ICT skills by:				
7. I will improve my problem-solving skills by:				
8. I will improve my decision-making skills by:				
9. I will improve my negotiation skills by:				
10. I will improve my leadership skills by:				
11.				
12.				

Preview Sample:
Do not copy

6 Here I Am

1. List 8 things you like doing that make you uniquely you. Be prepared to discuss why this is the case.

1	2	3	4
5	6	7	8

2. List 8 things you like doing that demonstrate your levels of social awareness. Be prepared to discuss why this is the case.

1	2	3	4
5	6	7	8

Preview Sample:

3. Reflect on how what you do, and your social awareness, could influence the type of work that you might enjoy in your career. Create statements to bring these together.
e.g. I like hunting for retro clothes, and I enjoy chatting with the sellers about how they source these. I might be able to apply my interests and skills to fashion retailing.
e.g. I like using woodworking tools, and I enjoy learning from experienced woodworkers. I could apply my skills to carpentry, or casual work in hardware sales.

1. Have a think back to when you were in **Grade 2** at primary school. What were some of the things you were into at that time, and why?

Back in Grade 2...		
I was really into:	I spent a lot of my free time:	The 'job' I wanted to be was:

2. Have a think back to when you were in **Year 9**. What were some of the things you were into at that time, and why?

Back in Year 9...		
I was really into:	I spent a lot of my free time:	The 'job' I wanted to be was:

3. Now think about **right now**, today. What are some of the things you are into, and why?

For me, right now...		
I am really into:	I spend a lot of my free time:	The 'job' I want to have is:

4. So what is the same and what has changed? Why? Has your social awareness evolved?

5. What about 10 years in the future? What might be the same, and what might have changed? How will your social awareness need to further evolve?

Preview Sample:

Do not copy

8 Social Awareness

1. Listed below are some occupations that require very high levels of social awareness. Choose 6 of these and use examples to describe how workers in these occupational roles would need to apply social awareness when doing their work tasks.

- ✓ medical professionals
- ✓ pharmacists
- ✓ nurses and health-care workers
- ✓ aged-care and support workers
- ✓ child-care workers
- ✓ teachers
- ✓ social workers
- ✓ youth workers
- ✓ mental health professionals
- ✓ law enforcement officers
- ✓ justice workers
- ✓ emergency service workers
- ✓ media professionals
- ✓ writers and journalists
- ✓ advertising and marketing professionals
- ✓ HR professionals
- ✓ retail workers
- ✓ hairdressers
- ✓ beauty and make-up workers
- ✓ customer support workers
- ✓ hospitality workers
- ✓ travel and tourism workers
- ✓ sports and recreation workers
- ✓ events and entertainment staff
- ✓ actors, musicians & performers
- ✓ environmental professionals
- and of course
- ✓ managers of all levels in all industry settings!

Preview Sample:
Do not copy

2. Are you interested in any of these occupational roles? Why/why not?

3. Interview 3 different workers including a retail worker, a hairdresser/barber and one other from the list. Ask them the following questions.

<p>Person & age:</p> <p>Occupation & Employer:</p> <p>What does 'social awareness' mean to you?</p> <p>Why is 'social awareness' important in your job?</p> <p>How did you develop your 'social awareness'?</p>	<p>Person & age:</p> <p>Occupation & Employer:</p> <p>What does 'social awareness' mean to you?</p> <p>Why is 'social awareness' important in your job?</p> <p>How did you develop your 'social awareness'?</p>	<p>Person & age:</p> <p>Occupation & Employer:</p> <p>What does 'social awareness' mean to you?</p> <p>Why is 'social awareness' important in your job?</p> <p>How did you develop your 'social awareness'?</p>
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Preview Sample:
Do not copy

4. Identify 2 more jobs not on the list that match your career pathway goals and interview workers in those roles. Ask them the same questions.

<p>Person & age:</p> <p>Occupation & Employer:</p> <p>What does 'social awareness' mean to you?</p> <p>Why is 'social awareness' important in your job?</p> <p>How did you develop your 'social awareness'?</p>	<p>Person & age:</p> <p>Occupation & Employer:</p> <p>What does 'social awareness' mean to you?</p> <p>Why is 'social awareness' important in your job?</p> <p>How did you develop your 'social awareness'?</p>
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10 Emotional Intelligence

- Well-developed emotional intelligence goes hand-in-hand with social awareness. Give examples of how 2 different types of workers would apply emotional intelligence in their day-to-day job roles as part of social awareness. Add 1 more EI skill. Draw from situations that you have seen in action.

Applied emotional intelligence	1.	2.
Communication		
Empathy		
Patience		
Intuition		
Flexibility		
Initiative		
Motivation		
Trustworthiness		
Self-confidence		
Responsibility		
Collaboration		
Resilience		

Preview Sample:
Do not copy

Working is very often about dealing with other people. Customers, clients, managers, colleagues, suppliers, volunteers and so on. And sometimes situations will occur when you have to step up.

- How would you use your social awareness and emotional intelligence to handle these work-related situations?

An elderly customer seems to be struggling standing in the queue for so long.	A co-worker is having trouble sorting out a customer's problem with an order.
Your boss tells off a colleague for a mistake, but it was your fault.	A young child is wandering around the store and looking very anxious.
A customer with very little English is asking for help about choosing low-fat food.	A café customer is sitting with their head in their hands, staring down at their coffee.

Preview Sample:
Do not copy

- Interview an experienced worker or manager and get their advice about how to apply emotional intelligence skills to day-to-day workplace issues that might occur.

Interviewee:	Role:
Being Resilient	Communication
Conflict resolution	Problem-solving
Self-management	Your choice

In the contemporary world of work, employers are not just looking for people who have the 'hard' skills to do a job, they are looking for people who can work well with others.

1. Each of these occupations requires well-developed levels of emotional understanding. For each one, explain how a worker would have to apply the emotional intelligence skill when doing their job.

Child-care worker: Empathy	Transport driver: Patience	Hairdresser/barber: Intuition
Nurse: Conflict management	Police officer: Conscientiousness	Waiter: Communication
Aged-care worker: Understanding	Tradie: Trustworthiness	Sales assistant: Self-confidence
Youth worker: Problem-solving	Performer: Self-regulation	Jet nurse: Flexibility
Self-employed person: Adaptability	Teacher: Initiative	All workers: Motivation

Preview Sample:
Do not copy

2. Interview a local employer. Ask them what 'type of person' they seek out when hiring. Carefully note the key words they use to describe 'what' they are looking for. Do any of these sound like you?

Often, the most challenging part of working is about dealing with people. Imagine you are working in these face-to-face situations. How would you apply your skills in social awareness and emotional intelligence to deal with these situations? Add 2 more.

<p>An older gentleman expresses his concern about the impact of climate change, stating that he doesn't know how he can enjoy his remaining years on a doomed planet.</p>	<p>A loud entrepreneur conducts a business call on speakerphone in a café, annoying everyone inside, and not acknowledging you trying to take his order.</p>
<p>A middle-aged woman engages in friendly banter with you while meticulously organising her reusable shopping bags, causing a delay for others in the queue.</p>	<p>A stressed-out father becomes emotional when he realises the high cost of back-to-school supplies for his three children and breaks down in tears at the checkout.</p>
<p>A bike with tires and seat covers purchases more than the allowed limit of energy drinks, arguing that he needs the boost for a charity motorcycle ride he's organising.</p>	<p>A demanding customer inquires about a coworker's absence and lets you know that the missing colleague, Susan, is more professional than you.</p>
<p>A young girl attempts to purchase a toy with a handful of shells, insisting that she learned about this method from a history documentary about money.</p>	<p>A friendly customer strikes up a conversation and eventually asks about the marital status of the barista, hinting at a potential interest.</p>

Preview Sample:

Do not copy

14 Management Styles

When you are working you will be exposed to a range of management styles.

1. What are the key characteristics of each of these styles?
2. When have you experienced these in work-related situations?
3. Was this an effective application of the style? Why/why not?
4. Interview a worker(s). When have they experienced these in work-related situations?
5. Do they think that this was an effective application of the style? Why/why not?

Autocratic style & main characteristics			
When have you experienced this?			
Effectiveness?			
Worker: Their experience			
Effectiveness?			

Participative style & main characteristics			
When have you experienced this?			
Effectiveness?			
Worker: Their experiences.			
Effectiveness?			

Preview Sample:
Do not copy

Persuasive style & main characteristics			
When have you experienced this?			
Effectiveness?			
Worker: Their experiences.			
Effectiveness?			

Consultative style & main characteristics			
When have you experienced this?			
Effectiveness?			
Worker: Their experiences.			
Effectiveness?			

Laissez-faire style & main characteristics			
When have you experienced this?			
Effectiveness?			
Worker: Their experiences.			
Effectiveness?			

Preview Sample:
Do not copy

16 Distributed Leadership Approach

1. What are the key characteristics of a distributed leadership approach?

2. What communication methods and language would you expect a leader using a distributed leadership approach to use?

3. Interview a range of different people using the prompts in the table below. Interview a manager from a business or community organisation, a young worker, and a teacher (not from VM).

Note: Not all your interviewees will be immediately familiar with the definitional term 'distributed leadership'. But they are likely to have experienced this approach in action in different work and community situations. So you might have to explain the definitional meaning to them at the beginning, perhaps by using some applied example.

Manager & role:	
How do managers usually communicate with workers in your workplace?	How much involvement do workers have in making decisions in the workplace?
Give examples when a distributed leadership approach is used in the workplace.	What are the benefits of using a distributed leadership approach?
What are the limitations with using a distributed leadership approach?	Explain the extent to which you prefer to apply a distributed leadership approach.

Preview Sample: Do not copy

Young worker & role:	
How do managers usually communicate with workers in your workplace?	How much involvement do workers have in making decisions in the workplace?
Give examples when a distributed leadership approach is used in the workplace.	What are the benefits of working under a distributed leadership approach?
What are the limitations of working under a distributed leadership approach?	Explain the extent to which you prefer to work under a distributed leadership approach.

Teacher role:	
How do managers usually communicate with workers in your workplace?	How much involvement do workers have in making decisions in the workplace?
Give examples when a distributed leadership approach is used in the workplace.	What are the benefits of working under a distributed leadership approach?
What are the limitations of working under a distributed leadership approach?	Explain the extent to which you prefer to work under a distributed leadership approach.

Preview Sample:
Do not copy

4. What 3 main elements of a distributed leadership approach could you apply to your community activities/projects? Why?

18 Charismatic Leadership Approach

1. What are the key characteristics of a charismatic leadership approach?

2. What communication methods and language would you expect a leader using a charismatic leadership approach to use?

3. Interview a range of different people using the prompts in the table, interview a manager from a business or community organisation, a young worker, and a teacher, not from VM.

Note: Not all your interviewees will be immediately familiar with the definitional term 'charismatic leadership'. But they are likely to have experienced this approach in action in different work and community situations. So you might have to explain the definitional meaning to them at the beginning, perhaps by using some applied example.

Manager & role:	
How do managers usually communicate with workers in your workplace?	How much involvement do workers have in making decisions in the workplace?
Give examples when a charismatic leadership approach is used in the workplace.	What are the benefits of using a charismatic leadership approach?
What are the limitations with using a charismatic leadership approach?	Explain the extent to which you prefer to apply a charismatic leadership approach.

Preview Sample:
Do not copy

Young worker & role:	
How do managers usually communicate with workers in your workplace?	How much involvement do workers have in making decisions in the workplace?
Give examples when a charismatic leadership approach is used in the workplace.	What are the benefits of working under a charismatic leadership approach?
What are the limitations of working under a charismatic leadership approach?	Explain the extent to which you prefer to work under a charismatic leadership approach.

Teacher role:	
How do managers usually communicate with workers in your workplace?	How much involvement do workers have in making decisions in the workplace?
Give examples when a charismatic leadership approach is used in the workplace.	What are the benefits of working under a charismatic leadership approach?
What are the limitations of working under a charismatic leadership approach?	Explain the extent to which you prefer to work under a charismatic leadership approach.

Preview Sample:
Do not copy

4. What 3 main elements of a charismatic leadership approach could you apply to your community activities/projects? Why?

20 Transformational Leadership Approach

1. What are the key characteristics of a transformational leadership approach?

2. What communication methods and language would you expect a leader using a transformational leadership approach to use?

3. Interview a range of different people using the prompts in the table below. Interview a manager from a business or community organisation, a young worker, and a teacher (not from VM).

Note: Not all your interviewees will be immediately familiar with the definitional term 'transformational leadership'. But they are likely to have experienced this approach in action in different work and community situations. So you might have to explain the definitional meaning to them at the beginning, perhaps by using some copied examples.

Manager & role:	
How do managers usually communicate with workers in your workplace?	How much involvement do workers have in making decisions in the workplace?
Give examples when a transformational leadership approach is used in the workplace.	What are the benefits of using a transformational leadership approach?
What are the limitations with using a transformational leadership approach?	Explain the extent to which you prefer to apply a transformational leadership approach.

Preview Sample:

Do not copy

Transformational Leadership Approach 21

Young worker & role:	
How do managers usually communicate with workers in your workplace?	How much involvement do workers have in making decisions in the workplace?
Give examples when a transformational leadership approach is used in the workplace.	What are the benefits of working under a transformational leadership approach?
What are the limitations of working under a transformational leadership approach?	Explain the extent to which you prefer to work under a transformational leadership approach.

Teacher role:	
How do managers usually communicate with workers in your workplace?	How much involvement do workers have in making decisions in the workplace?
Give examples when a transformational leadership approach is used in the workplace.	What are the benefits of working under a transformational leadership approach?
What are the limitations of working under a transformational leadership approach?	Explain the extent to which you prefer to work under a transformational leadership approach.

Preview Sample:
Do not copy

4. What 3 main elements of a transformational leadership approach could you apply to your community activities/projects? Why?

22 5 'Ates' of Leadership

A good strategy to apply for your PDS activities/projects (and in other situations as well) is to understand that applied effective leadership always requires leaders to communicate, motivate, delegate, coordinate and evaluate.

Interview managers and community leaders and ask them how they apply each of these 'ates' in their role, and their advice, using the headings in the tables as prompts.

Communicate				
Who/role	What they do	What they avoid	Why effective?	Most useful advice

Preview Sample:
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Motivate				
Who/role	What they do	What they avoid	Why effective?	Most useful advice

Delegate				
Who/role	What they do	What they avoid	Why effective?	Most useful advice

Coordinate				
Who/role	What they do	What they avoid	Why effective?	Most useful advice

Evaluate				
Who/role	What they do	What they avoid	Why effective?	Most useful advice

Preview Sample:
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24 Motivation

1. What is it that gets you out of bed each day to go to school? Explain your answer.

2. Which are your favourite subjects or activities at school? Why so?

3. What are your favourite tasks or activities at work? Why so?

4. We all try harder at some things than other things. List 3 things that you regularly try harder at doing, or try harder to succeed at. Why so?

5. Consider these statements. "Whatever." "What's in it for me?" "Near enough is good enough." "If something is worth doing, it's worth doing well." Which of these sound more like you? Does this change depending on the situation? Discuss with others.

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6. Create a 4-panel narrative that uses text and/or images to illustrate team members not being motivated in community activity/project situations.

i.	ii.
iii.	iv.

Preview Sample:

7. Now create a 4-panel narrative that uses text and/or images to illustrate team members being motivated in community activity/project situations.

i.	ii.
iii.	iv.

Do not copy

26 Motivation Theories

1. Complete word chains to identify key words related to motivation theories.

Hierarchy of Needs	
Two-Factor Theory	
Goal-Setting Theory	
Expectancy Theory	
Self-Determination Theory	

Hierarchy of Needs (Abraham Maslow)

Maslow's famous theory suggests that people are motivated by a **hierarchical** arrangement of needs.

At the base are **physiological** needs (like food and shelter), followed by **safety**, **love** and **belonging**, **esteem**, and **self-actualization**.

As lower level needs are satisfied, higher-level needs become more prominent motivators; (i.e. people move 'up' their hierarchy.)

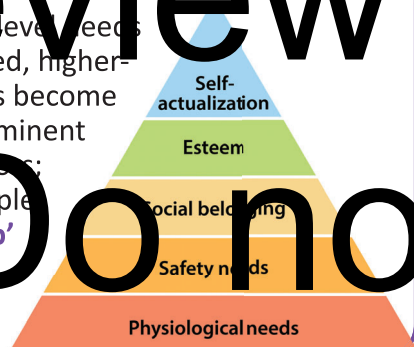


Image: Elnur / Depositphotos.com

Two-Factor Theory (Frederick Herzberg)

Another well-known theory is from Herzberg who proposed that there are two categories of factors influencing motivation at work.

1. **Hygiene factors** such as salary, or job security, that when lacking, can demotivate and lead to **job dissatisfaction**.
 2. **Motivators factors** such as recognition, achievement and the job itself, that when present, enhance motivation and **job satisfaction**.

Note: The opposite of job satisfaction is not job dissatisfaction but rather low job satisfaction.

The opposite of job dissatisfaction is low job dissatisfaction (and not satisfaction).

Goal-Setting Theory (Edwin Locke and Latham):

The Goal-Setting theory emphasises that specific and challenging **goals** lead to higher **motivation** and **performance**.

Goals serve as a roadmap for individuals to strive toward, providing **direction** and **focus**.

Expectancy Theory (Victor Vroom)

Vroom's expectancy theory suggests that motivation depends on an individual's belief that **effort** will lead to **performance**, performance will lead to **rewards**, and those rewards will be **valuable**. It highlights the importance of perceived relationships between effort, performance and outcomes.

Self-Determination Theory (SDT) Richard Ryan & Edward Deci

The Self-Determination Theory suggests that people are inherently motivated to satisfy three basic **psychological** needs: **autonomy** (control over one's actions), **competence** (mastery of tasks), and **relatedness** (social connections). Motivation is strongest when these needs are met.

2. Consider your own motivating factors. Which 2 of these 5 theories of motivation most resemble your own reasons for being motivated? Why is that?

3. Interview a manager in a workplace you are familiar with. Which 2 of these 5 theories of motivation do they most identify with? Why is that?

Preview Sample:

4. Explain the extent to which these statements resemble your attitude towards motivation.
5. Ask your PDS colleagues to respond to each of these by explaining the extent to which these statements resemble their attitude.

“I work best when I’m in charge.”	“It’s sooo boring, get them to do that!”	“If you show me the money, then I’ll show you the work.”	“If you are going to expect me to work well in a team then don’t put them in it!”
“What’s in it for me - what recognition will I get?”	“Why should I do the cleaning?”	“It’s not easy, but it’s the right thing to do.”	“If we focus on our goal then the outcome will look after itself.”

28 Decision-Making Factors

Listed below are 10 decision-making factors. For each, explain how you could apply this when planning, organising, doing or reviewing a teams-based PDS activity/project; and also how you could apply it as part of your own personal development during this year.

Decision-making tip	Usefulness for our personal development activity/project.	Usefulness as part of my own personal development this year.
Analysing Information		
Consulting		
Planning		
Goal-setting		
Managing time		
Managing resources		
Problem-solving		
Negotiating		
Learning		
Leading		

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Sometimes life can be all about making the right decisions. Complete this table for decisions you are going to have to make over this final year of your VM studies.

What's the decision?	Why is this an important decision?	How could I use a decision-making style or strategy to assist me?	What back-up can I put in place in case the decision turns out to be wrong?

Preview Sample:
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30 Local Community Members

List the members of your local or broader community. Briefly outline the roles of each of these in the community. Are they employed or volunteers?

Community member	Role/actions of these community members	Employed or volunteer?

Preview Sample:
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1. Identify 6 online or virtual communities of which you are a member.
2. Describe how being a member of these communities has made your life better.
3. Explain any disadvantages associated with being a member of these virtual communities.

Virtual community	The ways that it has improved my life.
Disadvantages?	

Preview Sample:
Do not copy

4. What types of community jobs can be 'done' virtually. Are you interested in working virtually? Why/why not?

32 What Gets Me Going

Use examples to describe the types of activities you regularly do (or would like to do) as part of your involvement with various communities.

Situation	Descriptions of activities

Preview Sample:
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Create and describe 4 photos or images of you participating in community activities.

Preview Sample:
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34 A Vocation not a Job

Rates of pay and other working conditions are important in choosing a career. However, many people happily pursue long-term vocational careers in 'community services', even though pay and workplace conditions might be 'better' in other jobs.

1. Interview 4 workers performing occupational roles in community service organisations and ask them why they have chosen to pursue vocational careers. Use the questions to guide you; or develop others.
2. Then reflect on the potential of this vocation for you.

Industry:		
Person:	Occupation:	Employer:
Why did you choose this job/ career?	What are your main roles/ duties?	What are your main responsibilities?
What are the most important skills needed to do this job?	What are the important personality traits for this job?	What do you enjoy most about your vocation?
What would you like to see improved?	What advice would you give to young people?	Suitability for me?

Preview Sample:
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Industry:		
Person:	Occupation:	Employer:
Why did you choose this job/ career?	What are your main roles/ duties?	What are your main responsibilities?
What are the most important skills needed to do this job?	What are the important personality traits for this job?	What do you enjoy most about your vocation?
What would you like to see improved?	What advice would you give to young people?	Suitability for me?

Industry:		
Person:	Occupation:	Employer:
Why did you choose this job/ career?	What are your main roles/ duties?	What are your main responsibilities?
What are the most important skills needed to do this job?	What are the important personality traits for this job?	What do you enjoy most about your vocation?
What would you like to see improved?	What advice would you give to young people?	Suitability for me?

Preview Sample:

Industry:		
Person:	Occupation:	Employer:
Why did you choose this job/ career?	What are your main roles/ duties?	What are your main responsibilities?
What are the most important skills needed to do this job?	What are the important personality traits for this job?	What do you enjoy most about your vocation?
What would you like to see improved?	What advice would you give to young people?	Suitability for me?

Do not copy

3. So, do I want a job, a career, or a vocation? Why is that? Can I have all 3 at the same time?

36 Creating Change

1. Brainstorm 20 different terms related to the following issue. (You choose how to set this out.)
“How do community leaders act as agents of change to create better outcomes for community members?”
2. Choose 6 of the most appropriate terms, and for each one write a 1-sentence action statement to help you achieve that outcome. e.g. I will find out what I need to do to volunteer with the local foodbank.
3. How might your actions create transferable skills for your vocational career?

Preview Sample:
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1. For the area of concern related to your Community Project, list 3 reasons why this area/issue is relevant either for people your age, or for people in your situation.

Issue:		

2. Who is likely to disagree with the reasons you listed above? Why might they disagree, and what might be their different points of view?

Preview Sample:
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3. The ways that issues play out are not always negative for all involved. Identify and explain how some occupational roles, including business owners, stand to gain or benefit from how the area of concern/issue impacts on the community.

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38 The Big Issues

Describe examples of how each of these issues is impacting as an area of concern on communities you are a part of. Suggest what you could do as a response.

Community issue	Issue impacting locally	Issue impacting broadly	What could you do?
A cultural issue such as:			
A social issue such as:			
environmental issue such as:			
An economic issue such as:			
Another issue such as:			

Preview Sample:
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1. Identify 3 issues that are impacting on a community that you are a part of, that you feel should be dealt with.

i. _____

ii. _____

iii. _____

2. Suggest some possible strategies for dealing with these issues. What role could you play?

i. _____

ii. _____

iii. _____

3. List community organisations that are affected by, or involved with, the issue.

40 The Passion and the Power

Create a profile of a community leader who has turned community involvement into their vocation. Summarise key points about their journey. Include an image.

Person:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

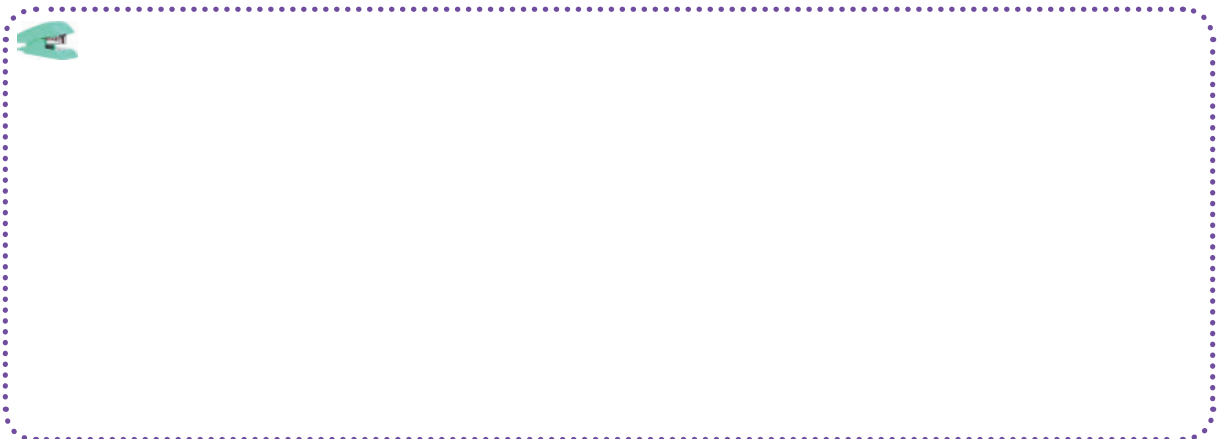
Preview Sample:

8. _____

Do not copy

9. _____

10. _____



Describe the role of community organisations, community leaders and community members in relation to the area of concern for your Community Project. How could you 'partner-up' with them?

Area of concern:			
Role of community organisations	Role of community leaders	Role of community members	How could we partner up?

Preview Sample:
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42 Time Management

1. Interview an **employer** or **manager** in a **business** you are familiar with. Find out their most pressing **time** management issues, the 'tools' and techniques they use, and advice that you could apply to managing your Community Project.

Person: _____ Role: _____

Time issue	Time issue	Time issue
Tools and techniques	Tools and techniques	Tools and techniques
Time issue	Time issue	Time issue
Tools and techniques	Tools and techniques	Tools and techniques

Preview Sample:
Do not copy

How I/we could apply this to managing time for the Community Project.		

- Interview a **community leader** or manager. Find out their most pressing **time** management issues, the ‘tools’ and techniques they use, and advice that you could apply to managing your Community Project.

Person: _____ Role: _____

<p style="text-align: center; color: #4a4a8a;">Time issue</p> <p style="text-align: center; color: #4a4a8a;">Tools and techniques</p>	<p style="text-align: center; color: #4a4a8a;">Time issue</p> <p style="text-align: center; color: #4a4a8a;">Tools and techniques</p>	<p style="text-align: center; color: #4a4a8a;">Time issue</p> <p style="text-align: center; color: #4a4a8a;">Tools and techniques</p>
<p style="text-align: center; color: #4a4a8a;">Time issue</p> <p style="text-align: center; color: #4a4a8a;">Tools and techniques</p>	<p style="text-align: center; color: #4a4a8a;">Time issue</p> <p style="text-align: center; color: #4a4a8a;">Tools and techniques</p>	<p style="text-align: center; color: #4a4a8a;">Time issue</p> <p style="text-align: center; color: #4a4a8a;">Tools and techniques</p>

Preview Sample:
 Do not copy

How I/we could apply this to managing time for the Community Project.		

44 People Management

1. Interview an **employer** or **manager** in a **business** you are familiar with. Find out their most pressing **people** management issues, the 'tools' and techniques they use, and advice that you could apply to managing your Community Project.

Person: _____ Role: _____

People issue	People issue	People issue
Tools and techniques	Tools and techniques	Tools and techniques
People issue	People issue	People issue
Tools and techniques	Tools and techniques	Tools and techniques

Preview Sample:
Do not copy

How I/we could apply this to managing people in the Community Project.		

- Interview a **community leader** or manager. Find out their most pressing **people** management issues, the 'tools' and techniques they use, and advice that you could apply to managing your Community Project.

Person: _____ Role: _____

<p>People issue</p> <p>Tools and techniques</p>	<p>People issue</p> <p>Tools and techniques</p>	<p>People issue</p> <p>Tools and techniques</p>
--	--	--

Preview Sample:
Do not copy

How I/we could apply this to managing people in the Community Project.		

46 Materials & Inputs Management

1. Interview an **employer** or **manager** in a **business** you are familiar with. Find out their most vital **materials** and **inputs** management issues, the 'tools' and techniques they use, and advice that you could apply to managing your Community Project.

Person: _____ Role: _____

Materials & inputs issue	Materials & inputs issue	Materials & inputs issue
Tools and techniques	Tools and techniques	Tools and techniques
Materials & inputs issue	Materials & inputs issue	Materials & inputs issue
Tools and techniques	Tools and techniques	Tools and techniques

Preview Sample:
Do not copy

How I/we could apply this to managing materials & inputs for the Community Project.		

- Interview a **community leader** or manager. Find out their most vital **materials** and **inputs** management issues, the 'tools' and techniques they use, and advice that you could apply to managing your Community Project.

Person: _____ Role: _____

Materials & inputs issue	Materials & inputs issue	Materials & inputs issue
Tools and techniques	Tools and techniques	Tools and techniques
Materials & inputs issue	Materials & inputs issue	Materials & inputs issue
Tools and techniques	Tools and techniques	Tools and techniques

Preview Sample:
Do not copy

How I/we could apply this to managing materials & inputs for the Community Project.		

48 Equipment & Tech Management

1. Interview an **employer/manager** in a **business** you are familiar with. Find out their most vital **equipment** and **technology** management issues, the 'tools' and techniques they use, and advice that you could apply to managing your Community Project.

Person: _____ Role: _____

Equipment & tech issue	Equipment & tech issue	Equipment & tech issue
Tools and techniques	Tools and techniques	Tools and techniques
Equipment & tech issue	Equipment & tech issue	Equipment & tech issue
Tools and techniques	Tools and techniques	Tools and techniques

Preview Sample:
Do not copy

How I/we could apply this to managing equipment & technology for the Community Project.		

2. Interview a **community leader** or manager. Find out their most vital **equipment** and **technology** management issues, the 'tools' and techniques they use, and advice that you could apply to managing your Community Project

Person: _____ Role: _____

Equipment & tech issue	Equipment & tech issue	Equipment & tech issue
Tools and techniques	Tools and techniques	Tools and techniques
Equipment & tech issue	Equipment & tech issue	Equipment & tech issue
Tools and techniques	Tools and techniques	Tools and techniques

Preview Sample:
Do not copy

How I/we could apply this to managing equipment & technology for the Community Project.		

50 Financial Management

1. Interview an **employer/manager** in a **business** you are familiar with. Find out their most vital **financial** management issues, the 'tools' and techniques they use, and advice that you could apply to managing your Community Project.

Person: _____ Role: _____

Financial issue	Financial issue	Financial issue
Tools and techniques	Tools and techniques	Tools and techniques
Financial issue	Financial issue	Financial issue
Tools and techniques	Tools and techniques	Tools and techniques

Preview Sample:
Do not copy

How I/we could apply this to managing finances for the Community Project.		

2. Interview a **community leader** or manager. Find out their most vital **financial** management issues, the ‘tools’ and techniques they use, and advice that you could apply to managing your Community Project

Person: _____ Role: _____

Financial issue	Financial issue	Financial issue
Tools and techniques	Tools and techniques	Tools and techniques
Financial issue	Financial issue	Financial issue
Tools and techniques	Tools and techniques	Tools and techniques

Preview Sample:
Do not copy

How I/we could apply this to managing finances for the Community Project.		

52 Risk Management

1. Interview an **employer** or a **manager** in a **business** you are familiar with. Find out their most vital **risk** management issues, the 'tools' and techniques they use, and advice that you could apply to managing your Community Project.

Person: _____ Role: _____

Risk issue	Risk issue	Risk issue
Tools and techniques	Tools and techniques	Tools and techniques
Risk issue	Risk issue	Risk issue
Tools and techniques	Tools and techniques	Tools and techniques

Preview Sample:
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How I/we could apply this to managing risks for the Community Project.		

- Interview a **community leader** or manager. Find out their most vital **risk** management issues, the 'tools' and techniques they use, and advice that you could apply to managing your Community Project

Person: _____ Role: _____

Risk issue	Risk issue	Risk issue
Tools and techniques	Tools and techniques	Tools and techniques
Risk issue	Risk issue	Risk issue
Tools and techniques	Tools and techniques	Tools and techniques

Preview Sample:
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How I/we could apply this to managing risks for the Community Project.		

54 I Know Better Now

Explain 5 things or issues that you previously believed or thought were true, but for which you've changed your mind, primarily as a result of your VM: PDS 1-4 studies. For each one, explain why you changed your mind/opinion. At least 1 must be vocational-related.

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Now that you have completed your VM: PDS 3&4 units, create an 'after' representation of yourself. You might create an artwork, a graphic, an image, a song, a profile, a CV or some other representation.



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56 Review and Reflection

Complete this journal to reflect on your study of the PDS VM units

Journal of: _____ Date: _____

⇒ What did I most enjoy during this year as part of my PDS studies?

⇒ What major personal development skills and strategies did I develop and apply?

⇒ How did I use and apply what I learned for my personal and social activities?

⇒ How did I use and apply what I learned in my work-related activities?

⇒ What might be the most important things for me to focus on next, and why?

⇒ What other information can I share and/or how would I summarise my experiences?

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