PERSONAL DEVELOPMENT

VPC 3&4

Module 1 - Collaborate and negotiate

Module 2 - Motivate and lead

Module 1 - Community awareness and project

Module 2 - Community participation

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

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
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⇨ Literacy VPC 1&2 : Coursebook & Applied Vocational Booklet
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⇨ Work Related Skills VM 3&4: Coursebook & Applied Vocational Booklet

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

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Advice to Students

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

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

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

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

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

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

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

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

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

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

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

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

VCE: Vocational Major

*Note: 3&4 due Nov & Dec '23	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
*Literacy VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
*Numeracy VM: 3&4	___ @ $49.50	___ @ $27.50	___ @ $385	or ___ @ $495
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VM 3&4 coursebook masters available now | *VM 3&4 printed coursebooks available mid-late Nov*

Vocational Pathways Certificate

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

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

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

WACE: Career and Enterprise

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

VCE: Industry and Enterprise

New editions were released in 2022

I&E Unit 1: Workplace Participation 5ed - book	___ @ $38
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Team Work - Collaboration | 1

Activities 1: Team Work - Collaboration	p.	Due date	Done	Comment
1-3 **U3: Module 1 - Requirements**	3			
1A **Go for goal**	5			
1B **Where am I at?**	7			
1C **Collaboration**	9			
1D **Synergy**				
1E **Diversity**				
1F **Multiple intelligences**				
1G **Emotional rescue**				
1H **Team roles and dynamics**	19			
1I **Social awareness**	21			
1J **Interpersonal relationships**	23			
AT1 **The Power of Two**	24			

Comments:

1.01 Unit 3: Module 1 - Introduction

Module 1 - Collaborate and negotiate

You will explore effective collaboration and negotiation through the first 3 sections of this resource: **S1: Team Work - Collaboration**, **S2: Team Work - Communication** and **S3: Team Work - Negotiation**.

Sections 1&2 each conclude with a graduated assessment task. The module assessment task at the end of Section 3 requires you to participate in a short-term, teams-based personal development activity.

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

M1: Collaborate and negotiate	S1: Team Work - Collaboration
Personal Development	4
Effective Teamwork	6
Interpersonal effectiveness — Collaboration — Synergy	
Divers...	12
Cultural diversity — Australian diversity	
14 — Multiple Intelligences	
18 — Team Roles	Emotional Intelligence — 16
22 — Interpersonal Relations	Social Awareness — 20
AT1: The Power of ... (p.24)	

M1: Collaborate and negotiate	S2: Team Work - Communication
Communication Process	26
Process — Types	
Communicating Effectively	30
Changing communication — Effectiveness — Formal — Informal	
Working in Teams	36
Interpersonal relationships — Effective teams	
Being a Team	40
Meetings — Agenda — Etiquette	
Team Rules	46
Team skills — Team rules	
AT2: Recognise, Reflect and Respect (pp.48-50)	

M1: Collaborate and negotiate	S3: Teamwork - Negotiation

Effective Teams   52

Communication   Collaboration   Negotiation

Negotiation   54

Negotiation outcomes   Matters for negotiation

Effective Negotiation   56

Tips: Do   Tips: Don't

Conflict   58

Intrapersonal conflict   Interpersonal conflict   Indicators

Working with others   ...ses of conflict

Managing Conflict   62

Active listening   ...s to manage ...flict   Empathy

Conflict Resolution

AT3... ... Personal Development... Action (pp.68-71)

PREVIEW SAMPLE
FOR PLANNING
PURPOSES
DO NOT COPY

U3: Module 1 - Requirements   1-3

Your teacher will discuss the key requirements for successfully completing
Module 1: Collaborate and negotiate with your class. List these below.

1. Team Work - Collaboration	2. Team Work - Communication	3: Teamwork - Negotiation

1.03 Personal Development

Personal development

Welcome to VPC units 3 and 4 Personal Development Studies.

🗣 So how are you 'doing'?

Have a look outside - nice day today?

Did you enjoy your holidays?

What did you do?

How did you grow?

Image: RawPixel/Depositphotos.com

How are your classmates doing? Are you taking the time today to catch up with some people who you haven't seen for a few months? Do they seem full of **enthusiasm** and ready to take on the **challenges** of what is likely to be the final year of secondary school?

And what about you? Have you come back to school a little older, a bit wiser, and a lot more personally **developed** than at the end of last year?

Well we think you're ready to take this final step of your school-based personal development by **applying** the skills and techniques that you learn to your other areas of study such as Literacy, Numeracy, Work Related Skills, VET, and work and community placements; as well as all the other activities that you will experience this year.

Then there are your **personal and social interactions** to consider. You will face a lot of new experiences this year, and to consolidate and build on your **interpersonal** skills, **intrapersonal** skills, **employability** skills and other skills-sets.

Your final year of school brings you many **rites of passage**. This year some of you will become a legal adult; and that **milestone** introduces a whole new world of **opportunities** - and **responsibilities**.

Some of you might get a **job** for the first time. Again lots of opportunities and responsibilities.

And let's not forget about your **personal life**. Some of you might fall deeply in love, then out of love, then back in; or not at all - there's no rulebook on that!

In PDS VPC Unit 3, you will explore **teamwork** and **leadership** in detail and develop applied strategies to apply what you learn to your varied situations in life.

In PDS VPC Unit 4, you further explore **community participation** through a community **awareness campaign** and/or **project**.

You've got things to do, **goals** to achieve and life to master. So let's get into it.

A goal without a plan will is just a wish!
Image: zsirosistvan/Depositphotos.com

1. What is the **image** at the bottom of p.4 '**saying**'? Do you agree?

2. People often have **similar goals** in life. But because of varied personal circumstances we might **achieve** these goals in **different ways** - and according to **different timeframes**.

   Complete this table for each of these 'common' **life goals**. Add 2 more.

Personal Goal	Goal for me? Why/why not?	Has this changed since last year?	What is the timeframe?	What do I need to do to achieve this?
Finishing school.				
Getting my license.				
Getting into TAFE or training.				
Getting a job.				
Moving out of home.				

1.05 Effective Teamwork

Interpersonal effectiveness

As people we mix with others throughout our personal, educational, social and working lives.

A key part of your personal development is to be able to work with other people as part of a **team**.

And this naturally extends to working with others in community situations and in work-related situations.

One of the most important skills that you need to have is the ability to work as an effective member of a team. So to develop in this area you need to build your team, or **interpersonal**, skills.

Some people, i.e. those who have well-developed **social competencies**, find they have good socialisation skills and work well with others.

Joel

Joel has always played team sports and has been team captain before.

When he is doing work placements normally it is easy to communicate with other people, and he is able to get people on track to achieve their shared goals.

He also finds that he is quite good at instructing and assisting others - he's always done this on the field in cricket, footy and basketball.

So Jake might be a good choice as team leader for a PDS Activity.

However, other people, due to their personalities and lack of experience, are not naturally suited to teamwork and can find it hard to adjust when dealing with and working with others.

Josianne

Josianne is very good at developing games using coding.

She comes up with new ideas all the time and does this to all hours in her room.

But when she did her work placement at an ICT firm, she found that people wasted a lot of time talking with each other and making noise.

She tried to avoid these distracting people as much as possible as it stopped her from getting on with things.

Somewhere in between

In reality, most of us fall somewhere between Jack and Josianne, and this can vary depending on the situation that we find ourselves in.

Some people are very **communicative** in social situations, but quiet and **reserved** in work-related situations.

Others, who you might think are shy, actually step up and lead others when they are given **responsibility** in work-related situations.

But there's one thing to be sure about. The more you work with others, the more you get out of it - depending on how much you put in!

So what are you prepared to do to help your team?

Where am I at?   1B

1. Complete this **table**. (If new to VPC then respond based on where you are at now.)

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

2. List up to **8 tasks** or **activities** that **you are good at** doing. These will also most likely feature an 'ing'.

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

1.07 Effective Teamwork

Collaboration

A key skill you need to develop and apply to personal development, community and work-related situations is collaboration.

Collaboration involves working positively and effectively with others as a part of a **team** or group.

It is important to understand that teamwork in any situation is based on **collaboration**. This means that team members work together to achieve the objectives of the team (and not personal or selfish goals).

In the world of work, workers have to collaborate with other workplace stakeholders.

Even workers who are performing tasks alone are part of a bigger picture, with various people relying on them.

These **workplace stakeholders** include colleagues and workmates, managers and supervisors, suppliers, contractors, and customers and clients.

The ability to work effectively with other people is one of the most vital **employability skills**.

And effective collaboration is always driven by good **communication**.

Image: Dmyrto_Z/Depositphotos.com

Many community groups and social enterprises rely on staff, members and volunteers working collaboratively to achieve positive outcomes for people and society.

Collaboration

Communication

Team work

Shared goals

Diversity

Inclusion

Strengths

Weaknesses

Motivation

Leadership

Negotiation

Conflict resolution

Social awareness

Synergy

Interpersonal skills

Image: ridofranz/Depositphotos.com

Successful collaboration 🗣

Collaboration leads to synergy and better outcomes for all stakeholders. Here are some key collaborative tips for success.

⇨ You are working together as part of a team to achieve a **shared objective**.

⇨ You can ask for **help**, **support** and **feedback** from other team members.

⇨ You should treat one another **professionally** and **respectfully**.

⇨ Teams create **synergy** by combining members who have **complementary strengths** and **weaknesses**.

⇨ **Communication** and **negotiation** are vital to collaborative success.

Collaboration   1C

1. What does the term **collaboration** mean to you?

_____

_____

_____

_____

2. Describe examples of when you have collaborated in the following **situations**. How did this collaboration impact on your achievement?

Educational	**Community**	**Work-related**

3. Discuss why, 'combining members who have complementary strengths and weaknesses' leads to more **positive** outcomes from **collaboration**. Describe 2 examples. Report back to the class. 🗣

1.09 Effective Teamwork

Synergy

Have you heard the saying, "The sum of the whole is greater than the sum of the parts"? This is called '**synergy**'.

Building effective teams is about finding the right balance of people's skills and personalities. Synergised teams consist of team members who have **complementary strengths** and **weaknesses**.

This means that effective teams are based on team members having a **diverse** range of skills. And these diverse skills often reflect the **lived experience** of people from diverse backgrounds, such as **gender**, **ethnicity**, **age** and **ability** (among others).

Working as a team creates **synergy** because people are selected to work together based on their complementary strengths and weaknesses and not on their friendships. This means that individual weaknesses can be avoided.

Collaboration creates synergy. Successful collaboration will usually require **flexibility**, **negotiation** and **compromise**. But as you may have already experienced yourself, not every team member is always willing to be so accommodating.

Image: PantherMediaSeller/ Depositphotos.com

Achieving synergy

When a team works well together through collaboration its members may feel a sense of **belonging**. This feeling helps to boost **motivation** and **satisfaction**. It can also **decrease conflict** between team members.

Effective teams will need people who are **reliable**. Team members rely on one another to get their tasks done.

Some tasks are **pre-requisites** for others. In a PDS Activity, if others are waiting for you to finish your tasks then they can't move forward - and vice versa!

It's the same in vocational situations. Other workers may be relying on you so that they can do their part of the job task - and vice versa!

Other tasks are **co-dependent**. This means that workers rely on each other (i.e. they collaborate) to **simultaneously** complete all tasks.

Image: ljsphotography/Depositphotos.com

A pair of furniture removalists is in big trouble if one team member keeps chucking sickies every Monday!

Challenges

It's not always easy working in teams, and working in teams is not necessarily better than working alone. But it can be!

Working with others is often hard and can lead to **wasted time**, **conflict** and **stress**.

So effective teamwork requires a range of **interpersonal skills**. And achieving team effectiveness requires **support**, **training** and most of all, **communication**.

Interpersonal effectiveness also requires **emotional intelligence** and an understanding of varying **multiple intelligences**.

Synergy   1D

1. What does the term **synergy** mean to you?

_____

_____

_____

_____

2. Describe examples of when you have experienced the benefits of **synergy** in the following **situations**. How can this synergy help you to achieve **better outcomes?**

Educational	Community	Work-related

3. Discuss why, 'It's not always easy working in teams...' From your own experiences, explain what is **needed** to **support** effective **teamwork** to **create synergy.** Report back to the class.

1.11 Diversity

Diversity

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

At the core of our nation is the oldest continuously living culture in the world, with Australian **Aboriginal history** dating to more than 60,000 years ago.

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

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

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

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

It is vital that you recognise and deal with cultural diversity in teams-based situations. To do this you need to develop your **cross-cultural skills**.

Australian diversity (2021)

⇨ The median age was 38 years.

⇨ 29% of the population aged 55+.

⇨ 18% of the population aged 10-24.

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

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

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

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

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

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

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

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

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

Cultural Diversity

Image: adapted from MAJIVECKA/Depositphotos.com

- Sex
- Gender identity
- Ethnicity
- Race
- Age
- Religion
- Language
- Sexual orientation
- Background
- Disability
- Family status
- Political beliefs

1. What is **diversity**?

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

3. How could **you build** your **understanding**, **perspectives** and **become** more **collaborative**?

_____

_____

_____

_____

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

Personal situations	Social/community situations	Work-related situations

1.13 Multiple Intelligences

Different strokes...

You are well aware that people in **work-related situations** have to deal with owners, managers, colleagues, customers, clients - all sorts of people on a daily basis! And of course, having to deal with varied people extends across all situations in life including **community**, **educational**, **personal** and **social** situations.
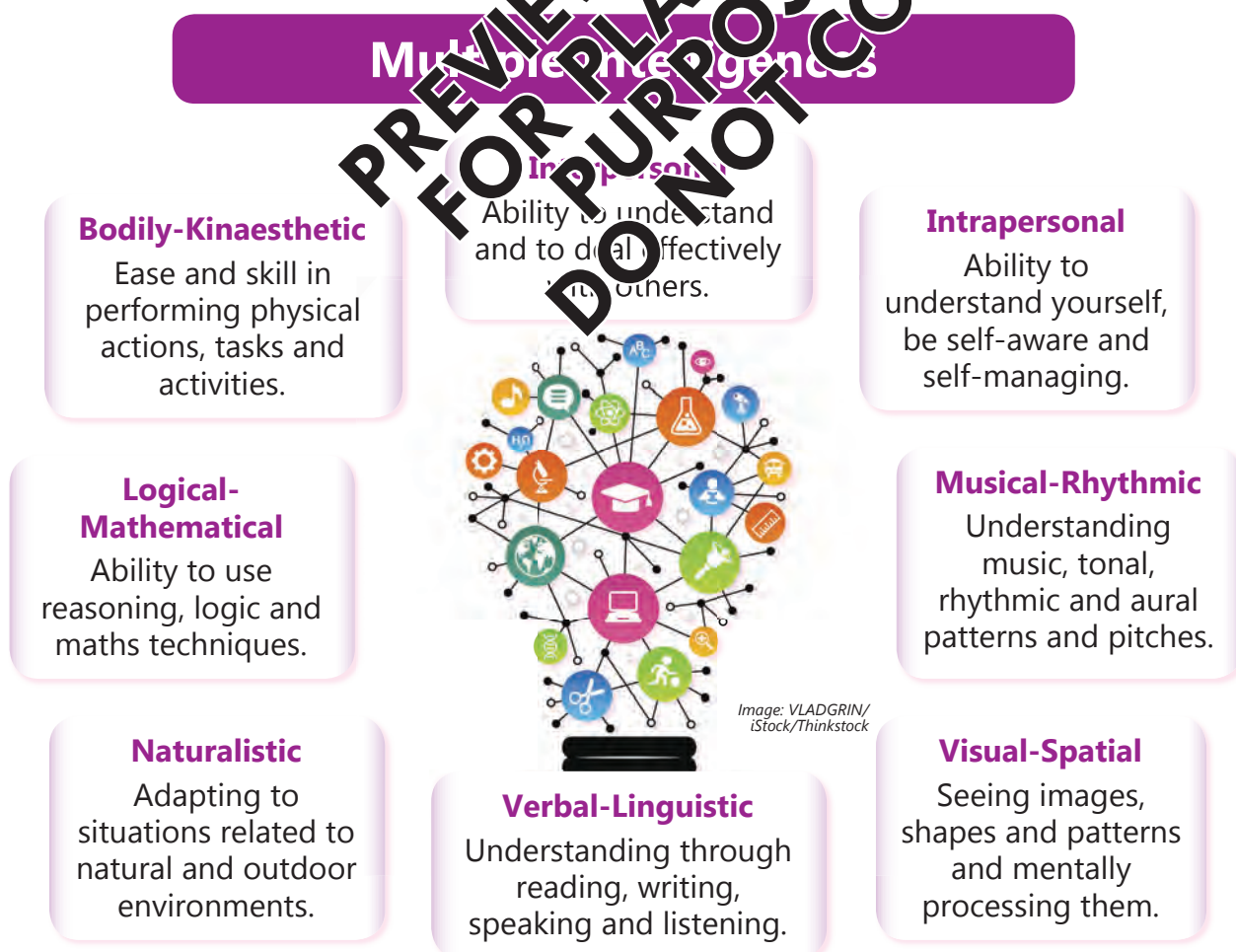
Working effectively with others and in teams is probably the most important employability skill needed for just about all occupations.

Professor Howard Gardner of Harvard University developed eight '**multiple intelligences'**. Gardner says that people have varied skills and abilities much different from 'the usual IQ'. Each of us is likely to have different levels of intelligence in each of these eight categories.

As part of your personal development, you need to recognise those areas in which you are stronger. You've probably been doing tasks and activities that make use of your abilities in these areas. e.g. Dancing: **musical-rhythmic** and **bodily-kinaesthetic**; playing a team sport: **bodily-kinaesthetic** and **interpersonal**, and fixing and working with computers: **logical-mathematical** and **visual-spatial**.

However, you must not just see yourself as being strong in only one category. Rather, you should reflect on your strengths across a range of job-related intelligences.

🗣 So what are you good at?

Multiple Intelligences

Bodily-Kinaesthetic
Ease and skill in performing physical actions, tasks and activities.

Interpersonal
Ability to understand and to deal effectively with others.

Intrapersonal
Ability to understand yourself, be self-aware and self-managing.

Logical-Mathematical
Ability to use reasoning, logic and maths techniques.

Musical-Rhythmic
Understanding music, tonal, rhythmic and aural patterns and pitches.

Image: VLADGRIN/ iStock/Thinkstock

Naturalistic
Adapting to situations related to natural and outdoor environments.

Verbal-Linguistic
Understanding through reading, writing, speaking and listening.

Visual-Spatial
Seeing images, shapes and patterns and mentally processing them.

| **Multiple intelligences** | **1F** |

1. Identify **3 multiple intelligences** that you believe might be **your 'strongest'**, and **3** that you are '**weakest**' in. Briefly explain **why**, using **examples**.

My 3 strongest multiple intelligence areas are...		
Why so?		
3 multiple intelligence areas that I am weaker in are...		
Why so?		

2. What types of **multiple intelligences** do you think **these workers** would need the **most**, and why? Pick at least 2 for each. Feed back to the class.

Nurse	Hairdresser/barber	Checkout worker
Tiler	Personal trainer	Child-care worker
ICT technician	Gardener	Local shop owner

3. When you are working in **teams** it's important to **balance** the **varied multiple intelligences** of team members. Pair up. What could y**ou bring** to these project **teams**; and what about **your partner**?

Fundraising BBQ	Sports coaching clinic	Performing arts event

1.15 Emotional Intelligence

Emotional intelligence

As you know, emotional intelligence is a type of 'social intelligence' that involves the ability to monitor the **feelings** and **emotions** of **yourself** and **other people**.

Emotional intelligence relates to a person's ability to recognise and understand their own emotions by being **self-aware**, and then having the skills to effectively **manage emotions** in different situations.

A person with well-developed emotional intelligence is thought to be more **socially competent**, and more able to **understand** what other people do and say, and why they might act and behave in certain ways. Given this, **empathy** is a key driver of emotional intelligence.

Emotionally intelligent people can use this ability to develop successful relationships that lead to positive outcomes for all involved. They are more likely to interact positively with friends, family, workmates, customers, clients and others whom they may come into contact with.

Modern research is showing that people, as employees in the workplace, must be much more than just technically skilled, they must also have a well-developed emotional intelligence.

People who have well-developed emotional intelligence are also more likely to enjoy fulfilling and balanced relationships.

And emotionally intelligent people are more likely to emerge as **natural leaders** in personal, community and vocational situations.

Image: Feodora52/Depositphotos.com

Are you mindful of how your actions will impact on the feelings of other people?
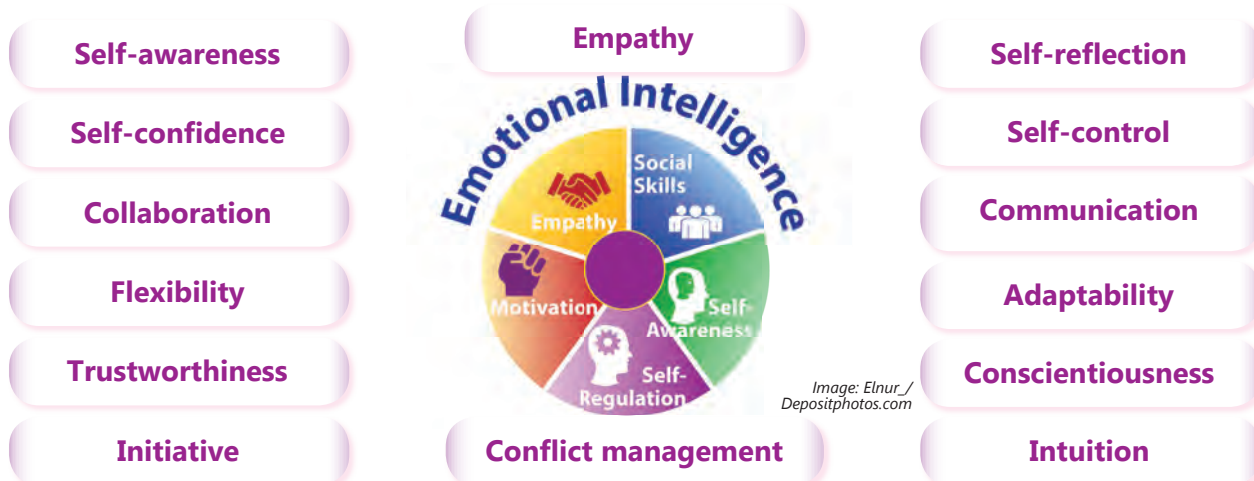
Emotional Intelligence

Self-awareness	Empathy	Self-reflection
Self-confidence		Self-control
Collaboration		Communication
Flexibility		Adaptability
Trustworthiness		Conscientiousness
Initiative	Conflict management	Intuition

Image: Elnur_/ Depositphotos.com

Emotional rescue   1G

1. Black and white terms stunt your emotional growth. So how about identifying a **more appropriate term** that gives the **real** and **true meaning**.

Instead of always using 'love' how about...	Instead of always using 'hate' how about...	Instead of always using 'happy' how about...	Instead of always using 'sad' how about...
a_____	d_____	c_____	u_____
r_____	b_____	d_____	g_____
_____	_____	_____	_____

2. What do each of **these terms mean** to **you**? Why would these be **useful** for **collaborative situations**? Add 1 more.

Empathy	Self-awareness	Self-control

Communication	Adaptability	

Applied: Collaborative work

As a class you are going to split into groups. Your teacher will tell you how many to a group.

a. You are required to give a presentation or role-play that gives advice on how to apply emotional intelligence to collaborative situations. Make it entertaining, don't just repeat what is on these pages...research and create!

b. Your theme is: 'How young leaders can apply emotional intelligence when working in teams at work.'

c. You are going to have to draft a plan and organise team roles and responsibilities, while consulting with your teacher about deadlines and other issues! Get to it!

1.17 Team Roles

Team dynamics

When people work in team situations, they tend to naturally take on various **roles**. These roles reflect peoples' personalities, attitudes, skills and experiences. These roles help create **synergy** and can assist in driving a team forward. But at other times, these roles could cause **conflict** and team disunity.

It is important that you understand the role of team dynamics in building effective team cohesion. In vocational and community situations, these team roles both drive and reflect the **workplace culture** that you might be expected to quickly read and 'fit into'. This is why you should study, and then apply team dynamics, in PDS activities.

If you search for team roles online, you will get thousands of hits. Most of the information is similar, but this over-information can be confusing. So we will use the team roles listed below.

🗣See if you can recognise yourself, or other team members, as these roles.

Team Roles

Driver
Their role is to lead the group so as to achieve the team's goals.

Facilitator
Their role is to provide resources and links that help goals get achieved.

Monitor
Their role is to chair, re-view and make sure that everything is on track.

Supporter
Their role is to go along with good ideas and support what is being suggested.

Influencer
Their role is to encourage members to accept existing ideas; or perhaps even new ideas.

Timekeeper
Their role is to make the team aware of deadlines and to establish urgency.

Recorder
Their role is to take min-utes and keep records of all the important matters.

Innovator
Their role is to suggest new and creative ideas and processes.

Implementer
Their role is to put the plans into action by organising and doing.

Peacemaker
Their role is to maintain team harmony so that people get along.

Critic
Their role is to challenge ideas to make sure that things are being done properly.

Image: ALotOfPeople/Depositphotos.com

1.19 Social Awareness

Social awareness

Social awareness is an important concept that drives human interaction.

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

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

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

People with well-developed social awareness are generally able to show **empathy** towards others through an understanding and acceptance of 'apparent' differences.

They can usually go some way towards seeing situations from other **points of view** or perspectives - and not just simply through their own experiences.

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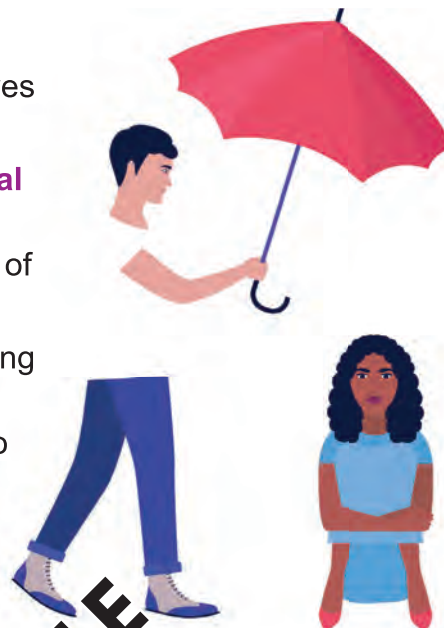
As a result, they can adjust their own behaviour because they are better able to 'read' a person or social situation.

From a community perspective, social awareness motivates people to work **collaboratively** with others so as to create a more **equitable** and **inclusive** society. This is enabled by the development of strong, supportive and respectful **relationships** with others.

Naturally, this leads to more effective, cohesive and inclusive **teams**.

Added to this is the role of social awareness in helping to create **leaders** in personal, community and vocational settings.

Empathy goes hand-in-hand with social awareness

Image: mashmuh/Depositphotos.com

Image: belchonock/ Depositphotos.com

Someone needs to care for those that have no-one to care for them. That's why socially aware people are vital in our communities.

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

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

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

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

communication	collaboration
conflict resolution	negotiation

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

1.21 Interpersonal Relationships

Interpersonal relationships

We all experience varied **interpersonal relationships** in different settings in life involving family, friends, peers, partners, colleagues, customers, acquaintances and even people you encounter but have never met before.

Some people we deal with are pretty **laidback** and easy to get along with. Others are friendly, polite, patient and **supportive**.

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

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

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

Developing social awareness and **interpersonal skills** also helps us to deal with people and situations that we are less familiar with.

So it is important to develop your collaborative skills as part of social awareness. Doing so will help you to better deal with some of the 'less positive' behaviours in people, that you might experience in group interactions and teams-based situations.

Interpersonal Relationships

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

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

Image: Vadymvdrobot/ Depositphotos.com

1. What are **interpersonal relationships**?

_____

_____

_____

_____

2. How does an applied **understanding** of **social awareness help** a **person** to build better **interpersonal relationships**? Use an **example** to explain this.

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

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

Personal situations	Social/community situations	Work-related situations

1.23 Graduated Assessment

AT1 The Power of Two
Module 1: Collaborate and negotiate

For this assessment task, you are required to undertake an audit of the collaborative and team skills of you and a teammate.

Tasks

1. Develop a set of **questions** to **assess for collaborative** and **team skills**.

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

3. Work with **another student** and **use** their **questions** to **assess** for **collaborative** and **team skills**.

4. **Combine** your **self-assessment**, and **their assessment**, into an overall **summary** of **collaborative** and **team skills**. Consider using visuals and multimedia.

5. Propose **examples** of how you **two**, working together, could **apply** your **collaborative** and **team skills** to **community** and **vocational situations** throughout this year.

6. Describe how you could use **community** and vocational situations to **improve** and further **develop your collaborative** and team skills.

You should strongly consider making a joint presentation to the class to communicate the findings of your audit.

Name(s):				Key dates:		Unit 3 Module 1
Tasks – AT1: The Power of Two			**Must Do?**	**Due Date**	**Done**	**Level**
Complete the tasks as given, in consultation with your teacher.						
1. Develop your set of assessment questions.			✓			
2. Self-assess using the questions, with applied examples.			✓			
3. Use your questions to assess your partner.			✓			
Be assessed by your partner.			✓			
4. Combine the assessments into an overall summary.			✓			
5. How you could apply your collaborative and team skills:			✓			
- In community situations.			○			
- In vocational situations.			○			
6. How you could improve your collaborative and team skills:			✓			
- In community situations.			○			
- In vocational situations.			○			
⇨ **Prepare and submit my/our final responses.**			✓			
Present or report to the class (if required).			○			

Team Work - Communication | 2

Activities 2: Team Work - Communication	p.	Due date	Done	Comment
2A	Communication process	26			
2B	Types of communication	29			
2C	Methods of communication	31			
2D	Planning our communication	33			
2E	Formal & informal communication	35			
2F	Collaboration and teamwork				
2G	Effective teams				
2H	Creating emails	39			
2I	Team meetings				
2J	Being a team	45			
2K	Our team rules	46-47			
AT2	Recognise, Reflect and Respect	48-49			
2.25	Activity Planner	50			

Comments:

2.01 Communication Process

Communication process

The most important driver of teamwork and collaboration is **communication**.

Effective communication, just like all other **skills** (including **employability skills**), doesn't always come naturally, nor easily, to all group and team situations.

But there are tips, techniques and tools that you can use and apply to make sure that your participation in team-based situations is supportive, productive and **collaborative**. And this goes for whether you are working as a **team member** under the leadership of others, or acting in the role as the **team leader**.

Effective communication skills are also vital for your own personal development. Naturally, when you are performing tasks for personal development projects and activities you need to have well-developed communication skills.

You might have to communicate internally with your teammates, with external stakeholders such as members of a community group, with your teacher, and with an audience when you make a presentation.

Image: VLADGRIN/ iStock/Thinkstock

As you have learned across many of your VPC subjects, the communication process always consists of three essential key components, which are explained in more detail on the opposite page.

1. **The sender.**
2. **The message.**
3. **The recipient.**

2A Communication process

What are the **3 essential components** of the **communication process**?

a. Describe an **example** of the **communication process in action** in a **personal development** situation.

b. Describe an **example** of the **communication process in action** in a **work-related** situation.

	1.	2.	3.
Personal development situation			
Work-related situation			

The communication process in action

So let's use an applied example related to an environmental project to break down the three stages of the communication process.

1. The sender

This is the person or group that is creating or sending the message.

For example, a local environmental community group (the sender) might make posts on Facebook.

You as part of your PDS project team (the sender) might have to contact this environmental group to arrange an interview.

2. The message

This is 'what' is being communicated and the 'form' that the communication takes.

For example, the local environmental community group might make a post on their Facebook page about an upcoming working bee to clean the local creek. The message is communicated in the form of a text and video post on social media.

They might also include an image of the creek showing rubbish with the message communicated in the form of an image post on social media.

They might also post email details so the interested parties can contact the organisers, register and receive a PDF of key event information, equipment required and safety guidelines.

You as part of your PDS project team might send the leader of the environmental group an email asking for the information PDF.

And because your involvement as part of a PDS project needs to be approved by the school, you might also request to arrange a time to meet for an interview and sort out permission details. So your message is in the form of text in a 'professional' email.

Image: Wavebreakmedia/ Depositphotos.com

3. The recipient.

This is the person, group or audience who is receiving the message.

For example, the Facebook followers of the local environmental community group are likely to get a notification on their own Facebook page about the working bee (the recipients). They might also share this post with other like-minded community members (even more recipients).

You as part of your PDS project will 'address' the email using the name of the person (the recipient) and send it to their direct email address (a specific recipient); or send a general email to the community group's address (the recipient). Other members of the community group might share the email internally.

2.03 Communication Process

Types of communication

When you are performing **collaborative** work-related tasks, or planning, organising and leading a personal development project or activity, you have to demonstrate effective communication skills.

You always need to clearly identify:

⇨ from where, or from whom, the message is originating;

⇨ as well as from where, or to whom the message is 'going'; and of course,

⇨ what would be the best 'form' for the message to take?

To be an effective communicator you need to imagine how the **message** will be **received** from the **point of view** of the **receiver**.

You have to **tailor** the **message** to the **audience**, to the **occasion**, and also to the **format** in which it will best be received. A good communicator will always consider the **needs** and communication **strengths** (and **weaknesses**) of your **teammates** and **colleagues**.

Your method of communication might take the form of some of these listed below.

However, there are also many other methods that can be used. And in most cases, effective communication crosses over many of these methods at the same time.

Image: photography33/ Depositphotos.com

Types of Communication

Verbal communication	**Non-verbal communication**	**Written communication**
Such as:	Such as:	Such as:
⇨ meetings	⇨ body language	⇨ records
⇨ instructions	⇨ posture	⇨ posters
⇨ orders.	⇨ facial expressions.	⇨ instructions.

Visual communication	**Digital communication**	**Physical communication**
Such as:	Such as:	Such as:
⇨ signs	⇨ emails	⇨ demonstrations
⇨ graphics	⇨ messages	⇨ signals
⇨ video.	⇨ presentations.	⇨ modelling.

1. Describe 2 examples when **you** successfully used **each type** of **communication** in **collaborative PDS project/activity** situations.

Method	Example 1	Example 2
Verbal		
Non-verbal		
Written		
Visual		
Digital		
Physical		

2. Describe 2 examples when you successfully used **each type** of **communication** in **collaborative workplace** situations.

Method	Example 1	Example 2
Verbal		
Non-verbal		
Written		
Visual		
Digital		
Physical		

2.05 Communicating Effectively

Communication

Effective communication is the key to creating positive team **collaboration**.

The **success** of your **career pathway** depends on your ability to **communicate** effectively with people in the **workplace.**

And as you have already experienced through your VPC, effective communication is also the key **employability skill** driving the success of your **personal development** projects or activities. If you and your team members and colleagues don't communicate, then your team won't get anything done!

So it is vital that you develop your skills of communication to the fullest.

Changing communication

In both Literacy and Work Related Skills, you have investigated how one of the most significant changes affecting your personal and working lives is the evolution of **digital** communication methods.

Innovation in digital communications technology has meant that messages can now be sent much **faster**, much more cheaply, and to more recipients more **often**.

This should mean that people are able to communicate more effectively. But this has also led to both **over-communication** and ineffective communication!

Nowadays, a lot of important and timely communication goes unseen, or is drowned-out by advertising, marketing and social media notifications.

And people are increasingly reluctant to talk to someone either face-to-face or over the phone. They can be digitally assertive, but not personally assertive. That is not effective communication.
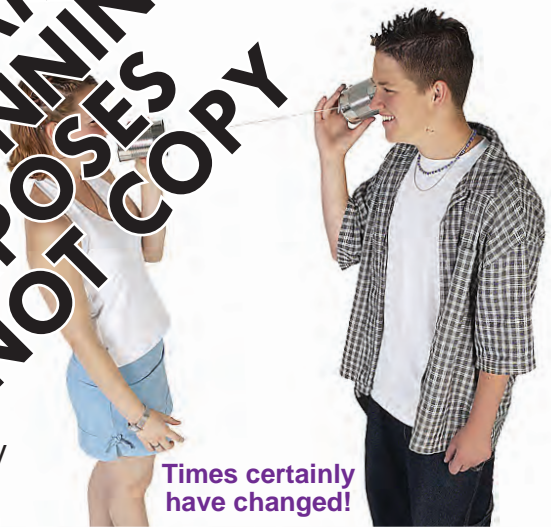
Times certainly have changed!

🗣️ **Let's communicate!**

Which do you use? Which do you avoid?

☐ verbal	☐ reports	☐ memo	☐ semiphore
☐ non-verbal	☐ landlines	☐ bulletin boards	☐ blogs
☐ meetings	☐ mobiles	☐ print media	☐ FaceTime
☐ briefings	☐ pagers	☐ websites	☐ TikTok
☐ seminar	☐ 2-way radio	☐ advertising	☐ SnapChat
☐ webinar	☐ email	☐ posters	☐ X (Twitter)
☐ tele-conference	☐ SMS	☐ PR	☐ YouTube
☐ Zoom	☐ apps	☐ sticky notes	☐ Facebook
☐ instructions	☐ fax	☐ signs	☐ Instagram
☐ manuals	☐ broadcast	☐ warnings	☐ WhatsApp
☐ diagrams	☐ podcast	☐ mime	☐ 'Teams'

1. Which **methods** of **communication** do **you prefer** using? When? Why?

Communication Method – When & Why?	Communication Method – When & Why?

2. Which **methods** of **communication** have **you never used**? Why not?

Communication Method – Why not?	Communication Method – Why not?

3. Choose **5** of the **communication methods** listed on p.30. For each **describe** when it might be **effective** to use to a collaborative **work-related** situation, and for a **teams-based PDS project** (even if you haven't used it before!).

Method	For a work situation	For a PDS project

2.07 Communicating Effectively

Communicating effectively

In contemporary times, people have a growing range of different communication tools and devices at their disposal. Many (but not all) digital communication devices improve communication speed, making most people instantly contactable. But is it good to be 'on-the-clock' all the time?

Technology is always only a means of communicating a message, and using technology does not necessarily create good communication.

Effective communication is more about having good **people skills**. And good people skills are what you need to develop and apply to make your personal development projects and activities more successful.

As always, the key to good communication is **tailoring** the **message** so that it is **understood** (read, seen or heard), and **acted upon**, by the person receiving the message.

Professional communication is different

As young people growing up in a world where mobiles, texts, Zoom, FaceTime, WhatsApp, TikTok, Instagram, Snapchat, X, Facebook and other digital and social media processes dominate, you are naturally attuned to these methods of communication. However, communicating in professional and work-related situations is very different from communicating with your friends and peers.

To deliver an effective professional communication message - regardless of whether it is verbal, written, electronic or in some other form - you must imagine how the message will be received from the **point of view** of the **receiver**.

You can't just use the communication method that you prefer or that most suits your communication style. You have to think of the needs of the person, or the parties, with whom you are communicating.

Having **too much eyes down** means people are missing out on a lot that is going on around them, including important non-verbal communication.

Image: Syda_Productions/ Depositphotos.com

🗣 Planning Your Communication

1. What are you going to 'say'? What is your message?

2. How are you going to 'say' it? What method(s) will you use?

3. How will you make sure that the way you 'say' it will be suitable and effective?

4. How will you check that what you've 'said' has been received, understood and acted upon?

Sending does not equal receiving

It is also important to emphasise that people are increasingly expecting that once they have 'sent' a message, then the receiver will 'get' the message straight away.

This is far from the reality of what might happen.

Not everyone is connected 24-7. Not everyone will look at all messages. Not everyone will understand all messages. Not everyone will respond to all messages.

What if you text a team member and they've gone to sleep early that night?

And some people will ignore a message if it interferes with what they are doing right then, or if it causes them too much bother, or they just don't want to do what is required or asked of them. And then some people, well they simply forget!

So what can you do to ensure that your **communication** is seen and suitable for the '**receivers**' when working **collaboratively** on personal development projects and activities?

Planning our communication   2D

In a group, develop lists of how you should **communicate** for personal development projects and activities, how you **shouldn't communicate**, and a list of 'maybes' that **depend** on **the situation and the people involved**.

Do's	Don'ts	Maybe/ it depends on...

2.09 Communicating Effectively

Communication methods

It is vital that you are able to choose the most appropriate methods of communication to target your information and message to your intended **audience**.

One of the first areas to consider is the use of both **formal** and **informal** methods of communication. Some professional and work-related situations require you to have skills related to formal communication; whereas others might only need informal communication skills.

Formal communication

Formal communication refers to a range of communication methods and styles that are used by workplace stakeholders on a day-to-day basis.

Formal communication is recommended when dealing with colleagues, managers and customers and clients in a professional capacity related to your work or community engagement. For example, when you have a team meeting, or getting permission from your supervisor to do essential tasks for a personal development project.

You can build your formal communication skills through:

⇨ practical workplace experience

⇨ community volunteering and placements

⇨ on-the-job training by supervisors and managers

⇨ off-the-job training such as vocational courses

⇨ team meetings for your PDP project

⇨ Literacy and WRS activities

⇨ planning and presenting a report.

Image: adapted from: illustratorgold/ Depositphotos.com

Informal communication

Informal communication refers to the way that people might communicate when they know one another quite well.

Consider the way that you talk with family, friends and other personal and social contacts. The '**rules**' of communication with personal friends and family are much different from how you communicate in the workplace.

Sometimes at work and in professional situations, it is fine to communicate informally with trusted colleagues, a coach or a mentor, especially when doing straightforward and less complicated tasks.

Informal communication is also good for both checking in, and checking up, quickly. For example, sending an SMS to a team member. "Hey Joe, you organised the fire blanket and extinguisher for our BBQ activity yet?"

But sometimes communicating informally with people that you do not know well can lead to misunderstandings, cross-cultural insensitivity, or even discrimination and harassment. So, informal communication should only be used sparingly in important work-related and professional situations until communication 'rules' are clear.

1. Describe how **communication** was **applied** in a **workplace** or **community setting** in which **you** have been **involved**. Complete the **table**.

2. **Apply** this for when undertaking a teams-based **PDS project** or **activity**.

Workplace: Task/situation:	PDS project/activity:
1. Describe **2 methods** of **communication** that are **used** in daily work activities. Task/situation:	Apply this for a PDS project/activity:
2. Explain the **importance** of communication ~~devices~~ ~~for w~~orkplace stakeholders. Task/situation:	~~Apply this~~ for a PDS project/activity:
3. Discuss a key s~~trength~~ ~~of these me~~thods/~~dev~~ices for workplace stakeholders. Task/~~situation~~:	Apply this for a PDS project/activity:
4. Discuss a key **weakness** of these **methods/devices** for workplace stakeholders. Task/situation:	Apply this for a PDS project/activity:

3. As a team, use each person's responses to draft **communication guidelines** for potential PDS projects or activities.

4. In groups, create and act out (and even video) a **scenario** that firstly shows **bad workplace communication**; but then **models good workplace communication**.

2.11 Working in Teams

Interpersonal relationships

Remember back in Section 1 how people tend to take on **team roles** as part of **team dynamics** and how the role(s) a person plays is influenced by a combination of their:

⇨ **personality**

⇨ **position** and **responsibility**

⇨ **skills** and **experience**

⇨ **enthusiasm** and **motivation**.

When people interact in teams, successful collaboration relies on the day-to-day management of varied **interpersonal relationships**.

Although assembling like-minded teams can seem good 'on paper', it is quite often the combination of differences that makes teams successful. Once again this is an aspect of **synergy.**

All teams must be **managed** successfully. This management includes **leadership**, as well as team members managing each other through positive **interpersonal skills**.

And many people forget that when working collaboratively you must also **manage yourself** through your **intrapersonal skills**, and work towards a **greater goal** - that of your colleagues who are depending on you.

By following the '**8 Tips For Effective Teams**' you will function as a more effective, and therefore valuable, team member. This will also help minimise conflict.

But note: you don't need to be best friends with everyone in team-based situations. However, just because someone isn't your friend, it doesn't make them your enemy.

In order to minimise interpersonal conflict in team and group situations, you need to be tolerant and cooperative, and professional rather than personal.

This is what collaboration and teamwork are all about.

2F   Collaboration and teamwork

🗣 'This is what collaboration and teamwork are all about.' So what is **collaboration** and **teamwork** all **about**?

Collaboration and teamwork is all about...

⇨

⇨

⇨

⇨

8 Tips For Effective Teams

1. Communicate clearly.
✓ Be willing and able to communicate effectively with people; including those from different backgrounds.
✓ Pay careful attention to what people say.

2. Follow team rules.
✓ Establish a set of rules or agenda for group meetings and stick to these.
✓ Follow team meeting rules and the agenda, and get people to report on their progress.

3. Assign roles and responsibilities.
✓ Assign roles and responsibilities to team members, including the role of the leader.
✓ Rotate team roles and share responsibilities, including being the leader.

4. Listen and be fair.
✓ Listen to, and consider other team members' points of view.
✓ Put aside personality differences and work together. Don't ever yell or get personal.

5. Build and support synergy.
✓ Pair people together to help support and train team members.
✓ Ensure that team members' strengths and weaknesses are complementary.

6. Make group decisions.
✓ Decide on a decision-making process that everyone agrees to.
✓ You might choose a majority vote, or consensus, and then stick with that, or some other suitable method.

7. Record important information.
✓ Someone must always take notes (minutes) of meetings. Share this responsibility around so that everyone gets a go.
✓ Record important information, dates and responsibilities.

8. Set clear objectives.
✓ Clearly understand and know the goals/objectives of the team.
✓ Write down goals and objectives, and make sure everybody has a copy.

2.13 Working in Teams

2G   Effective teams

It is important that whenever you work as part of a team, whether that be in **personal**, **social**, **community** or **vocational** situations, that you function as a **cohesive unit**.

Match the '**8 tips for effective teams**' on p.37. with the appropriate **examples** below. These will help you to work more effectively with each other.

_____
- ✓ Be willing and able to communicate effectively with people; including those from different backgrounds.
- ✓ Pay careful attention to what people say.

_____
- ✓ Clearly understand and know the goals/objectives of the team.
- ✓ Write down goals and objectives, and make sure everybody has a copy.

_____
- ✓ Assign roles and responsibilities to team members, including the role of the leader.
- ✓ Rotate team roles and share responsibilities, including being the leader.

_____
- ✓ Establish a set of rules or an agenda for group meetings and stick to those.
- ✓ Follow team meeting rules/agenda, and get people to report on their progress.

_____
- ✓ Someone must always take notes (minutes) of meetings. Share this responsibility around so that everyone gets a go.
- ✓ Record important information, dates and responsibilities.

_____
- ✓ Listen to, and consider other team-members' points of view.
- ✓ Put aside personality differences and work together. Don't ever yell or get personal.

_____
- ✓ Pair people together to help support and train team members.
- ✓ Ensure that team members' strengths and weaknesses are complementary.

_____
- ✓ Decide on a decision-making process that everyone agrees to.
- ✓ You might choose a majority vote and then stick with that, or some other method.

Email remains the backbone of written communication in professional, vocational and work situations.

So, it is very important that when you create professional and work-related emails that you use **formal communication**.

Tips for effective emails

1. Different communication rules apply for work emails. Standards of spelling and grammar apply as if writing a letter.

2. Internal emails for work must not be sent or shared outside the workplace.

3. It is often hard to explain detailed issues in one email. Use point form and short sentences.

4. Follow email etiquette such as not using CAPS nor emojis, and so on.

5. Many people check emails on their devices so keep the message clear, but concise!

6. Be careful when replying to, and forwarding messages; and with BC and CC. What do these actually mean?

7. Let the sender know you have received a message with a short acknowledgement.

8. When needed, use a professional email address

Applied communication: email

In your digital work folios, create emails for business situations. You will need to make up some details and other information to suit the situations. Your teacher might suggest some other social situations. Send or present to your teacher for feedback and advice.

a. To invite your principal to a PDS presentation.

b. To invite 4 school staff members to a cultural luncheon.

c. To ask your principal for permission and funding to have VPC students engage in an externally-run, weekend-based, team leadership program.

d. To invite a local councillor, mayor or business leader to a PDS activity featuring performances.

e. To invite players and staff involved in club AFL or AFLW community programs to give a leadership seminar to VPC and VM students.

f. To enquire about local council/shire funding to help finance a community inclusion mural.

Ideas and email communication strategies

2.15 Being a Team

Meetings

When people work in teams they need to meet **together** to find out what has gone on, to **discuss** what they need to do, and to determine how things are going to **proceed**.

Meetings enable team members to **communicate** and **share ideas** with each other as part of a **collaborative** workplace culture. Given this, meetings are a constant and vital part of vocational success.

When you are working on **PDS team projects**, your group will need to organise and run effective meetings. This will help the group move forward to achieve its **objectives**.

However, meetings don't plan and run themselves. So you need to develop and agree to a set of **operational** and **meeting rules**.

There are many different types of meetings, and you have probably participated in some of these types of meetings before. So now it's time to determine which of these meeting types will be best suited for your PDS projects and activities.

1. **Briefings**
2. **Staff meetings**
3. **Committee meetings**
4. **Planning (Plenary) sessions**
5. **Consultative meetings**
6. **Project meetings**

"Our safety committee meets twice a week, every week. First at the start of work on Monday and then at the end of work on Friday. This enables us to anticipate, control, monitor and assess our safety issues on an ongoing basis."

Image: AndrePopov/ Depositphotos.com

Types of Meetings

1. Briefings

These short meetings are usually run each morning by managers to provide updates, advice and short-term goals.

2. Staff meetings

These might be regular weekly or monthly meetings of all staff. Various managers make reports on the progress of the organisation.

3. Committee meetings

These normally involve selected employees with responsibility over a particular area, (such as finance, safety, etc.), or who are involved in a specific project.

4. Planning (Plenary) sessions

These meetings normally involve key people who will investigate ways of achieving goals, developing processes and implementing procedures.

5. Consultative meetings

These might be held with clients/ customers, suppliers, contractors or some other stakeholder in regard to planning or developing a new or potential project.

6. Project meetings

These usually involve teams of workers who get together to achieve a specific task or outcome.

Tips for Effective Meetings

Timing

Consider where and when the meeting is held. Consider the difference between a breakfast meeting, a lunchtime meeting and a Friday afternoon meeting. And what about video meetings?

People's immediate workload will also influence their attendance, enthusiasm, motivation and participation.

Location

Hold the meeting in a room where participants can easily hear, see and write.

If it is a consultative meeting then you should use a round (ish) table.

Consider if, at times, virtual meetings might be more suited.

Agenda

All the items to be discussed should be on the agenda and given to attendees in advance.

Sticking to the agenda will help the meeting stay on track.

Have extra hard copies at the meeting.

Management

Try to have a neutral person run or (chair) a meeting. The chairperson makes sure that the meeting runs fairly and properly.

Otherwise, the team leader should run the meeting.

Sometimes team meetings result in conflict, so you will need strategies to deal with this. A set of agreed-upon team rules will help a lot!

Duration

The meeting should allow enough time to get through all items properly, but should not drag on.

Some people like to 'hog the spotlight', so it's a good idea to set time limits.

Rules

Meeting rules (standing orders) detail how decisions are made, how long people can speak for, the voting system, majority required for passing votes, how motions can be introduced and passed, and so on.

If conflict occurs, people can be brought to account according to the previously agreed-upon rules (i.e. the standing orders).

Team meetings 2I

Choose 2 **types** of **meetings** that you have **participated in** that have **worked** effectively. How could **your team use** this **meeting format** for a **PDS activity**?

2.17 Being a Team

Meeting agenda

You might have heard the phrase in everyday life, "So, what's on the agenda?"

A meeting **agenda** is a structured list of topics or items to organise the content of a meeting and how the meeting will proceed. Meeting agendas help to keep meetings focused, efficient, and productive, because an agenda enables meetings to run more smoothly.

Meeting agendas reflect the **rules** and **procedures** for meetings that the organisation, work team or project team has pre-agreed to. These are sometimes called **standing orders**.

Each meeting has someone **chair** (run) the meeting by following the agenda, and someone else should take notes or **minutes**. Having a pre-planned agenda:

✓ ensures that everyone knows where, when, and how long, the meeting will be,

✓ sets out the order of affairs of the meeting,

✓ allows meetings to be run professionally,

✓ makes sure that people stay on topic,

✓ supports the taking of notes (minutes) which means that all important information is put into writing, and

✓ enables teams to work more effectively together.

Image: adapted from Rawpixel/ Depositphotos.com

Meeting Agenda: Inclusions

Time and place	Meeting duration
Expected attendees	Invited guests
Purpose of meeting	Agenda items
(Timed) reports from key people	(Timed) discussion and feedback
Proposals, motions and votes	Unpacking & amending proposals
Open/ General business	Clarifying what's next and by when

Image: quarta/Depositphotos.com

Meeting Agenda

Group/team/activity title: _____

Location: _____ Day & Date: _____ Times: _____

Chaired by: _____ Minutes by: _____

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

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

1.3 Correspondence *(Report on any messages, emails, documentation, etc. that has been received.)*

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

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

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

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

2.19 Being a Team

What do we need to do?

When your team is planning, organising, doing and reviewing collaborative PDS projects and activities, you will not be expected to develop and follow agendas and take minutes at the level of formality as that used by institutions such as parliament or large organisations.

Your teacher will guide you as to the type of meeting guidelines that you need to apply based on the standing orders, agendas and meeting etiquette that your school or educational institutions use. They will show you a suitable example and model how this is used to plan and guide a meeting.

🗣 **"In our team, the speaker stands (if able) to address the group when giving their report. This shows that they have the 'floor'."**

Meeting etiquette

When running and participating in team meetings you need to establish and follow an agreed-upon **etiquette** that governs **standards of behaviour**. Essentially these are your team's **meeting rules** that ensure that you operate and **communicate effectively**, **respectfully**, and **professionally**.

Image: deagreez1/ Depositphotos.com

🗣 **Meeting etiquette**

Standards of behaviour can include:

⇨ forms of **address**, e.g. names, titles, position

⇨ how to lodge an **apology** for non-attendance

⇨ **role** and **authority** of the **chair**

⇨ **devices** off

⇨ **not talking over** other members

⇨ keeping to **time** and time **reminders** (hurry-ups)

⇨ only asking **questions** in the times allotted

⇨ how to ask for **clarification** of tricky points

⇨ enabling **pauses** to enable the **minute-taker** to catch up

⇨ **rotating roles** such as the **chair** and the **minute-taker**

⇨ what constitutes a **quorum** (ask your teacher)

⇨ procedures for introducing or moving a **motion** (i.e. a proposal)

⇨ **voting** procedures, and even

⇨ provision and consumption of **food** and **drink** (especially for lunchtime meetings).

And you might even need to modify some guidelines or create entirely new standards of behaviour when it comes to **virtual meetings**, such as:

✓ showing your face and not using an avatar

✓ removing background distractions and noise

✓ not bombarding a speaker with lots of typed questions and messages

✓ even ensuring that it is you who has logged in to the meeting at your computer or device and not your cat (although cats do seem to like 'bombing' meetings!).

1. Create **word chains** for these terms related to **team meetings**.

meetings	
agenda	
procedures	
etiquette	
virtual meetings	

2. What is the **purpose** of an **agenda**? What should be **included** on **agendas** you **use** or create or use for collaborative **PDS meetings**?

3. What is the **importance** of meeting **etiquette**? What are the most **important elements** of **etiquette** that you would apply for collaborative **PDS meetings**?

Applied: Meetings

The best way to learn about how to run meetings is to see some meetings in action.

Under guidance from your teacher seek permission to sit-in on a meeting of a school committee, a community group or a workplace.

There will be ethical considerations that will govern the type of meeting you can attend. For school - an SRC or curriculum committee might suit. A safety meeting is always very instructive. Take notes and report back to your groups and to the class.

2.21 Team Rules

Team skills

As you have seen, teamwork is a fundamental **employability skill** expected from all workers. All workplaces consist of teams of people working together. So do all community settings.

Whether you are working in paid **employment**, undertaking a **work placement**, or participating in **volunteer** and **community** activities you need to develop **applied team skills** for varied **collaborative** situations.

This year, you will again develop your ability to function as an effective member of a team through your PDS projects and activities. To do this successfully you will need to **communicate**, **plan** and **organise**, **delegate** roles and responsibilities, make **decisions**, deal with **issues** and **problems**, and work with others to complete specific task roles. You've done this before, but now is the time to do this even better!

Effective teamwork relies on the development and demonstration of **interpersonal skills**. You can also develop these as **social competencies** outside of work-related situations. Then you can **transfer** your competencies to the workplace.

As you apply these skill-sets to collaborative situations you experience in PDS and in other subjects, you will also grow your ability to **problem solve**, **negotiate**, build **resilience**, deal with **conflict**; and **motivate** and **lead**.

So as a class, right now, brainstorm skills that will drive and support effective collaboration and teamwork for your personal development projects and activities.

*Image: vadimphoto@gmail.com/
depositphotos.com*

2K Our team rules

List the **key skills** that you feel are most vital in driving and supporting **effective collaboration** and teamwork for **PDS projects** and **activities**.

Applied: Team rules

Develop a list of **team rules** to manage how you and your team members can work effectively together.

Consider the 8 tips for effective teams, team members' multiple intelligences, team roles (including leadership), as well as the specific roles and responsibilities for PDS projects and activities that are related to the 8 employability skills (from WRS).

Some categories are given on p.47 to guide you, but you can also create rules that are more relevant for your own team situations.

Our team rules: Collaborative PDS Project/Activity	
Project:	**Names:**
How will we communicate?	How often will we meet?
Who will create the agenda?	Who will chair, and who will take minutes?
How will we record information?	How will we allocate roles/responsibilities?
How will we make decisions?	How will we choose a leader?
How often and where will we meet?	How will we expect each other to behave?
How will we solve problems?	How will we deal with conflict?
How will we cover for absences?	How will we use ICT?

2.23 Graduated Assessment

**AT2   Recognise, Reflect and Respect
Module 1: Collaborate and negotiate**

Introduction

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

There are also days that mark important periods of religious observation or celebration, as well as national days in countries beyond Australia.

Required

For this assessment task, you are required to **work in a team** to select an important day of awareness, celebration, cultural identity or commemoration.

You will apply your **collaboration** and **communication** skills to develop a **promotional campaign** to bring attention to the importance of this day/week within your **class** and/or **school community**.

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

You should select a cause that has a day/week that is coming up soon. However, you might start your planning now and then deliver your promotional program for your cause to time-in with the key dates sometime in the next future. Your teacher will advise you on that.

Don't forget to take advantage of any unique lived experience you and your teammates might have when choosing a specific cause.

Our cause is: **Why this cause?:**

Key dates are:

Specific requirements

1. Explain the '**cause**' and its **relevance** and **importance** for community diversity.
2. Explain the importance of '**Recognise, Reflect and Respect**' in relation to the cause.
3. Apply your **collaborative** and **communication** skills to **develop <u>methods</u>** to promote the cause to your community.
4. Apply your **collaborative** and **communication** skills to **develop <u>materials</u>** to promote the cause to your community.
5. Apply your **communication** skills to **deliver** a **promotional campaign**.
6. Apply your **collaborative** skills to **deliver** a **promotional campaign**.
7. **Evaluate** your performance in relation to:
    ⇨ **working collaboratively**
    ⇨ **communicating effectively**
    ⇨ **demonstrating leadership.**
8. Use **feedback** to make **recommendations** about **future recognition** of the cause.

Name(s):	Key dates:	UNIT 3 Module 1

Tasks - AT2: Recognise, Reflect and Respect	Must Do?	Due Date	Done	Level
Stage 1: Negotiate the task details 🗣	✓		◯	
Our 'cause':				
Complete **AT1: The Power of Two**; or other task.	✓		◯	
Stage 2: Development				
1. Explain the '<u>cause</u>', its relevance and its importance for community diversity.	✓		◯	
2. Explain importance of '<u>recognise</u>' in relation to the cause.	✓		◯	
Explain importance of '<u>reflect</u>' in relation to the cause.	✓		◯	
Explain importance of '<u>respect</u>' in relation to the cause.	✓		◯	
3. Apply skills of <u>collaboration</u> to develop <u>methods</u>.	✓		◯	
Apply skills of <u>communication</u> to develop methods.	✓		◯	
4. Apply skills of <u>collaboration</u> to develop materials.	✓		◯	
Apply <u>communication</u> skills to develop materials.	✓		◯	
🗣 Use feedback to refine and/or improve items.	✓		◯	
Stage 3: Delivery				
5. Apply <u>communication</u> skills to deliver promotional campaign.	✓		◯	
6. Apply <u>collaborative</u> skills to deliver campaign.	✓		◯	
7. <u>Evaluate</u> performance in relation to:				
- working collaboratively	✓		◯	
- communicating effectively	✓		◯	
- demonstrating leadership.	✓		◯	
8. Use feedback to make <u>recommendations</u>.	✓		◯	
⇨ **Use appropriate digital communication and materials.**	✓		◯	
🗣 **Prepare and deliver our promotional campaign**	✓		◯	

Additional information:

Signed: _____ Date: _____

2.25 Activity Planner

Activity Planner

What is our cause? Why?

What is the overall timeline and ongoing deadlines for the activity?

Which external stakeholders might be involved in the activity? What are their roles?

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

What are the roles of each person for this activity?

What are the potential safety hazards, legal requirements and permissions?

Team Work - Negotiation | 3

Activities 3: Team Work - Negotiation	p.	Due date	Done	Comment
3A	Effective teams	53			
3B	Matters for negotiation	55			
3C	Negotiation in action	56-57			
3D	Intrapersonal vs interpersonal	59			
3E	Causes of conflict	1			
3F	Dealing with conflict	3			
3G	Resolving conflict				
3H	Conflict in action				
3I	Conflict management policy	67			
AT3	Team Personal Development in Action	68-71			
3.21-3.24	PODR Activity Planner	72-75			
R3	Review and Reflection	76			

Comments:

3.01 Effective Teams

Effective teams

Teamwork is a key skill that complements and supports every other skill. Team skills are vital in personal, community and work situations.

In personal and family situations people work together to improve their lives. Parents may share parenting duties, work and domestic responsibilities. Siblings help each other out. Children often take on domestic duties, especially caring for younger siblings, older relatives and even parents.

Many community groups consist of people who share common values and who work co-operatively to achieve their goals and objectives. Communities work together to provide local services, to look out for one another; and even to deal with emergencies such as fighting fires!

In workplace situations colleagues must work together in work teams. Managers and employees must communicate effectively as a team. Workers have to deal with customers, clients and other external people. Just like you might have to do in your PDS projects.

Effective team behaviours

You were introduced to some key team-related skills in sections 1-2. It's not enough to simply know what these words mean. If you want to complete successful teams-based PDS projects, you have to actively use and apply these skills.

1. Communication

The most important driver of teamwork and collaboration is **communication**. When you are performing **collaborative** tasks, or planning, organising and leading a project or activity, you have to demonstrate effective communication skills.

You always need to clearly identify:

⇨ from where, or from whom, the message is originating;

⇨ as well as from where, or to whom the message is 'going'; and of course,

⇨ what would be the best 'form' for the message to take.

2. Collaboration

As you know, collaboration refers to the willingness of team members to work together to achieve a **shared goal**.

Collaborative teams understand that combinations of strengths and weaknesses in team members help to create **synergy.**

Collaborative team members prioritise **team goals** over individual achievement and help each other out.

Image: AllaSerebrina/ Depositphotos.com

3. Negotiation

Negotiation refers to the process of give and take so as to create a **win:win** for all involved. Team members may negotiate over their roles, responsibilities, deadlines and expected outcomes.

As part of negotiation, team members may have to give something up, i.e. make a **compromise**.

This means that they give something that the other party wants, so that in return they get something that they would prefer. By doing this, all the people involved benefit.

Effective teams   3A

1. Use **examples** to explain **why** each of these behaviours is vital for **team success**.

Communication	Collaboration	Negotiation

2. In your own words, explain the meaning of **negotiation**. Give examples.

3. What does it mean to **compromise**? When have **you** needed to **compromise**? Is compromising **good**, **bad** or some **other** state?

3.03 Negotiation

Negotiation

Life is really all about **give and take**. We can improve our personal wellbeing, and the quality of our **interpersonal relationships**, by making sensible compromises as part of an ongoing series of negotiations.

Communication always involves an exchange of information. So the parties to that communication might have to enter into some sort of **negotiation** as a result of the information.

For example, "What do you want for dinner tonight, pickled pig's trotters or curried lentils?" "Well I don't want to cause any pigs to be lame." "Ok, lentils it is!"

Negotiation outcomes

Negotiation is a process whereby two or more parties undertake to exchange something of value or benefit. The key to effective negotiation is to ensure that the exchange is favourable for both parties.

A **win:win outcome** is the ideal result of negotiation. A win:win situation occurs when all stakeholders who are a party to the outcome gain some benefit from the process, usually by compromising.

The worst possible outcome is a **lose:lose** whereby an agreement cannot be reached and as a result all parties miss out.

Negotiation that involves power relationships often leads to win:lose outcomes. This can be a natural part of commercial negotiation (i.e. 'take it or leave it'); but this can also lead to exploitation, especially in personal relationships when one party always seems to get their way.

Some matters for negotiation....

Domestic chores   Relationship matters

Personal space

Boundaries & limits

Recreational/ leisure activities

Personal freedoms

Working hours

Big ticket purchases

Job/task responsibilities

Public space

Behaviours & controls

Educational outcomes

Assignment timelines

Rates of pay

Auctions & reserve prices

Employment contracts

"We negotiate with friends on a daily basis - doesn't always work out though!"

Importance of negotiation

Negotiation is vital in collaborative situations as it helps drive **shared goals** and **objectives**.

Negotiation supports the organising and assigning of **team roles** and **responsibilities**. It assists teams to make sensible and fair group **decisions**.

In PDS projects and activities, you will have to negotiate with your **team members**, with your **teacher** and with **clients/customers** and other **external stakeholders.**

Matters for negotiation   3B

Consider the 'Some matters for negotiation' on p.54. Describe **examples** of when **you** have had to **negotiate** over **these** sorts of **matters**. **Add others** relevant to your own experiences.

Who did you negotiate with? What **negotiation methods** did **you use**? What were the **outcomes** and **why**?

Matter for negotiation	Who with?	Negotiation methods	Outcomes and why?

3.05 Effective Negotiation

Effective Negotiation Tips

Effective negotiation: Do...

✓ Give a little to get a little - be prepared to compromise.

✓ Establish a positive rapport.

✓ Build trust between the parties.

✓ Communicate your position clearly and listen to the other party.

✓ Concentrate on the positive outcomes that might result.

✓ Be consistent.

✓ Have a fall-back (contingency) position.

✓ Understand who holds the power.

✓ Don't get personal, focus on the outcome.

✓ Bring in a mentor or experienced mediator if needed.

Effective negotiation: Do not...

✓ Be inflexible and unyielding.

✓ Get emotional and attacking.

✓ Try to bargain from a position of weakness.

✓ Use inappropriate communication techniques.

✓ Exploit weaker bargainers.

✓ Manipulate a situation for your own selfish gains.

✓ Rush, nor take too long.

✓ Get bogged down on one or two sticking points.

✓ Be lost or give-in, just to make a point.

✓ Create a lose:lose situation.

Image: Krisdog/ Depositphotos.com

3C   Negotiation in action

1. Discuss these **scenarios**. Suggest ways that the **parties** could use **negotiation** to **settle** each of these.

   What might be the **likely outcomes**; and what **would you do**?

Blodwyn, 15, wants to go out with friends until 12 on a school night, but her father says that she is not allowed to.	Because the hair salon is busy, Racine's boss asks her to stay back past 5 until 9pm tonight.

Mixie wants to go camping on the weekend but her boyfriend Pratt wants them to hang with his friends down Chapel street.	Draydon has found a VZ Commodore in the colour he wants but the owner says that if he doesn't agree to pay the price today, he's going to put it on Marketplace.

2. Discuss the issues in this situation. What type of **negotiation outcome** seems to have **happened** and **why**?

   What would **you advise** the parties to do, and how you would **guide** their **negotiations**?

Just leave it to me

After their parents pass away, siblings Tia (25%) and Mork (50%) engage in a bitter legal battle over the inheritance. They dispute the will, which wasn't drawn up as a third for each (their other sibling is Criz).

Tia said she should get more than 25% because she cared for their parents in their final years. Mork says he should keep his 50% as he is struggling financially and doesn't own a home.

The third sibling Criz (25%), wants their parents wishes to be honoured, but is naturally dragged into by the others dispute.

The prolonged and costly legal process swallows up a significant portion of the estate in legal fees and leads to a strained relationship between the siblings.

Two sets of lawyers are happy with third urging them to settle without court.

And this year, Christmas will be very lonely for some of the siblings.

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Investigation: Research bargaining styles on the **Thomas-Kilmann Conflict Mode** and the 5 'conflict management facets'. Which do you recommend and why?

3.07 Conflict

Conflict

It is natural that people, when living and working together, experience some level of conflict. Some minor conflict can even be good, stir people into action (galvanise them) and create a win:win outcome. However, a lot of conflict is damaging and can lead to win:lose; and even lose:lose outcomes.

The key to dealing with conflict situations is to develop skills and strategies to ensure that conflict is managed appropriately and effectively.

You might already have had to manage conflict as part of your varied roles running your Personal Development projects and activities. So how well did you do at that?

Types of conflict

Conflict can occur in many different ways and situations, and you are likely to have already been introduced to those in your previous vocational studies. So let's have a quick recap.

Image: Anton_Sokolov/ Depositphotos.com

1. Intrapersonal conflict

Intrapersonal conflict is said to occur when a person undergoes an **internal conflict**. This can occur when someone is put in a situation whereby they are forced to **question** or act against their own values.

Sometimes a person might be **pressured** by their peers to do something that they disagree with. Or perhaps a worker might come up against a boss who expects them to perform a work task in a slightly **unethical** way.

But at times, intrapersonal conflict can help us to grow and evolve by becoming more emotionally intelligent and by building resilience.

2. Interpersonal conflict

Interpersonal conflict is said to occur when a person has **disagreements** with **others**.
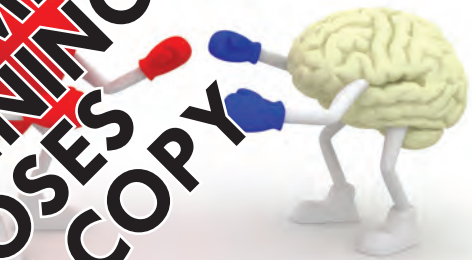
This **external conflict** can occur in our personal, social, educational or vocational situations.

Sometimes this conflict plays out as black and white arguments such as that going on between young Cid and old Sid here. It's **a lose:lose** for them unfortunately!

Interpersonal conflict is often tangible and can lead to negative behaviours. This conflict can also cause **stress** and place **strain** on personal, friendship and working relations.

"Your greedy generation ruined it all for us."

"Well, your generation is all lazy and entitled."

Image: ljsphotography/ Depositphotos.com

Indicators of Conflict

Power

Disagreement

Struggle

Clash

Tension

Argument

Confrontation

Anger

Fear

Dispute

Resentment

Opposition

Rivalry

Stress

Competition

Stand-off

Turmoil

Undermining

Selfishness

Resistance

Hostility

Mi~~s~~~~unders~~ anding

Image: pikepicture/ Depositphotos.com

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Intrapersonal vs interpersonal   3D

1. Use examples from **your own experience** to describe the **differences** between **intrapersonal** and **interpersonal** conflict.

2. Can the **two be related**? What do you think?

3.09 Conflict

Working with others

You know, it isn't always easy working in teams. People may have conflicting **values**, **goals** or **priorities**, making it hard to collaborate effectively. It is often **poor communication** that leads to misunderstandings and conflict within the team.

Naturally, the reality of differences in **personalities**, or in the preferred working or communication styles of team members, can lead to tension and friction.

At times **resource scarcity** causes conflict whereby team members compete for (i.e. 'hog') scarce resources such as time, budgets, equipment or materials.

Problems often occur due to **workload imbalance** when one or a few team members feel they are carrying a disproportionate workload. This can create **resentment**.

Leadership issues and **power struggles** are key drivers of team disharmony. Disagreements or conflict may arise due to perceptions of unfair or ineffective leadership within the team. This extends to **personal egos** and **agendas** that can sometimes undermine the team's collective goals, causing conflict.

What can cause conflict between people?

People have different goals or wish to achieve different outcomes.

A lot of conflict arises due to a lack of communication.

People have different personalities, and don't always get along.

People don't clearly communicate their needs.

People have different beliefs and values.

People have poorly developed interpersonal skills.

People have different degrees of power.

People refuse to negotiate and/or compromise.

People don't listen to the needs of others.

People are used to getting their own way.

People are avoiding a difficult situation.

People are rushed, stressed, or in a crisis.

People are stirring, undermining or sabotaging a situation.

People don't get a chance to contribute or be listened to.

Image: HayDmitriy/ Depositphotos.com

Causes of conflict   3E

1. List all the **causes of conflict** from p.60 in the table. Working in pairs, **describe** an example to show how this conflict **might occur** in a **personal**, **social** or **vocational** situation. **Add 2** more causes of conflict.

2. Discuss how these **conflicts might occur** as part of a PDS **project** or **activity**.

Conflict can occur when people...	Personal, social or vocational examples.	PDS activity examples.

3.11 Managing Conflict

Resolving conflict

Conflict will happen, but not all disagreements are conflict. However, some people who are used to getting their own way can manage to turn nearly all disagreements into conflict. These people, who wrongly think they are being assertive, are actually being aggressive.

There are ways to effectively handle conflict. **Conflict resolution** is a skill that can be learned. Most conflict shouldn't result in negative outcomes; provided that conflict resolution steps are followed. In many cases, **negotiation** as part of a sensible **compromise**, can lead to a **win:win** situation.

Active listening

Active listening can be a powerful tool for conflict management as it helps to foster open and honest communication, promotes empathy, and creates an environment where differences can be understood and resolved constructively.

By applying active listening, individuals can manage conflicts more effectively and build stronger, more positive relationships. So let's take a look at some key ways to apply active listening to assist with managing conflict.

1. **Maintain eye contact and look for non-verbal cues**. These are fundamental behaviours to enable open and engaged communication. Non-verbal cues often signal your willingness to engage and listen to the other party.

2. **Give your full attention**. Being present and fully engaged in the conversation is essential. It conveys respect and a commitment to resolving the conflict.

3. **Avoid interrupting**. Interruptions can escalate tensions and prevent the other person from fully expressing themselves. Allow them to speak uninterrupted.

4. **Paraphrase, summarise and feed back**. Reflecting back what the other person has said helps ensure that both parties understand each other's viewpoints and reduces misunderstandings. e.g. "So what you are saying is that..."

5. **Reflect emotions**. Acknowledging and validating emotions is crucial for empathy and de-escalation. Emotions often underlie conflicts, and addressing them can help build understanding. e.g. "I understand that you are feeling..."

6. **Empathise**. Demonstrating empathy by trying to understand the other person's perspective and emotions helps create a sense of connection and trust.

🗣 Tips to manage conflict

⇒ Focus on the problem, not the actions that have resulted from the problem.

⇒ Allow each side to be heard. Actively listen to the needs of the other party.

⇒ Do not ever get personal or allow the parties to continue personal attacks.

⇒ Ask "What happened?", or "What did you do?", not "Why did it happen?"

⇒ Guidelines, policies and even laws exist to help avoid conflict.

⇒ Threats, bullying, intimidation and violence are unacceptable and must be dealt with by someone with authority. You may need to remove yourself from a threatening situation.

Empathy

Empathy can be described as the ability of a person to identify with and understand the feelings, thoughts, and to some extent, the emotions, of others. In other words, to put yourself in the shoes of someone else.

Empathy, along with **compassion**, also can help you to better deal with people from socially and **culturally diverse** backgrounds.

Empathy is a key component of **emotional intelligence**. It allows a person to consider both the intended, as well as the unintended, consequences of their actions.

In team-based situations, it is important that leaders and team members are aware of each others' feelings and points of view. A sense of empathy, along with compassion, can help create interpersonal insight and emotional awareness, and leads to a greater **understanding** of why people might act in a certain way.

By applying empathy when dealing with others, people are better able to manage conflict. In many cases, they can even proactively prevent conflict from occurring in the first place.

Words to help you deal with conflict...

- Consider
- Empathise
- Discuss
- Review
- Satisfy
- Communicate
- Neutralise
- Mediate
- Listen
- Negotiate
- Support
- Calm
- Understand

Dealing with conflict   3F

Give **examples** of how **9** of the **words above** can **help people** to **deal** with **conflict**. Add and describe **3 more** words that can help.

3.13 Managing Conflict

Conflict Resolution

1. Change conflict to cooperation by working together.

⇨ Target the problem, not the people involved.

⇨ Focus on satisfying the underlying needs of the parties and the solution might often sort itself out.

⇨ This means to focus on what the problem actually is, and not the actions of the parties that have resulted from the problem. i.e. "The orders are late", not "he made the orders late".

2. Be empathetic and gain an understanding of the other party's needs.

⇨ Ask questions about people's points of view, allowing each side to be heard.

⇨ Remain calm and don't accuse or judge the other person.

⇨ Actively listen to the needs of the other party. i.e. "Can you tell me, from your point of view, what needs to be done to deal with the problem?"

3. Explain how the other party's behaviour or performance makes you feel.

⇨ Don't argue over what the other party has done, instead use words that emphasise feelings.

⇨ Do not ever get personal or allow the parties to continue personal attacks.

⇨ Show how the consequences of action (or inaction) impacted on feelings.

⇨ i.e. "The shouting made me feel..." but take out accusing or blaming words such as "you" or "you're".

4. Use a neutral mediator to help solve the problem.

⇨ In neighbourhood disputes trained mediators may be used to reduce confrontation.

⇨ In a workplace dispute you might need to refer a difficult customer to an appropriate supervisor.

⇨ In industrial disputes an independent third party may be brought in to help the parties negotiate and reach an agreement.

⇨ i.e. "If we can't solve this issue now, I think we might need to call in someone independent."

5. Schools and workplaces should have conflict resolution policies.

⇨ Follow established policies, protocols and guidelines.

⇨ Document the situation in writing.

⇨ You may need to remove yourself from a threatening situation.

⇨ Threats, bullying, intimidation and violence are unacceptable and must be dealt with by someone with authority.

⇨ If unsure, intimidated or you feel that the conflict isn't resolved, seek help from a teacher, supervisor, senior work colleague, your union rep or an outside agency.

Form a group of 2 or 3. You are the conflict mediation team responsible for dealing with Jan's problem. (Complete these tasks in your work folios.)

Jan is a competent TAFE teacher in the classroom but doesn't often work all that well in a team.

Jan is not accepting of other people's ideas and often has outbursts of anger during meetings if she doesn't get her own way.

Jan hogs the photocopier and seems to believe that her way is the only right way and aggressively tells people that they are wrong and stupid.
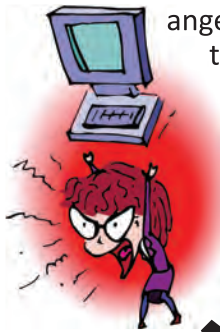
Jan justifies her actions by saying that she has a short fuse and it's just her personality, so deal with it.

Although Jan seems to get over her anger easily, her colleagues find that they are uncomfortable working with her and often avoid her for fear of conflict.

They have complained of intimidation and bullying.

Her department head treats her 'carefully' for the same reasons.

1. Briefly **summarise** what seems to be the **conflict situation**.

2. List **questions** that you might want to ask the main **parties involved** about the situation.

3. Outline how you are going to use each of the **steps for conflict resolution** on p.64 to **assist you** in this dispute.

4. What might be the **next stage** if the conflict is **resolved**; **or** if it is **not resolved**?

5. Write a **script** to use to help you **settle the conflict**. **Act this out** for the class.

Role-play

Use the space below to draft another scenario involving a conflict situation commonly faced by people your age. Perform it for the class.

3.15 Managing Conflict

3H Conflict in action

Use the **5 steps** of the **conflict resolution process** to help **deal** with each of these conflict **scenarios**, including the **image**. Draft some ideas below, expand in your work folios and then role-play each.

Text to nothing

Maisie got upset at a text she received from her boyfriend of 2 months, Yinky and considered it insensitive and rude. She asked if they were going out for dinner tonight and he replied, "Beats me, but I've already eaten."

Maisie hasn't responded to Yinky's texts, PMs or calls for 3 days now. Maisie has said that they will discuss everything in two days from now. Yinky is worried that Maisie is going to break up with him over what, he believes to be, a silly mistake.

What strategies could you apply to help these two 17-year-olds resolve their personal conflict?

You'll learn one day

Nellie, 18 has been working in a newsagency for 3 months and her boss, Ilona is supportive that she builds her skills. But Ilona is rarely at the workplace and Nellie's supervisor Reggie, 34, doesn't let her learn anything new.

It's very embarrassing in front of customers, because Reggie handles any 'harder' tasks that Nellie could easily learn and then says things in front of them like, "When you are here as long as I have been, then you'll be smarter." Reggie also rolls his eyes at the customers as if Nellie is dumb. The other day Nellie got sick of this and told Reggie he was "a rude idiot" and should just show her how to do these work tasks. In reply Reggie yelled at Nellie and called her a "...stupid little girl."

What strategies could you apply to help solve this interpersonal conflict?

Form into teams of at least 3 people. Discuss tips and techniques related to **negotiation**, **compromise** and **managing conflict**.

1. Develop 8-10 clear statements that outline how **negotiation** and **conflict** should be **dealt with** in team-based situations.

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

2. Report back to the class. Your teacher will guide you all in choosing, refining and then developing a simple rule set that your class will use as a **Conflict Management Policy** for **PDS team** projects and activities.

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

3.17 Module Assessment

**AT3 Team Personal Development in Action
Module 1: Collaborate and negotiate**

Overview: Teams-based personal development activity

This PDS Activity requires you to participate in **teams-based personal development activity**.

The activity should be **short-term** only, i.e. no more than 2 weeks in duration. (Note: Your teacher might allow an outcome that extends over a longer timeframe if this better suits you or your class.)

Your teams-based personal development activity might be an extension from **AT2: Recognise, Reflect and Respect** and build on the skills you developed in **AT1: The Power of Two**.

Alternatively, your teams-based personal development activity might focus on a **personal development goal**, or a set of **collaborative skills** that you want (or need) to achieve.

Your teams-based personal development activity might even relate to dealing with a specific personal development problem.

The specific tasks you need to complete are outlined in the assessment pro-forma (3.19-3.20).

Focus: Teams-based personal development activities

Some possible types of personal development goals or activities might involve the following. Discuss the potential suitability of these as a class.

❑ Working in a team to develop a specific skill or skills-set such as cooking, home maintenance, electronics, art and design, using ICT (or many others).

❑ Completing a teams-based training course that develops you personally, such as a first-aid course.

❑ Achieving an activity or project goal that will help your team contribute proactively to the community.

❑ Participating in a teams-based health, fitness, recreation or sporting activity or goal.

❑ Completing a teams-based creative, arts, performance or some other related activity or goal.

❑ Setting and achieving an environmental improvement outcome or goal.

❑ Participating in a teams-based training activity to develop collaborative skills.

❑ Participating in a teams-based training activity to develop negotiation skills.

❑ Participating in a teams-based training activity to learn conflict resolution.

❑

❑

❑

Teams-Based Personal Development - Activity Brief

1. What is the objective/goal of the short-term teams-based PD activity?

2. What does the short-term teams-based PD activity involve?

⇨

⇨

⇨

3. What main actions are needed to implement the team PD activity?

⇨

⇨

⇨

4. What are the key timelines and deadlines for the team PD activity?

⇨

⇨

⇨

5. Who else is involved in the short-term teams-based PD activity?

⇨

⇨

⇨

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3.19 Module Assessment

Names: Team-based personal development activity is:			Key dates:		UNIT 3 Module 1

Tasks - AT3: Team Personal Development in Action	Must Do?	Due Date	Done	Level
Complete AT1: The Power of Two	○		○	
Complete AT2: Recognise, Reflect and Respect	○		○	
Stage 1: Negotiate team activity/project and develop team guidelines				
1. Form into activity/project teams.	✓		○	
2. Complete an Activity Brief (p.69).	✓		○	
3. Brainstorm potential personal development activities.	✓		○	
4. Negotiate within your team to choose a suitable activity.	✓		○	
5. Discuss your choice with your teacher.			○	
6. Negotiate your activity with your teacher, including the scope of the activity, timelines and permissions.	✓		○	
7. - Develop a set of team effectiveness guidelines.			○	
- Develop team negotiation strategies.			○	
- Develop a team conflict resolution policy.	✓		○	
⇨	○		○	
Stage 2: Planning the team activity/project				
⇨ Apply the PODR Planning process.	✓		○	
8. Complete a PODR Activity Planner. (pp.72-75)	✓		○	
9. Submit PODR for review and feedback from teacher.	✓		○	
10. Refine and update the PODR planner.	✓		○	
11. Submit PODR for final review and approval from teacher.	✓		○	
12. Plan and organise your activity applying the skills of:				
⇨ Communication	✓		○	
⇨ Collaboration (including leadership)	✓		○	
⇨ Negotiation	✓		○	
⇨ Conflict resolution	✓		○	
⇨	○		○	

Names:	Key dates:	UNIT 3 Module 1
Team-based personal development activity is:		

Tasks - AT3: Team Personal Development in Action	Must Do?	Due Date	Done	Level

Stage 3: Undertake your team activity/project

13. Undertake and do your activity applying the skills of:

⇨ Communication — ✓

⇨ Collaboration (including leadership) — ✓

⇨ Negotiation — ✓

⇨ Conflict resolution — ✓

⇨

Stage 4: Review your team activity/project

14. Evaluate your activity in relation to the skills of:

⇨ Communication — ✓

⇨ Collaboration (including leadership) — ✓

⇨ Negotiation — ✓

⇨ Conflict resolution — ✓

⇨

Stage 5: Report on the outcomes of the team activity/project

15. Summarise the outcomes of the team-based personal development activity. — ✓

16. Suggest potential improvement actions for your team for effective collaboration in the future. — ✓

17. Suggest potential improvement strategies for you for collaboration and leadership in the future. — ✓

⇨

18. **Draft our report including images or multimedia.** — ✓

19. **Prepare and submit/deliver our final report.** — ✓

20. **Present or report to the class (if required).**

Additional information:

Signed: _____ Date: _____

3.21 PODR Activity Planner

PODR Activity Planner: Teams-based personal development activity

Use this planning and goal-setting pro-forma to guide your teams-based PDS activity.
Enlarge it to A3. Present this to your teacher for checking and discussion.

Name(s): _____ Date: _____

PDS team activity: _____

i. Planning stage
(For your teams-based personal development activity.)

Write a one sentence description of your activity.

List 3 key goals/objectives associated with the activity.

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

ii. Organising stage
(For your teams-based personal development activity.

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

Which external stakeholders might be involved in the activity?

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

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

List potential safety hazards, legal requirements and permissions.

3.23 PODR Activity Planner

iii. Doing stage
(For your teams-based personal development activity.)

What is the timeline for doing the specific activity?

What supervision is needed when doing the activity?

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

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 your teams-based personal development activity.)

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

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

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

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

3.25 Review and Reflection

Review and Reflection

Which Personal Development skills did I develop during this unit?

➜ _____

➜ _____

➜ _____

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

➜ _____

➜ _____

➜ _____

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

➜ _____

➜ _____

➜ _____

My performance in developing my Personal Development skills this unit was:

0	1	2	3	4	5
not shown	low	reasonable	good	very good	excellent

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Leadership

Activities 4: Leadership	p.	Due date	Done	Comment
4-6 **U3: Module 2 - Requirements**	79			
4A **Leadership**	81			
4B **Leaders among us**	83			
4C **Leadership in personal settings**	85			
4D **Leadership in social settings**				
4E **Leadership in community settings**				
4F **Leadership in vocational settings**	91			
4G **Take me to your leader**	94-95			
4H **Your personal leadership actions**	97			
4I **Your leadership situations**	98-99			
AT4 **Leadership Skills and Traits**	100			

Comments:

4.01 Unit 3: Module 2 - Introduction

Unit 3: Module 2 - Motivate and lead

Through the next 3 sections of this resource you will explore concepts and strategies about applied motivation and leadership, as well as about planning: **S4: Leadership**, **S5: Leadership Styles** and **S6: Motivation and Planning**.

Sections 4&5 each conclude with a graduated assessment task related to leadership skills and approaches.

The module assessment task at the end of Section 6 requires you to work in a team to develop a pre-plan for a Personal Development Project or Community Awareness Campaign that you will undertake as the focus for Unit 4.

As you work through this module, you should again complete relevant applied activities on an ongoing basis in your Applied Vocational Booklet to see how personal development skills can be transferable to work-related situations.

M2: Motivate and lead	S4: Leadership	
	Leadership Traits	80
	Developing Leadership	82
	Leadership Settings	84
Personal	Social / Community	Vocational
	Leadership Situations	92
	Your Leadership Situations	96
AT4: Leadership Skills and Traits (p.100)		

M2: Motivate and lead	S5: Leadership Styles	
	Leadership Approaches	102
Orientation	Transactional v transformational	Managers v leaders
	Leadership Styles	108
Autocratic	Participative	Persuasive	Consultative	Laissez-faire
	Task vs People-Oriented	112
Authoritarian	Participative	
116	Distributed Leadership	Charismatic Leadership	118
120	Transformational Leadership	Putting it all Together	122
AT5: Leadership Approaches and Styles in Action (p.124)		

M2: Motivate and lead **S6: Motivation and Planning**

Demonstrating Leadership 126

Leadership in action Attributes for team success

AT6a: Leadership Portfolio (pp.132-3)

Motivation 134

Motivating factors What motivates people to 'work'?

Motivation Theories 138

Hierarchy of Needs Two-Factor theory

Goal-Setting theory Expectancy theory SDT theory

Leading a Team 142

Communicate Motivate Delegate Coordinate Evaluate

Plan 146

Personal Development Project Goal setting PDP planning process

Effective planning

Time People Resources Money

AT6: Personal Development Project Pre-Plan (pp.152-5)

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U3: Module 2 - Requirements 4-6

Your teacher will discuss the key requirements for successfully completing
Module 2: Motivate and lead with your class. List these below.

4. Leadership	5: Leadership Styles	6: Motivation & Planning

4.03 Leadership Traits

Leadership

As part of your Personal Development Skills studies this year, you will be expected to investigate and apply **leadership skills** in a range of different settings such as a simulated scenario, or better yet, in real-life situations.

You were introduced to leadership last year and investigated the **traits** and actions of community leaders.

So, what do you think makes a **leader**? Why is it that some people emerge as leaders in families, in communities, in vocational life and in society? What sets them apart?

Do you remember that in the past, society used to say that leaders were "born and not made". This meant that leaders gained their **authority** through their **birthright** such as through royal lineage or through a long line of family **privilege**.

In today's more egalitarian, diverse and inclusive world, opportunities exist for exceptional young people from all walks of life to emerge as potential leaders.

As you work through sections 4 and 5, be careful not to confuse **management** and authority with **leadership**. Although leaders might be managers, not all managers and people in authority are leaders. Being appointed to a role does not simply make someone a leader. People must grow in becoming a leader. Leadership happens when a person is able and willing to accept **responsibility** for the actions of themselves, and of those that they are leading.

Some of the key skills (or traits) associated with leadership are listed below. Discuss these as a class right now and see how you are travelling on your leadership journey.

Traits of Effective Leaders

- Communication
- Responsibility
- Knowledge
- Encouragement
- Inclusiveness
- Flexibility
- Teamwork
- Self-awareness
- Empathy
- Enterprise

There are some innate qualities in people that make them good leaders. This illustrates the importance of emotional intelligence in supporting effective leadership.

- Collaboration
- Self-evaluation
- Feedback
- Perseverance
- Vision
- Loyalty
- Initiative
- Focus
- Consultation
- Innovation

- Emotional intelligence

Image: adapted from Pixelery.com/ Depositphotos.com

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

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

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

4.05 Developing Leadership

Leadership in different settings

Last year in PDS, many of you investigated that people develop and apply transferable leadership characteristics in varied settings such as:

⇨ **personal** settings

⇨ **social** settings

⇨ **community** settings, and

⇨ **vocational** settings.

You have also explored the importance of community engagement in Literacy as a key part of **civic participation**.

In reality, leaders actually demonstrate and apply their leadership skills across all areas of their life. This makes for richer civic participation and a more **diverse**, **inclusive** and **cohesive society**. And you know what, so can you!

So lets first revisit how leaders apply leadership skills and behaviours in these different settings of life. And then you will dive deeper into leadership skills and traits in action.

Images: Depositphotos.com/ Clockwise from top left: monkeybusiness/ monkeybusiness/ rbspace/ Prathaan/HighwayStarz

1. List some **leaders** that you are aware of in **personal** settings, **social** settings, **community** settings, and **vocational** settings.

2. Briefly explain how **they** are **demonstrating leadership** by **what** they '**do**'.

Key leadership traits
- ❏ Communication
- ❏ Knowledge
- ❏ Responsibility
- ❏ Initiative
- ❏ Vision
- ❏ Encouragement
- ❏ Perseverance
- ❏ Loyalty
- ❏ Ethics
- ❏ Inclusivity
- ❏ Empathy
- ❏ Trust

Use these key **leadership traits** in your explanations.

Leaders: Personal settings

Leaders: Social settings

Leaders: Community settings

Leaders: Vocational settings

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Image analysis

Analyse the examples of leadership in different situations depicted in the images on p.82. What types of leadership skills and traits would be needed in each of these settings? Do you have what it takes to be a leader in similar situations?

4.07 Leadership Settings

Leadership in personal settings

The most common way that people develop leadership abilities is in their personal lives.

People have to **manage** themselves, help and **organise** their families, assist friends and peers, **support** others through tough times, and make **decisions** and **solve problems**.

Life is varied and challenging. It is our **interactions** with other people that create care and nurturing, enjoyment and success; and sometimes even anguish and heartbreak.

Leaders find ways to create positive interactions to **help** and **support** others, as well as strategies to build **resilience** and deal with setbacks.

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

We often say that these people become **natural leaders**, especially those who deal with adversity and hardship, as well as those leaders who show others how to do the same.

This often involves **helping**, **caring** for and supporting others as part of **social awareness** and community action and involvement.

So how about you? How are you are travelling as a leader and leader in your personal interactions?

Leadership in Personal Settings

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

Achieving educational and training goals and personal successes.

Managing responsibilities related to personal, parenting and family duties.

Nurturing positive friendships and personal relationships.

Caring for and protecting others, animals and the environment.

Overcoming adversity and personal hardship.

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

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

Image: AtlasStudio/ Depositphotos.com

Leadership in personal settings   4C

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

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

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

4. Describe how **you** have **improved your personal leadership** skills **compared** to a **year ago**.

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

4.09 Leadership Settings

Leadership in social settings

The natural extension from leadership in personal situations is to leadership in social situations. As people, we live and function in society.

Think about the links in this word family: social // society // socialisation // sociable. Each word reinforces the importance of leadership behaviours within our communities.

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

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

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

Demonstrating leadership through social interaction helps us all to develop our **interpersonal skills**. We can then apply these skills back to our own **personal** lives, and apply these across to our **vocational** lives.

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

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

Leadership in Social Settings

Building and maintaining friendship networks.

Extending and caring within family networks.

Initiating, planning and organising social events.

Participating in social interest groups and communities.

Meeting with and learning from people from different cultures.

Developing activities for diversity and inclusion.

Participating in sports, recreation, hobbies and interests.

Coaching, mentoring and supporting others.

Developing empathy, tolerance and patience with others.

Image: vadimphoto1@gmail.com/ DepositPhotos.com

Leadership in social settings   4D

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

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

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

4. Describe how **you** have **improved** your **social leadership** skills **compared** to a **year ago**.

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

4.11 Leadership Settings

Leadership in community settings

Many people who demonstrate personal leadership characteristics go on to become leaders in the community. They apply their **emotional intelligence**, **social awareness** and **interpersonal skills** to the betterment of others. They take action to include people, unite people, educate people, help and support people, and create better **outcomes** for **society**.

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

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

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

Many community leaders apply their skills to establish and run community groups and social enterprises, often starting as local grassroots operators. The key driver is that they take action and lead for change.

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

Leadership in Community Settings

Volunteering, donating and funding.

Addressing a community issue or problem.

Starting community activities, programs and groups.

Caring for and protecting others, animals and the environment.

Creating positive change for the good of many.

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

Changing community values and attitudes.

Leading and/or moderating an online community.

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

Image: PeopleImages.com/ Depositphotos.com

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

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

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

4. Describe how **you** have **improved** your **community leadership** skills **compared** to a **year ago**.

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

4.13 Leadership Settings

Leadership in vocational settings

Leadership is the most sought after vocational skills-set in the world of work.

Employers are looking for employees who might become future leaders. They are seeking those with **initiative**, **problem-solving** and **communication** skills. And these skills are of the key drivers of **emotional intelligence**.

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

A person that gets appointed as a manager doe not automatically translate into that person being a leader!

Leadership in vocational situations is about **motivating** people, **uniting** workers and taking **responsibility** for actions.

It is about doing things better (and not necessarily faster, cheaper or easier). So in order to fashion a manager in to a leader, newly-appointed managers need leadership **training**.

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

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

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

Leadership in Vocational Settings

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

Recognising that leading is not just being a manager.

Developing products and services that help people.

Uniting and motivating people, including workers.

Being able to seek, give and receive constructive feedback.

Well-developed emotional intelligence and empathy.

Including, catering for and uniting diverse people.

Training, mentoring and supporting others.

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

Image: michaeljung/ Depositphotos.com

Leadership in vocational settings   4F

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

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

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

4. Describe how **you** have **improved** your **vocational leadership** skills **compared** to a **year ago**.

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

4.15 Leadership Situations

Applied leadership situations

There are many situations where leadership is not only appropriate, but necessary. Here are 16 common situation in **personal**, **community**, **vocational** and other **societal** situations. And there are many more depending on the situation, including **social** situations involving **peers**, **friends** and other social interactions.

When you discuss these, think of examples and leaders that you are aware of.

Applied Leadership Situations

Government and politics

Political leaders guide nations, states, or local communities by formulating policies, making decisions, and representing their constituents.

As democratic representatives political leadership is necessary for governance, social development and diplomacy.

Commerce and organisations

Leadership is essential in the commercial world and within organisations to provide direction, make strategic decisions, allocate resources, and inspire employees to work toward a shared vision.

Effective leadership can enhance productivity, innovation and employee engagement.

Education

Leadership is needed by administrators, principals and teachers to shape the direction of schools, set educational goals, and create a positive learning environment for students.

Educational leaders also help inspire and support teachers to provide quality education.

Community

Community leaders and those leading social enterprises work to address social issues, organise community events, and drive positive change.

Their leadership helps unite and rally people together for a common cause and to make a meaningful impact.

Military and defence

Leadership is critical in military contexts to command troops, make tactical decisions, and ensure the safety and success of missions.

Military leaders are responsible for coordinating complex operations and maintaining protection of their country.

Emergency and crisis situations

During emergencies or crises, leadership is crucial to coordinate response efforts, provide clear instructions, and ensure the safety and wellbeing of people affected.

Swift, effective and decisive leadership can minimise damage and save lives.

Parenting and family

Leadership is relevant in parenting and family contexts, where parents provide guidance by nurturing and role-modelling for their children's growth and development.

Without family leadership, where would society be?

Team sports

In team sports, coaches provide leadership to guide players, develop strategies, and to motivate the team to perform at their best.

Leadership helps maintain team cohesion, improves communication, and drives competitive success.

Arts and entertainment

In the arts and entertainment industry, leaders such as directors, producers and administrators guide creative projects, coordinate performances, and ensure artistic vision is realised.

Cultural preservation

Leaders in cultural organisations and museums work to preserve cultural heritage, artefacts and traditions. Their leadership contributes to the conservation of cultural identity and history.

Technology and innovation

Leadership is essential in technology and innovation fields to drive research & development, and the adoption of new technologies.

Tech leaders provide guidance for their teams and need ethical standards to steer future research.

Religious and faith communities

Leaders in religious or spiritual communities provide guidance, uphold traditions, and foster a sense of belonging among their followers.

Faith leaders shape beliefs, values, norms and practises.

Development and mentorship

Leadership is relevant for personal growth and development.

Mentors, coaches and role models provide guidance and support to help others grow, develop skills and achieve their personal and professional goals.

Research and academia

In research and academic settings leaders guide research teams, mentor students, and contribute to the advancement of knowledge.

Their leadership helps drive innovation, discovery and educational excellence.

Environmental conservation

Leaders in environmental conservation and sustainability drive initiatives to protect ecosystems, promote eco-friendly practises, and raise awareness about environmental issues.

Their leadership is essential for preserving natural resources for future generations.

Health-care and medicine

In health-care, leaders such as doctors, nurses and administrators guide medical teams, make critical decisions, and ensure patient care is of the highest quality.

Effective leadership is vital for managing health-care facilities and improving patient outcomes, often in partnership with governments.

4.17 Leadership Situations

4G   Take me to your leader

Part A: Who are your leaders

Choose 5 of the 'Applied Leadership Situations' from pp.92-3. Add 1 more situation that reflects your own experiences. Complete these tasks for each.

1. Identify **key leaders** from communities, society, governments, the commercial world and from other settings who are leaders in these situations.

2. Describe **who they are** and **their role** as leaders (e.g. a CEO of..., the local Imam of ...., a coach of ..., the Premier of Victoria, a community leader in...)

3. Describe **examples** of how they **demonstrate leadership** through their roles and by their actions. Try to source some appropriate images as well.

Situation	Who are the leaders?	What are their roles?	How do they demonstrate leadership?
1.			
2.			
3.			
4.			
5.			

Part B: Vocational leadership

There are many occupations where workers are expected to act as leaders in their day-to-day work roles.

Choose a **leader** you are **familiar with** for each of these **work roles**. Describe **what they do** as leaders. Add **3 more occupations/work roles** that you interact with.

Health-care worker	**Teacher**	**Police officer**
Lead patients and their families by providing care, guidance, and support during medical treatments.	Lead students by creating positive learning environments, setting expectations, and inspiring learning.	Lead community members by looking after their safety, helping with problems, and giving care and protection.
Trainer/instructor:	**Social Worker/counsellor**	**Creative/performing artist**
Lead individuals or groups in acquiring new skills, knowledge or competencies, and building confidence.	Lead clients through challenges, provide support, guidance and coping strategies.	Lead audiences by expressing ideas, emotions and stories through their work, inspiring engagement.
Event planner	**Media creator/producer**	**Sports coach/trainer**
Lead participants to stage successful events, requiring strong organisational and communication skills.	Lead creative projects, guiding artists, writers and technicians to bring their vision to life.	Lead athletes and teams by providing guidance, training plans and motivational support.

Presentation (Images will be good too!)

Choose 1 of these leaders. Create a 10-point (or more) video or presentation to the class that describes how this person acts as a leader in their occupational role.

4.19 Your Leadership Situations

Personal leadership

We all have the opportunity to demonstrate **leadership** in our **personal lives** through our **interactions** with family, friends, teammates, fellow students, community members, workmates, customers and clients; and just with **people** in **society** generally.

This also extends to our dealings with the natural **environment**, with **flora** and **fauna**, with **pets** and in other situations where we are **responsible** for own **behaviour** as part of our **locus of control**.

Sometimes you might have a more **formal leadership role** such as a group leader in a PDS activity, a team captain, a manager or supervisor at work, or a young community leader.

But there are many times in life where you will be required to step up and be a leader to help **guide**, **support** and **mentor** others. This often happens in **family** situations, in **caring** roles, when helping **friends** deal with problems and even just by being an active member of your **community**.

These **informal leadership actions** can help you develop a broader suite of applied leadership skills that you can transfer to other situations, as needed. And these actions really do make you a more attractive prospect to potential employers because you can show **initiative**, solve **problems**, make **decisions**, accept **responsibility** and **communicate** effectively with others.

"I do so much translating of official forms for my extended family, I reckon I could train in 20 different ones for you."

Image: iStock/Depositphotos.com

Your personal leadership actions as a...

Friend	Partner
Peer	Carer
Teammate	Team member
Volunteer	Contributor
Worker	Colleague
Trainer	Coach
Advisor	Manager
Helper	Supporter
Advocate	Citizen	Agent of change

Family member

Image: jarenwicklund/iStock/Thinkstock

There are a lot of young people acting as carers within their family.

Your personal leadership actions   4H

Explain how you **demonstrated informal** or **formal leadership** in these **personal roles** for **different situations** in your life. Add 3 more of your own.

Briefly describe **what you did** and the **positive outcomes** that occurred.

As a family member	As a friend	As a colleague

As a team member	As a helper	As a citizen

As a carer	As an advisor	As a worker

As a	As a	As a

Reflection: Complete this passage with 3 examples related to your experiences.

In my life I can take opportunity to be a leader by:

⇨

⇨

⇨

4.21 Your Leadership Situations

4I   Your leadership situations

1. Describe how **you have demonstrated leadership** in different situations. Add **2 more** specific to your own experiences.

2. Outline the **skills you applied** as part of your leadership actions.

3. Evaluate **successes** that **you experienced** as a leader.

4. Suggest **areas of improvement** that will **help you** to enhance your leadership skills further.

5. Source or create **images** to illustrate **2** of these situations.

6. Prepare a **brief report** to the class and **learn from** each **others'** experiences.

In education and learning	In work and/or volunteering
My leadership actions:	My leadership actions:
Skills I applied:	Skills I applied:
Successes that occurred:	Successes that occurred:
Areas for improvement:	Areas for improvement:

In sport and recreation	In social situations
My leadership actions:	My leadership actions:
Skills I applied:	Skills I applied:
Successes that occurred:	Successes that occurred:
Areas for improvement:	Areas for improvement:

In hobbies and interests

My leadership actions:

Skills I applied:

Successes that occurred:

Areas for improvement:

In family support and help

My leadership actions:

Skills I applied:

Successes that occurred:

Areas for improvement:

In friendship support and help

My leadership actions:

Skills I applied:

Successes that occurred:

Areas for improvement:

In community involvement

My leadership actions:

Skills I applied:

Successes that occurred:

Areas for improvement:

In:

My leadership actions:

Skills I applied:

Successes that occurred:

Areas for improvement:

In:

My leadership actions:

Skills I applied:

Successes that occurred:

Areas for improvement:

4.23 Graduated Assessment

AT4 Leadership Skills and Traits
Module 2: Motivate and lead

For this assessment task, you are required to prepare a report that includes the following information.

Leadership

1. Explain key **skills** and **traits** that help support effective **leadership**.

2. Describe different **situations** where **leadership** is required and **necessary**.

3. **Profile a leader** you are aware of including their demonstration of leadership skills, traits and actions.

Your leadership

4. Explain key **skills** and **traits** that can help **you** to be a **leader**.

5. Describe different **situations** where **leadership** might be required of **you**.

6. Identify a **leadership program, activity** or **training** that can **help you** to **develop** your **leadership** abilities.

The specific tasks required will be negotiated with your teacher and will be assessed against the actions below. Consider combining text, images, video and other communication formats.

Name:		Key Dates:			UNIT 3 Module 2
Tasks – AT4: Leadership Skills and Traits		**Must Do?**	**Due Date**	**Done**	**Level**
Complete the tasks in a format negotiated with your teacher.					
1. Explanation of key leadership skills and traits.		✓		○	
2. Description of situations where leadership is required.		✓		○	
3. Profile of a leader.		✓		○	
		○		○	
4. Explanation of key leadership skills and traits for me.		✓		○	
5. Situations where leadership is required of me.		✓		○	
6. Identify leadership program or training for me.		✓		○	
		○		○	
Participate in a leadership program/activity.		○		○	
Details:					
⇨ **Prepare and submit my final report.**		✓		○	
Present or report to the class (if required).		○		○	

Leadership Styles

Activities 5: Leadership Styles	p.	Due date	Done	Comment
5A	Task vs people orientation	103			
5B	Transactional vs transformational leadership	105			
5C	Managers vs leaders	107			
5D	Leadership and management styles	110			
5E	Listen for a 'style'	11			
5F	Suitability of leadership styles				
5G	Distributed leadership				
5H	Charismatic leadership				
5I	Transformational leadership	121			
5J	Follow the leader	122			
5K	Training activity	123			
AT5	Leadership Approaches and Styles in Action	124			

Comments:

5.01 Leadership Approaches

Leadership approaches and styles

A leadership **approach** or **style** refers to the particular way in which leaders or managers **make decisions** within an organisation. The preferred or prevailing **leadership style**:

⇨ reflects the **workplace culture** of the organisation

⇨ reinforces the **values** of the organisation

⇨ supports the **goals** and **objectives** of the organisation

⇨ determines the extent of **employee-involvement** and **responsibility** for **decision-making**

⇨ influences the type of **communication** between **leaders** and managers; and their **employees** (or subordinates).

We can identify and classify different management styles depending on their degree of task-orientation or on their degree of employee-orientation.

Doing this enables us to identify the level of employee involvement in decision-making processes. This level of **employee involvement** is the true **indicator** of a particular management **style**.

It is important to make clear that there isn't one correct leadership approach or management style. Different approaches suit different organisations for different managers and different workers undertaking different activities for different objectives.

So we could say, it's the differences that make a difference!

Orientation

So let's take a moment to clarify the difference between task-orientation and people-orientation when it comes to **leadership approaches**.

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

On the other hand, **people-orientation** focuses mainly on developing group motivation to **empower** people to be able to complete any task.

i.e. "How can our team be best developed and motivated so that they can confidently deal with any task or problem?"

It should be noted, that either of these styles might be suitable depending on the people involved, the task or problem that needs to be dealt with, and the timeframe and other issues that prevail.

Although **managers** may prefer either of the styles depending upon different circumstances, emotionally intelligent **leaders** nearly always favour a people-oriented style.

What about you?

Which type of orientation do you think is going on here?

Image: VisualGeneration/ Depositphotos.com

Task vs people orientation   5A

1. What is the **meaning** of a **leadership approach** or **style**?

2. Briefly explain the **difference** between a **task-oriented** and a **people-oriented approach**.

3. Briefly outline **situation**(s) that you think each approach would **be suitable** for.

4. Which **approach** do you, as part of a team under a **leader**, **prefer**? Why so?

5. Which **approach woul**d **you**, as a **leader** of a **team**, prefer to **use**? Why so?

Extension

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

5.03 Leadership Approaches

Transactional vs transformational leadership

At the most simple level, leadership approaches can be categorised by whether they demonstrate either:

⇨ a transactional leadership style, or a

⇨ a transformational leadership style.

Transactional leadership is classified as more of a **task-oriented** style. Whereas. **transformational** leadership is classified as more of a **people-oriented** style.

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

So let's have a look at the major differences between these two leadership approaches.

Transactional vs Transformational Leadership

Transactional leadership style

⇨ Transactional leadership is more of a **task-oriented style** that involves a transaction that occurs between leaders and followers.

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

⇨ It involves **rewards** based on achieving outcomes or goals, but uses **discipline** when they are not achieved.

⇨ It sometimes **focuses** on **outcomes** or **events** such as errors and failures to meet goals and standards. i.e. "You didn't meet your target."

⇨ Transactional leadership often assumes workers will do the right thing according to **rigid** and **pre-determined rules**, and therefore the leader usually only takes action when things go wrong.

Transformational leadership style

⇨ Transformational leadership is more of a **people-oriented style** that involves **motivating** workers to exceed objectives and to strive for excellence.

⇨ This style can include **guiding**, **influencing** and **inspiring** people to excel.

⇨ It might use **charismatic leadership** to communicate a **vision**, which inspires trust, builds common goals and supports team work.

⇨ It challenges **workers** to show **initiative**, to accept **responsibility** and encourages creative **problem-solving**.

⇨ A transformational leadership style focuses on improving the individual, and provides **support**, **coaching** and **mentoring.**

Transactional vs transformational leadership   5B

1. Create **word chains** to clarify the key **differences** between **transactional** and **transformational** leadership.

Transactional leadership involves:	
When using transactional leadership managers:	
When under transactional leadership workers:	
Transformational leadership involves:	
When using transformational leadership managers:	
When under transformational leadership workers:	

2. Describe **examples** from **community** situations where **you** have **experienced** **transactional** and/or **transformational** leadership **approaches** being applied.

3. Which approach did **you prefer**; and **why** was that?

4. Describe **examples** from **vocational** situations where **you** have **experienced** **transactional** and/or **transformational** leadership **approaches** being applied.

5. Which approach did **you prefer**; and **why** was that?

PREVIEW SAMPLE FOR PLANNING PURPOSES DO NOT COPY

5.05 Leadership Approaches

Managers vs leaders

Being a manager is one thing. Being a leader is an altogether different prospect.

There is a distinct difference between management and leadership. However, many work-related and community stakeholders, including some who hold senior positions, still wrongly believe that managers become leaders by right of their power, status and seniority. Being a boss does not mean that someone automatically becomes a leader!

In simple terms, **management** refers to the **authority** of a **position** whereby **subordinates** must **follow orders** (i.e. followers).

Managers tend to be promoted into a position based on experience and the demonstration of industry-specific skills.

On the other hand, **leadership** is more about creating a **vision** that **inspires** others to follow.

Leadership is heavily dependent upon well-developed **interpersonal skills**, **communication** and **emotional intelligence**.

Some people say that managers 'demand respect' whereas leaders 'command respect'. A progressive, inclusive and cohesive society needs to develop strategies to turn managers into leaders in all settings. Two of these strategies include **mentoring** and **coaching**.

<div style="background: purple">Managers vs Leaders</div>

Being a Leader

- ✓ Be sure of your goals and objectives before you ask anyone to do anything.
- ✓ You have authority, responsibility and accountability for your actions.
- ✓ Just because you're in charge doesn't mean you can boss people around.
- ✓ Being assertive is not the same as being aggressive, arrogant or rude.
- ✓ Give clear instructions, directives and orders.

Being a Manager

- ✓ A good manager relies on a good team.
- ✓ Sometimes you will need to give orders, at other times you can rely on others to have a say.
- ✓ When appropriate, consult others.
- ✓ Being a manager does not automatically = being a leader.

Image: .VGeorgiev/ Depositphotos.com

🗣 Sometimes when people get promoted into a manager role, they let the idea of being 'boss' go to their head.

They are not leaders, they simply have authority over others.

Being a leader

- ✓ Clearly know the goals and objectives you want to achieve.
- ✓ You have authority, responsibility and accountability for your actions.
- ✓ Have a clear vision and communicate this.
- ✓ Develop your people and bring them along.
- ✓ Aim to develop team synergy.
- ✓ Instil a sense of trust in your people.

- ✓ Before you can become a leader, you must know how to manage yourself.
- ✓ If needed, take decisive action.
- ✓ When appropriate, consult others.
- ✓ Ask yourself, would you follow you? Why?
- ✓ Communicating effectively sometimes = closed mouth and open ears!

Managers vs Leaders   5C

1. What is the major **distinction** between being a manager and being a **leader**?

_____

_____

_____

_____

_____

2. If you were **leading** a work team or a PDS project team, what **behaviours** and **actions** would **you** take? Would these **make you** a **manager** or more of a **leader**?

Investigation

Research and write a profile of a famous international, Australian or local leader that you admire.

Outline how this person is demonstrating leadership. Describe their leadership approach. Include a graphic and make a presentation to the class.

5.07 Leadership Styles

Leadership and management styles

Now that you've been exposed to different leadership traits, characteristics and approaches, it is important to reflect on how these might influence the management of tasks and people.

As you read each of these five commonly applied **management styles**, consider how they might apply to you, or to others, when acting in a leadership role.

🗣 Why not role-play some vocational and community scenarios based on these?

Leadership and Management Styles

Autocratic management & leaders

⇨ Under an autocratic approach, **decisions** are made by **managers** with little input asked for, or provided by employees.

⇨ This approach requires leaders who are **decisive** and **proactive**, such as in a time of crisis.

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

⇨ An autocratic style is not usually associated with effective leadership. But there are definitely situations where you'll leaders might need to make a decision without the input of others.

Image: deagreez1/Depositphotos.com

Participative management & leaders

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

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

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

⇨ Leaders need to **trust** in the **expertise** and **experience** of their team to make the right decisions.

⇨ People need to be **trained** in **decision-making** processes to accept responsibility.

Image: tonodiaz/Depositphotos.com

Persuasive management & leaders

⇨ Effective persuasion is often a personality trait of natural leaders.

⇨ A persuasive manager '**sells**' their **decisions** to employees or group members.

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

⇨ Persuasion can be a positive thing. Your teacher will often have to use persuasion to **encourage** you to complete work so as to most appropriately achieve your objectives.

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

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

Have you heard of a carrot and stick approach?

Image: julos/Depositphotos.com

Consultative management & leaders

⇨ Consultation with employees, teams and networks as part of the decision-making process is a hallmark of effective leadership.

⇨ Consultation allows management to call upon those who can provide useful **insight** and **advice**.

⇨ This encourages people to be involved in **decision-making**.

⇨ A successful consultative leader can drive positive **outcomes**, and create a **win-win** situation.

⇨ Consultation allows people to take some **responsibility** and **ownership** for **goal**-**setting**, **decision-making** and **problem-solving**.

⇨ This can help boost **engagement** and **motivation**.

Laissez-faire management & leaders

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

⇨ Laissez-faire managers take **responsibility** for **big-picture goals**, **timelines** and **budgets** and let their workers get on with their highly demanding job roles.

⇨ The laissez-faire style is used for people who are extremely **highly-skilled** and **motivated**, and who don't require constant supervision to do their jobs, such as researchers, designers and creatives.

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

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

5.09 Leadership Styles

5D   Leadership and management styles

1. Complete **word chains** to identify key words to describe the 5 **management and leadership approaches** on pp.108-9.

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

2. In which types of **situations** would we suggest each style might be more **effective**? Give a **community organisation example** to support each choice.

Autocratic style could be effective in:	
Participative style could be effective in:	
Persuasive style could be effective in:	
Consultative style could be effective in:	
Laissez-faire style could be effective in:	

3. Which of these '5' **styles** would **you** most **respond to**? **Why** is that?

You can often identify a leader's management style by listening to what they say. For example, a person who favours an authoritarian style is unlikely to be heard saying, "Let's work on this together". They are far more likely to say, "I need you to finish this by close of business today!" They will use direct statements, instructions and even orders in their speech.

1. For the following **expressions**, explain the **type** of **management style** you would expect to **hear saying** these.

"I'd like to get your opinion on this."	
"It's in everyone here's interest that we make these changes."	
"That's for me to worry about!"	
"Let me know how your team thinks we should handle this."	
"How much time do you think you'll need for this project?"	

2. How do you think that managers using each of these **management styles**, would **communicate** with their workers to **speed up** and **improve** their work **performance**? What type of **'language'** would they most likely **use**?

An autocratic manager	
A persuasive manager	
A consultative manager	
A participative manager	
A laissez-faire manager	

3. Which might **work best** with a **team** of **students**; and a team of **teachers**? **Why**?

5.11 Task-Oriented vs People-Oriented

Task-oriented vs people-oriented

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

Task-oriented: Authoritarian/autocratic

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

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

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

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

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

But I'm paid to make the decisions so it's up to me to be firm and to make it clear what they have to do. And my workers respect that."

Authoritarian: Underlying assumptions...

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

Decision-making is usually centralised.

Suits managing lower-skilled or new employees.

Employees follow strict rules and procedures.

Useful when clear processes are already in place.

Uses one-way, top-down management communication.

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

Good for meeting tight deadlines.

Image: ahmetemre/ Depositphotos.com

People-oriented: Participative/democratic

A participative approach usually involves workers in decision-making and relies on employee **responsibility**, **engagement** and **inclusiveness**.

Participative leadership requires managers and employees to have well-developed **interpersonal skills**, and to trust in their workers as part of a **decentralised** decision-making system.

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

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

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

Image: pressmaster/Depositphotos.com

"I encourage my workers to be involved in decision-making. It doesn't mean I'm Ms. Nice all the time. But I trust in the expertise and experience of my team to make decisions for the good of the company."
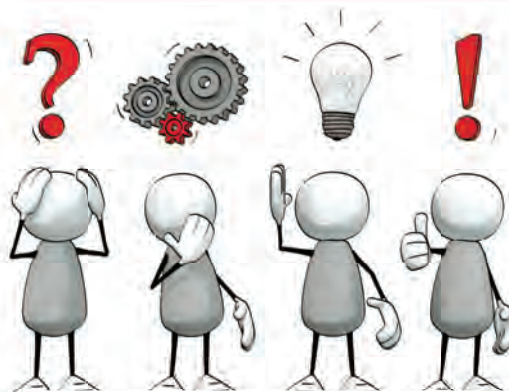
Participative: Underlying assumptions...

Employees are given responsibility for some decision-making.

Decision-making is usually decentralised.

Supports a teams-based or projects approach.

Relies on shared communication and 360° feedback.

Suits higher-skilled, motivated and experienced team members.

Suits forward-looking and proactive planners.

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

Leader transfers some decision-making power to employees. Employees have input into how things should be done.

Image: ahmetemre/ Depositphotos.com

5.13 Task-Oriented vs People-Oriented

5F   Suitability of leadership styles

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part B: What about you?

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

[response box]

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

[response box]

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

[response box]

Discussion

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

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

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

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

[response box]

5.15 Distributed Leadership

Distributed leadership

The key ideas of **shared**, or distributed leadership, began to emerge in the early 1990s, as some organisations, especially educational settings, started to question the suitability of traditional **hierarchical** models of leadership.

In a distributed leadership model, leadership is seen as a **collective process** that involves multiple individuals **working together** to achieve a **common goal**.

Distributed leadership aims to encourage the **sharing** of **authority** and **decision-making power** among a broader group of individuals and/or work teams.

This is different from the more traditional hierarchical approach which saw authority and decision-making power concentrated in one person or executive level.

A distributed leadership approach emphasises that no one person has all the skills and knowledge needed to lead effectively in all situations.

Instead, leadership is <u>distributed</u> among a group of individuals who bring different strengths and expertise to the table.

A distributed leadership style is characterised by:

- ✓ **open communication**
- ✓ **collaboration**
- ✓ **trust** and **empowerment**
- ✓ **shared responsibility**
- ✓ **collective decision-making**
- ✓ **flexibility** and **adaptability**
- ✓ **continuous learning**.

A distributed leadership approach can be applied to a wide range of contexts, from schools and non-profit organisations to business and government.

You could apply this approach to a teams-based PDS project.

But for this type of leadership approach to succeed, team members and workers must:

- ✓ be **united**,
- ✓ work to **support** one another, and
- ✓ share a **vision** to achieve goals for the greater good.

🗣 **At times, an image can 'say' it better.
So what is this image 'telling' you?**

*Image: sibgat/
Depositphotos.com*

Strengths	**Weaknesses**
✓ **Enhanced decision-making**	✗ **Lack of clear direction**
Distributed leadership can lead to better decision-making by incorporating multiple perspectives and ideas.	With a distributed leadership model it can be hard to ensure that everyone is working towards a common goal with the same objectives.
✓ **Increased engagement**	✗ **Potential for conflict**
When team members are empowered in decision-making and given leadership responsibilities, it can lead to engagement and motivation.	Collaborative decision-making can sometimes lead to conflict and disagreements among team members.
✓ **Shared ownership**	✗ **Difficulty in decision-making**
Distributed leadership creates shared ownership among team members, as everyone feels responsible for the success of the team or organisation.	If everyone's input is to be considered it can take longer to make decisions, causing problems when dealing with urgent priorities.
✓ **Flexibility**	✗ **Lack of accountability**
Distributed leadership is more flexible than traditional hierarchical models, allowing teams to adapt to changing circumstances.	In a distributed leadership model, it can be difficult to hold individuals accountable for their actions.
✓ **Increased creativity and innovation**	**Potential for power struggles**:
Distributed leadership can lead to increased creativity and innovation as multiple perspectives and ideas are considered in decision-making.	Under a distributed leadership approach, power struggles can emerge if team members are competing for influence or decision-making authority.

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Distributed leadership   5G

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

shared	
goals	
synergy	
flexibilty	
responsibility	

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

5.17 Charismatic Leadership

Charismatic leadership

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

Charismatic leaders often have a '**magnetic personality**'.

They possess strong **communication** skills, and therefore are able to clearly articulate their **vision**.

They are often skilled at **public speaking** and **self-promotion**.

Charismatic leaders galvanise others by communicating a compelling vision of the future and the need for **action**.

Charismatic leaders usually have high levels of **emotional intelligence**. This enables them to **connect** with followers on a deeper level and build strong **trust-based** relationships.

Sometimes they are excellent at **reading others**, or at 'reading the room', meaning that they can be quick to adapt to changing social values or evolving cultural norms.

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

Even if you don't like or agree with a particular charismatic leader, you often still need to accept that they have an ability to **win people over**.

In the digital age, charismatic leaders not only have the skills but they also have the 'tools', to garner a large following.

Many people gravitate to famous faces and faces and like to follow the leader (for good or bad!).

A charismatic leadership style is characterised by:

- ✓ **vision**
- ✓ **confidence**
- ✓ **personality**
- ✓ **communication**
- ✓ **influence**
- ✓ **popularity**
- ✓ **motivation**.

"You are our leader and we will follow you to the end!"

Image: sibgat/ Depositphotos.com

Suitability

Charismatic leaders can be effective in these situations and settings.

✓ Small business, start-ups, and entrepreneurial endeavours.

✓ Social enterprises and non-profit organisations to unite people to join a mission or cause.

✓ Politics - by inspiring and motivating supporters to take action (however, it doesn't always end up being positive!).

✓ Creative industries such as advertising, entertainment, media and performing arts where there is a need for innovation and creativity.

✓ Sporting teams in leadership, coaching and captaincy roles as well as community engagement and PR.

✓ In crisis situations, where there is a need for quick action and decisive leadership to address the situation.

Limitations

Charismatic leadership can cause issues related to these situations and circumstances.

✗ In organisations that rely too heavily on the charisma of their leader and become overly dependent on them.

✗ When a leader leaves, or loses influence, the followers can lose direction and motivation.

✗ When the leader prioritises their vision and goals ahead of those of the organisation as a whole.

✗ If the leader focuses too much on fame, self-PR, promotion and building a personal brand, at the expense of the true goals and vision of the organisation (i.e. narcissism).

✗ Charismatic celebrity-leaders often fail in their high-profile businesses, where their novelty and profile wear off, often leaving their investors and other supporters footing the bill.

Charismatic leadership 5H

1. What is **charisma**? Who are you aware of that **has charisma**?

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

personality	
communication	
emotional	
loyalty	
responsibility	

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

5.19 Transformational Leadership

Transformational leadership

You started this section by investigating the strengths of **transformational leadership** compared to transactional leadership.

Transformational leadership can be very effective because the leader **inspires** and **motivates** workers and followers to create **change** to strive for success.

This means that people think and act beyond their own self-interests, and instead strive to achieve a **greater good** for an organisation, or even for society.

Transformational leaders inspire others by creating and communicating a **vision** of the future.

They usually are able to think **strategically**, anticipate future **trends** and challenges, and develop **innovative long-term plans** to achieve their vision.

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

They usually have strong **charisma** and can apply this to create a **culture** of **engagement** and **achievement**. Transformational leadership encourages critical **thinking**, **creativity** and **problem-solving** in workers and/or followers.

This leadership approach aims to seek **diverse perspectives** and encourage new ideas. As a result, it promotes a **culture of learning** and growth. In many applied situations, transformational leaders strive as **role models** to earn the **respect** and **admiration** of their followers.

A transformation leadership style is characterised by:

- ✓ **social awareness**
- ✓ **emotional intelligence**
- ✓ **interpersonal relationships**
- ✓ **communication**
- ✓ **active listening**
- ✓ **empathy**
- ✓ **support, coaching** and **mentoring**
- ✓ **feedback**
- ✓ **recognition and reward**
- ✓ **ethical standards**.

Image: olly18/ Depositphotos.com

Strengths	**Weaknesses**
✓ **Inspirational**	✗ **Dependency**
Transformational leaders inspire and motivate their followers through a compelling vision and a sense of purpose.	Followers may become overly reliant on the leader's guidance and vision, potentially hindering their own independent decision-making and problem-solving abilities.
✓ **Empowerment**	✗ **Over-expectations**
They empower their followers by delegating authority and granting autonomy, creating a sense of ownership and responsibility.	They may set high expectations and push for constant improvement, which can lead to stress and burnout.
✓ **Developmental**	✗ **Manipulation**
Transformational leaders focus on the the development of their followers, providing mentoring, coaching and training opportunities.	The charismatic and persuasive nature of transformational leaders can be misused, leading to manipulation.
✓ **Visionary**	✗ **Resistance**
They have a clear and compelling vision for the future, inspiring followers to embrace change and align their efforts towards shared goals, innovation and adaptation.	Not all individuals are receptive to change, which can lead to resistance and conflict within an organisation.
✓ **Trust-building**	**Lack of attention to detail**
They create trust and strong relationships through open communication, empathy and support.	They often focus on the big picture and the long-term vision, meaning day-to-day management tasks might not be overlooked and neglected.

Transformational leadership   5I

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

change	
motivation	
problem-solving	
interpersonal relationships	
integrity	

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

5.21 Putting it all Together

5J   Follow the leader

Research and create a **profile** of a global, Australian or local **leader** that you admire. Include images/graphics.

Who: _____

Role: _____

a. Describe how the person is **demonstrating leadership** through their **skills**, **traits** and **actions**.

> Ideas, sources and draft information

b. Identify the different types of **leadership** styles or approaches they seem to be **demonstrating**. How can you tell this?

> Ideas, sources and draft information

c. What could **you learn** from their **actions** and **apply** for your own potential **leadership situations**?

> Ideas, sources and draft information

A potential PDS team activity that you can do right now to develop and apply leadership skills is a training activity to train others in a particular skill or area of expertise. This might be your VPC peers, younger students or even people external to your school (such as residents in aged-care).

Part A: Training activity

a. Form into groups. What is your **training activity** and who is your **cohort**?

b. Why are **you suited** to deliver this training activity to that cohort?

c. How is your training activity an example of community **leadership**?

Part B: Leadership approach/style

a. Which **leadership approach** would you choose for your training activity? Why?

b. Which **leadership skills** would you need to apply to support this approach?

c. How would you **apply interpersonal skills** for your training activity when using this leadership approach?

5.23 Graduated Assessment

AT5 Leadership Approaches and Styles in Action
Module 2: Motivate and lead

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

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

3. You are also required to participate in a leadership and/or team-building program or activity, within the school setting, or provided by an external community group or organisation. (See **AT6a**, pp.132-3)

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

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

Name:		...y dates:			UNIT 3 Module 2
Tasks - AT5: Leadership Approaches and Styl... ...Ac...		**Must ...**	**Due Date**	**Done**	**Level**
🗣 **Complete the tasks in a format nego...ed wi...ur te...er.**					
1. Explanation of different leadersh... ...proac...s.				◯	
2. Examples of applied leade...hip...:		✓		◯	
- Personal contexts		◯		◯	
- Social contexts		◯		◯	
- Community contexts		◯		◯	
- Vocational contexts		◯		◯	
Evaluation of applied leadership in at least 2 contexts.		✓		◯	
3. Participation in a leadership program/activity.		✓		◯	
Details:					
4. Reflection of leadership skills developed.		✓		◯	
Reflection of teams skills developed.		✓		◯	
Suggestion of how to apply these leadership skills to PDS.		✓		◯	
⇨ **Prepare and submit my final responses.**		✓		◯	
🗣 **Present or report to the class (if required).**		◯		◯	

Motivation and Planning | 6

Activities 6: Motivation and Planning	p.	Due date	Done	Comment
6A Leadership	126-127			
6B Key characteristics of teamwork	128-129			
6C Attributes for team success	131			
AT6a Leadership Portfolio	132-133			
6D Motivation	135			
6E What get's me going	136			
6F Motivation theories	139			
6G Why I...	140-141			
6H Team leadership in action	143			
6I 5 'ates' of leadership	145			
6J Goal-setting: 7 steps	147			
6K PODR Planning	149			
6L Planning in action	151			
AT6b Personal Development Project - Pre-Plan	152-155			
R6 Unit Review and Reflection	156			

Comments:

6.01 Demonstrating Leadership

Leadership in action

In sections 4 and 5, you investigated **contexts** in which people demonstrate leadership. You then undertook a detailed examination of different **leadership styles** and **approaches** and the suitability of these in varied situations.

In this section, you will investigate factors that influence people to act in certain ways. In other words - **motivation**.

Then you will then be re-introduced to key steps and resources for effective **planning**, including **goal-setting** and the **PODR Planning** process.

At the end of this section, you are expected to apply your understanding of leadership to create an **introductory plan** for a **Personal Development Project** or **Community Awareness Campaign** that you will undertake in **Unit 4**.

One proactive way to apply your understanding of leadership is to undertake a series of actions and activities as part of developing a **leadership portfolio**.

This could involve you acting as a leader in a **school setting** such as by **mentoring** younger students.

You should also strongly consider participation in a **leadership program** that is delivered by an external agency.

And of course, you can also **actively participate** in the community and develop and apply leadership capabilities to achieve positive benefits for **community stakeholders**.

Your teacher might be able to provide some suitable local examples of these. Or you could find out about one that might suit you and your whole class and present this as an option to your teacher.

So just remember, at all times throughout this unit, bring in what you have learned so far to guide you as to how you would apply leadership in individual and teams-based situations and settings.

ONE OF A KIND

LEADER

BOLD AND DECISIVE

INSPIRES OTHERS

Image: igoncept/ Depositphotos.com

6A	Leadership

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

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

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

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

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

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

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

6.03 Demonstrating Leadership

6B   Key characteristics of teamwork

In small teams, discuss these 5 key **characteristics** of **teamwork**. Suggest 3 specific examples for each characteristic. **Describe** how **you** have **experienced** this being **demonstrated** by using an example from a **community** and a **vocational** situation. Suggest how you could model and **apply** this characteristic in a **PDS team project**.

Teamwork characteristic	Examples from community situations	Examples from vocational situations	How we could apply this to a PDS team project.
Communication by			
Communication by			
Communication by			
Motivation by			
Motivation by			
Motivation by			
Interpersonal relationships by			
Interpersonal relationships by			
Interpersonal relationships by			

Teamwork characteristic	Examples from community situations	Examples from vocational situations	How we could apply this to a PDS team project.
Management by			
Management by			
Management by			
Ethical behaviours by			
Ethical behaviours by			
Ethical behaviours by			
Other			
Other			
Other			

Applied

Interview a community or vocational leader.

Ask their advice about how to effectively apply the key characteristics of teamwork in a leadership role for teams-based **projects**.

Report back to the class.

6.05 Demonstrating Leadership

Attributes for team success

There are common attributes that you would be expected to contribute as a **team member** for your leader. Naturally, as a **leader**, you would be actively trying to **build** these attributes in your team members. We can classify these attributes as **conscientiousness**, **reliability**, **persistence**, **adaptability** and **motivation**. Once again you would expect many of these to crossover one another in applied situations.

Conscientiousness

1. **Time management**: Ability to prioritise tasks, meet deadlines, and allocate time efficiently to maximise productivity.

2. **Attention to detail**: Thoroughly reviewing work for accuracy, identifying errors and maintaining high-quality standards.

3. **Planning and preparation**: Developing comprehensive plans and strategies to achieve project goals within deadlines, anticipating potential obstacles.

4. **Organisational skills**: Organising resources, information and responsibilities in a structured manner to enhance team efficiency.

5. **Accountability**: Taking responsibility for individual and team actions, accepting and learning from mistakes.

Reliability

1. **Consistency**: Demonstrating a stable and regular work performance over time, creating a culture of reliability in the team.

2. **Dependability**: Consistently delivering on responsibilities and being trustworthy, ensuring team members can rely on each other.

3. **Follow-through**: Completing assigned tasks and responsibilities from start to end thereby avoiding unfinished work.

4. **Communication**: Keeping the team informed about progress, potential delays and any challenges that may impact on people meeting goals.

5. **Collaboration**: Working effectively with others and helping team members when they need support and advice.

Persistence

1. **Tenacity**: Persevering through difficulties, setbacks and problems without losing motivation or enthusiasm.

2. **Problem-solving**: Applying creative approaches to overcome challenges, and using critical and creative thinking to develop solutions.

3. **Goal-oriented**: Maintaining focus on team objectives and consistently working towards achieving them.

4. **Acceptance of feedback**: Being open to feedback from team members and leaders, learning from this, and making necessary adjustments.

5. **Resilience**: Bouncing back from setbacks and failures, learning from mistakes, and using these as opportunities for growth.

Adaptability

1. **Flexibility**: Willingness to adjust to changing circumstances, new information, or unexpected pressures or opportunities.

2. **Open-mindedness**: Being receptive to diverse ideas and perspectives within the team, fostering a collaborative environment.

3. **Resourcefulness**: Finding creative ways to tackle challenges when faced with limited resources or constraints.

4. **Cultural awareness**: Respecting and accommodating cultural differences and diverse working styles.

5. **Learning**: Demonstrating the ability to grasp new concepts and skills through formal and informal learning and training, and adapting to varying project requirements.

Part A: Expected common attributes

Identify 3 applied actions that you should take as a **team member**, and 3 actions as a **leader**, to make sure that you demonstrate these **common attributes** as part of achieving the collective **goals** associated with a **PDS team project**.

Conscientiousness
As a team member I should:
1.

2.

3.

As a team leader I should:
1.

2.

3.

Reliability
As a team member I should:
1.

2.

3.

As a team leader I should:
1.

2.

3.

Persistence
As a team member I should:
1.

2.

3.

As a team leader I should:
1.

2.

3.

Adaptability
As a team member I should:
1.

2.

3.

As a team leader I should:
1.

2.

3.

Applied

Role-play situations where you would be expected to demonstrate these attributes. Have an observer take notes and give feedback on your performance. Focus on:

a. Appropriate language and tone to use

b. Suitable non-verbal communication to apply

c. Potential problems that might occur

d. Strategies to help deal with and overcome these problems.

6.07 Graduated Assessment

AT6a Leadership Portfolio
Module 2: Motivate and lead

For this assessment task, you are required to undertake a range of leadership activities as part of a **Leadership Portfolio**.

Your teacher will discuss suitable activities, programs, situations and simulations with you now. Your teacher might have had you doing these on an **ongoing** basis throughout this unit. You might also have been developing leadership skills naturally as part of your **community involvement**, **vocational experiences** and **other** applied **situations**.

It is expected that throughout these leadership activities you have developed:

✓ effective skills in **collaboration** and **negotiation** (for Module 1 and applied for Module 2)

✓ effective **leadership skills** and **motivation strategies** (for Module 2).

When you have completed your leadership activities for Unit 3 you are required to prepare a summary report of your engagement.

1. Describe, using examples, leadership qualities and skills you developed.
2. Outline the applied use of varied leadership styles that you experienced/used.
3. Explain techniques to motivate yourself.
4. Explain techniques to motivate others.
5. Summarise the importance of planning for applied teamwork and leadership.

Name(s):	Key dates:	Unit 3 Module 2

Tasks - AT6a: Leadership Portfolio	Must Do?	Due Date	Done	Level
Complete the tasks above in a format negotiated with your teacher.				
⇨ Undertake a range of suitable leadership activities.	✓		◯	
1. Describe leadership qualities and skills you developed.	✓		◯	
2. Applied use of leadership styles you experienced/used.	✓		◯	
3. Explain techniques to motivate yourself.	✓		◯	
4. Explain techniques to motivate others.	✓		◯	
5. Importance of planning for applied teamwork	✓		◯	
Importance of planning for applied leadership.	✓		◯	
	◯		◯	
	◯		◯	
⇨ **Prepare and submit my summary report.**	✓		◯	
Present or report to the class (if required).	◯		◯	

Leadership Portfolio Pro-forma

Name: _____   Teacher: _____

Group/Team: _____   Completion date: _____

Activity/Details	Date/Done?	Comment/Initials
i. Teamwork and collaborative skills programs		
⇨		
⇨		
ii. Leadership training		
⇨		
⇨		
iii. Negotiation training		
⇨		
⇨		
iv. Conflict resolution training		
⇨		
⇨		
v. Mentoring program		
⇨		
⇨		
vi. Skills-development course/training		
⇨		
⇨		
vii. Community involvement/project		
⇨		
⇨		
viii. Vocational and other training and programs		
⇨		
⇨		

Student signature: _____   Date: _____

Teacher signature: _____   Date: _____

6.09 Motivation

Motivation

When you are in team situations an important driver of effective **collaboration** is **motivation**.

Motivation drives people to act in certain ways. Motivation may occur **intrinsically** from within a person, or occur **extrinsically** from outside a person.

Different factors or drivers motivate different people in different ways - and at different stages of their lives. That's a lot of differences!

It isn't easy to motivate yourself, and it is usually even harder to motivate other people.

It's quite difficult to get people to do something they don't want to do if they aren't motivated to do it.

There isn't one particular set of rules or guidelines that you can use when it comes to motivation techniques. But there are basic accepted theories of motivation that apply generally to people in work and other 'professional' situations.

Two basic factors that can motivate people are what they are:

⇨ trying to **achieve** a **positive goal** (objective/opportunity), or

⇨ trying to **avoid** a **negative consequence** (reaction/pressure).

So how about you? What gets you 'going'?

Motivating factors include:

Achieve job or task satisfaction.

Help and contribute to the community.

Gain peer acceptance.

Gain recognition.

Wanting to avoid punishment.

Build self-esteem.

Gain a sense of achievement.

Earn income.

Achieve status, power and respect.

Achieve goals.

Gain security.

Achieve a non-monetary reward.

Do something now so as 'receive' more in the future.

To be part of a collaborative and successful team.

Image: javiindy/ Depositphotos.com

1. What does the term **motivation** mean to you?

2. What is the difference between **intrinsic** and **extrinsic motivation**? Give **examples** relating to **you**.

3. What are the '**two basic factors** that can motivate people'? Where **do you sit** on this?

4. Choose 6 of the **motivating factors** from p.134. Describe how these would **motivate you** in **personal development** and/or in **work-related situations**.

6.11 Motivation

6E   What gets me going

1. So, what **motivates you**? And **why** is that?

2. What causes **you** to **lack motivation** or to **lose motivation**? **Why** so?

3. Ask your **PDS project group members** (up to 4 content) the **same questions**.

4. Ask 3 different **teachers** the same **questions**. Do their **responses differ** from the **students**? Why/why not?

What motivates people to 'work'?

What drives people to do things?

What causes people to act in certain ways?

Why do some students work harder than others?

Why do some employees work harder than others?

Why do some community leaders give so much of their time and effort to their communities for no monetary reward?

These are all tricky questions to answer.

People are motivated by different things at work. Some people are motivated by money, income and wealth. Some people are motivated by status, recognition or respect. Some people are motivated by achievement, creativity or personal growth. Some people are motivated by family, personal and religious beliefs, or social interaction. Some people aren't motivated at all!

Many people, and younger people in particular, often argue that money is the best motivator. You might say "if you pay me, I'll work." Students have even said to me that if I paid them to produce their assignments they would do all the work and hand it in on time. Is this the answer, just cough up the money to generate a better outcome?

Just reflect on the world around you. Those of you that have a job, work with others who are often being paid the same rate of pay as you.

However, you and they might demonstrate different productivity levels. So why is it that two workers, with the same amounts of training and skill levels, who are receiving the same pay, essentially work harder or work less hard than each other?

Why is it that some employees, who are being paid good dollars, go out of their way to avoid work and seem totally unmotivated?

Yet people just seem to love to work. They work hard and generally create good outcomes for their employer. Why is that? Often they are being paid no more than other workers, but they demonstrate high levels of productivity and quality. Are they trained better? Do they enjoy their job more? What is the reason? What motivates them?

One factor might be, that many people change over time. What might have motivated you in the past no longer works. As you age you might become more concerned with other matters such as your personal lives, your social lives, your car!

Think back to primary school. How keen were you to learn and do things and make your teacher happy? What about now? What is driving you to act in a certain way? What are you more concerned about, saving for a car, getting your license or studying to set up your future? Your key motivators will vary!

Why are some people perfectly happy and satisfied with what they have got, while others with exactly the same amount never seem to be happy or satisfied? Is money the answer, or is the answer something else to do with people's values, attitudes and behaviours?

Why do some people happily give their time and skills to do community service and volunteer work; and for no pay? What factors are motivating them to keep going day after day?

Why are you happy to do one task while your friends are just as unhappy doing the same task - yet this level of happiness may change when the task is different?

What motivates you?

What motivates others?

How can you motivate yourself and others?

If you can answer most of these questions, then you are well on the way to applying leadership skills for a successful teams-based PDS activity.
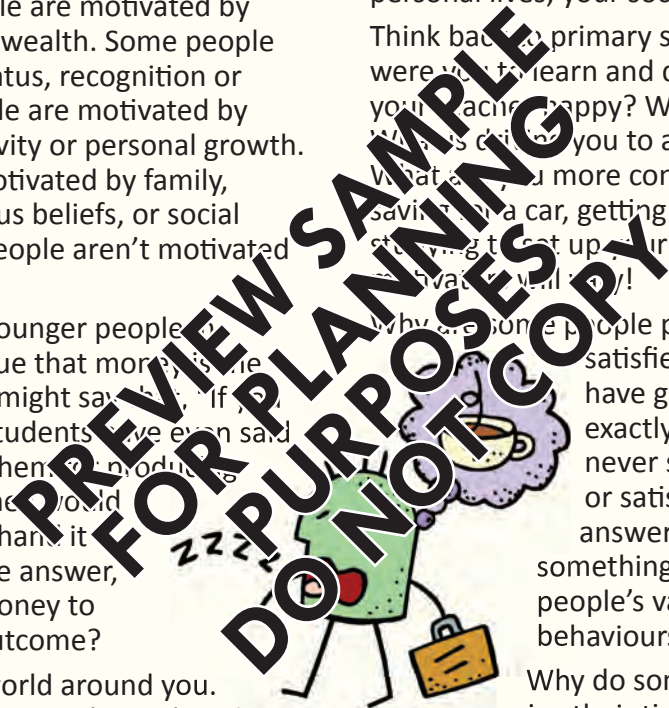
6.13 Motivation Theories

Motivating Theories

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-actualisation**.

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 de-motivate 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 no/low job satisfaction.

The opposite of job dissatisfaction is low/no dissatisfaction (and not job 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.

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	

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

Applied

a. Explain the extent to which these statements resemble your attitude towards motivation.

b. 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."

6.15 Motivation Theories

6G Why I...

People are **motivated** to act in varied ways by **different factors**. It is important to clearly and truthfully identify both **positive**, and **negative** factors, that **influence your participation** and **behaviour** in 'work' tasks. Then you should apply this **self-understanding** for planning your teams-based PDS project.

Describe **motivating factors** and **reasons** that influence **your own participation** and behaviour. Add 3 more of your own.

What motivates me to...	Why is that?	How can I apply this for our PDS team project?
...get my work done?		
...meet deadlines?		
...help others?		
...try a little bit harder?		
...take on responsibility?		
...tackle some-thing I haven't done before?		
...make a contribution to my community?		
...look after the environment		
...complete Year 12?		

Applied: Come together in your PDS project team and share your descriptions.

Record your team members' level of motivation for the particular actions (add 3 more).

Based on their responses, what type of PDS project role or responsibility might they be suited to? Make copies of this pro-forma for bigger teams.

Action	Person 1			Person 2			Person 3			Person 4		
Get work done	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
Meet deadlines	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
Help others	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
Try harder	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
Take on responsibility	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
Tackle something new	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
Community contribution	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
Care for the environment	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
Complete a PDS Project	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low

6.17 Leading a Team

The 5 'ates' of leadership

There are so many leadership models, leadership tips and so much leadership advice online that it can become quite confusing and overwhelming. That's why organisations get their workers to undertake proper accredited leadership training programs rather than just follow a leadership 'influencer' (who is often just selling their own services).

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

You can see that some of these five 'ates' of leadership crossover one another. And you would expect this, because you know that the applied demonstration of leadership skills does not simply just happen in a vacuum as a list of actions to 'tick-off'.

🗣 As a class, discuss how you would recognise when to use each of the 'ates', and how you should demonstrate these applied skills for your personal development project or campaign.

It always starts with communication!

Image: GeorgeRudy/ Depositphotos.com

Team Leadership in Action

1. Communicate

- ✓ Be clear and open in communication using appropriate methods and media to suit the team and the type of message being communicated.
- ✓ Actively listen to team members and consider their input when making decisions.
- ✓ Clarify goals, objectives, roles and responsibilities.

2. Motivate

- ✓ Develop a shared vision to motivate team members to work towards a common purpose.
- ✓ Invite and empower team members to take on responsibility.
- ✓ Recognise achievements and celebrate successes ('smaller wins') to keep the team progressing.

3. Delegate

- ✓ Negotiate roles and responsibilities based on individual strengths and weaknesses, i.e. synergy.
- ✓ Clearly communicate roles, tasks, expectations and deadlines, and clarify that these are understood.
- ✓ Maintain accountability through regular check-ins and reporting.

4. Coordinate

✓ Plan and organise resources such as people, inputs, equipment, finances, etc..

✓ Review progress on a regular basis and offer feedback and support.

✓ Conduct regular team meetings to discuss progress, address challenges, and ensure that everyone is working towards their objectives.

5. Evaluate

✓ Assess the performance of the team and team members against the goals and objectives.

✓ Give regular and constructive feedback for growth and improvement.

✓ Identify skills-gaps and training to help team members grow and build their capabilities.

Team leadership in action   6H

1. Complete **word chains** to identify key terms related to **team leadership in action**.

Communicate	
Motivate	
Delegate	
Coordinate	
Evaluate	

2. Use **examples** from your own personal, social, recreational, educational or vocational **situations** to describe how **you have** successfully **demonstrated leadership** in action.

Communication			
Motivation			
Delegation			
Coordination			
Evaluation			

6.19 Leading a Team

6I   5 'ates' of leadership

In your PDS project or campaign teams, develop **action statements** that will guide **what** you **do** in response to each of the **5 'ates' of leadership** when undertaking your **project** or **campaign**.

Suggest **advice** and **support** you could seek from **leaders** you are in contact with as **mentors** and **role models**.

PDS Project or Campaign:		
'Ate' action	**What I/we should do?**	**Advice and support**
1. Communicate - Communicate openly - Actively listen - Clarify goals and roles	To communicate...	...about communication
2. Motivate - Develop a shared vision - Empower team members - Recognise achievements	To motivate...	...about motivation
3. Delegate - Negotiate roles and responsibilities - Communicate roles - Maintain accountability	To delegate...	...about delegation

PDS Project or Campaign:		
'Ate' action	**What I/we should do?**	**Advice and support**
4. Coordinate - Plan and organise resources - Review progress - Conduct team meetings	To coordinate...	...about coordination
5. Evaluate - Assess performance - Give constructive & regular feedback - Identify skills-gaps	To evaluate...	...about evaluation

Applied

Form into teams and role-play 1 situation from each 'ate' in action.

Keep one team member as an observer. Make sure that you rotate roles.

Get feedback from each participant on what went well, and what could be improved and how.

1.	
2.	
3.	
4.	
5.	

6.21 Planning

Personal Development Project

In Unit 4, you will be required to work in a team to plan, organise, execute and review a **Personal Development Project** or **Community Awareness Campaign**.

Although the ongoing development and delivery of your Personal Development Project will occur in Unit 4, at this stage of Module 2 in Unit 3 you are required to develop an introductory pre-plan for this project. In this introductory plan you will be expected to:

⇨ identify **potential community projects** or **campaigns** that might be suitable

⇨ **select** a **Community Project** or **campaign** as a potential **focus**

⇨ explain how **collaborative** skills will be applied in the project

⇨ describe how **communication** skills will be applied in the project

⇨ identify **negotiation** techniques and skills that will be needed in the project

⇨ describe **motivation** techniques that will drive effective participation of you and your teammates for the project

⇨ suggest methods to minimise and resolve **conflict**

⇨ discuss suitable **leadership** characteristics, skills and styles that should be applied to manage the project.

For your final Unit 3 assessment task, you are required to develop a **pre-plan**. At this stage you are just exploring **possibilities** and suggesting what you could do. Then in Unit 4 you will get onto the full process of planning, organising, doing and reviewing your project. This project's focus might be what you select now, or you might refine or change your focus based on teacher feedback on your pre-plan.

But whatever the outcome of that, your pre-plan must explore how you will apply the skills and techniques you have developed this year in regards to collaboration, communication, negotiation, conflict resolution, motivation and leadership.

So it's time to revise some planning tools and techniques to get you started.

Goals

A goal (or objective) is something positive you are aiming to achieve. It might be a personal goal such as getting your driver's license, or a career goal such as getting your first paid job.

But the good things in life don't just happen by accident. Sometimes we hear people say, "Well, it just wasn't meant to be." However, some things in life are meant to be. You can enable these positives if you **plan** for them (providing they are realistically achievable of course).

Planning is the key to achieving goals. Planning involves setting **realistic goals**, then **organising yourself** and your **resources** so as to achieve those goals over appropriate **timeframes**.

All of our goals are much easier to achieve when they are broken down into smaller, bite-sized pieces. Planning involves setting **small achievable goals**, which when added together, add up to one big achievement. Just like planning for and completing your successful **Personal Development Project** or **Awareness Campaign**.

Goal-Setting Process: 7 Key Steps

1. Break longer-term goals down into a series of **smaller achievable** goals (objectives).

2. **Visualise** your goals and **yourself** in these roles; (but don't just daydream).

3. **Aim** high but still keep your goals **realistic**.

4. Find out as much **information** as possible about what you need to do in order to achieve your goal.

5. Make short-term **sacrifices** to achieve a longer-term **investment** in yourself.

6. **Plan** and use your **time** efficiently.

7. Ask for **help** and get **advice** when needed.

Goal-setting: 7 steps   6J

1. List the **key words** to focus on for each of these 7 goal-setting steps.

2. How would each of these **7 steps** relate to your **Personal Development Project**? Outline what **you** and your team would have to do.

1.	
2.	
3.	
4.	
5.	
6.	
7.	

6.23 Planning

PODR Planning process

The best way to deal with a significant or long-term goal, such as your **Personal Development Project**, is to break it down into a series of smaller, achievable, bite-sized objectives.

The **Plan-Organise-Do-Review Process** can help you tackle any task or activity.

The **PODR Process** is a natural process that comes easily. This is why it's such a simple and useful tool to use when planning and making decisions. **PODR steps** are:

1. Work out and **plan** just what it is you are trying to do (your **goal**) and also how to best get it done.

2. **Organise yourself** and any **resources** you need to successfully complete the task.

3. Complete and **do** the activity and tasks.

4. Monitor and **review** your work output, and make any changes and adjustments if necessary.

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 also checking progress - which is part of reviewing.

PODR Planning

1. Plan

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

⇨ Clarify how you might be able to achieve this.

⇨ It is good to be able to write this in one or two short sentences.

2. Organise

⇨ Break your overall goal into a series of smaller, achievable bite-sized objectives.

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

⇨ Organise yourself, other people, and any resources you need, to successfully complete each task.

3. Do

⇨ Undertake the day-to-day activities needed to actually perform each task.

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

4. Review

⇨ Monitor what you've achieved, evaluate your outcomes for quality, and make any changes and adjustments if necessary.

⇨ Each of these 4 stages of Plan-Organise-Do-Review cross over. So you should be reviewing throughout the whole activity process.

The most effective way to achieve and/or complete a 'big' activity or task is to **break it down** into a series of **smaller**, **achievable goals**. Then you can use PODR to help manage yourself to achieve your overall project or activity goal.

In your personal life you might do this:

⇨ when you are getting ready to go out, or

⇨ if you are planning a party for your friends, or

⇨ even as you are learning to drive a car.

With each of these activities, as with just about everything else you do in life, it helps to break a large and difficult activity or task into a series of smaller, more manageable goals.

1. Why is it **good** to **break big activities**/tasks **down** into smaller, achievable goals?

_____

_____

2. Pick **one** of the 3 **tasks** listed **above**, and break it down into **5 smaller** achievable **goals**. Identify if the particular goal is part of planning, or organising, or doing, or reviewing. Give **time estimates** for each smaller goal. Make sure that the tasks are in the **correct order**.

Task:		
Smaller achievable goal	**PODR stage?**	**Estimated time?**
1.		
2.		
3.		
4.		
5.		

6.25 Planning

Effective planning

If you want to achieve your goals you will need to become good at planning. In community and vocational settings, goal achievement is about being able to properly **manage** all of your **resources**. The same is true for your **Personal Development Project**. Four main types of resources consist of:

⇨ **time**

⇨ **people (labour)**

⇨ **resources (inputs)**, **equipment** and **technology**

⇨ **money (capital)**.

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

Indeed, many of the management issues shown in the four categories below might be relevant to your project or campaign.

🗣 Your teacher will lead you through a discussion of these to tick those that are relevant for you and your team.

Time management
- ☐ Timelines
- ☐ Deadlines
- ☐ Diaries
- ☐ Appointments
- ☐ Rosters
- ☐ Travel times
- ☐ Delivery times
- ☐ Production times
- ☐ Delegation
- ☐ Negotiation

People management
- ☐ Tasks to do
- ☐ Leadership style
- ☐ Roles and responsibilities
- ☐ Delegation
- ☐ Training and support
- ☐ Team dynamics
- ☐ Supervision
- ☐ Motivation
- ☐ Negotiation
- ☐ Conflict and stress

Images: Jorge enrique Villalobos Hemera/ Thinkstock

Resources, equipment and technology management
- ☐ Consumables and raw materials
- ☐ Ingredients
- ☐ Stock
- ☐ Sourcing equipment
- ☐ Technologies
- ☐ ICT and digital
- ☐ Appropriate training
- ☐ Workplace safety

Money management
- ☐ Budgeting
- ☐ Fundraising
- ☐ Revenue and income
- ☐ Expenses and costs
- ☐ Profit and loss
- ☐ Pricing
- ☐ Market forecasts
- ☐ Petty cash and security
- ☐ Banking and borrowing

As part of your **Personal Development Project** you will have to plan, organise and manage a number of issues related to time, people, inputs, equipment and technology; and in some project situations, money.

1. Discuss these examples in **your team**, and **identify** some of the **key issues**. (Some possible examples are given).

2. Develop **strategies** to **deal** with each of **these issues**, as part of managing your **Personal Development Project**.

Time management issues to consider:	**People management issues to consider:**
e.g. We are going to need to plan a timeline for the project.	e.g. We will need to work out who is best suited for different tasks, and delegate.
Resources/equipment/ technology management issues to consider: e.g. We will need to organise digital devices for presentations.	**Money management issues to consider:** e.g. We will need to calculate all of our expected costs.

6.27 Assessment Task

AT6b Personal Development Project - Pre-Plan
Module 2: Motivate and lead

Personal Development Project or Campaign

As you are already aware, for Unit 4 you will be required to work in a team to plan, organise, implement and review a Personal Development Project or Community Awareness Campaign. The project or campaign might involve:

❑ the **whole class** participating in a <u>universal</u> **teams-based Personal Development Project**

❑ smaller **groups** undertaking the <u>same</u> **teams-based Personal Development Project**

❑ the entire class, or smaller groups or teams, developing and delivering **<u>their own</u> <u>specific</u> teams-based Personal Development Projects**.

Your teacher will discuss the project requirements with the class right now. Then you will work in your project teams to develop a 'pre-plan' for your Personal Development Project or Community Awareness Campaign. You can use this pro-forma to develop your pre-plan.

> **1. Personal Development Project or Campaign scope and requirements**

Personal Development Project or Campaign Pre-plan

1. Describe the **requirements, scope,** timeline and logistics of the Personal Development Project.

2. Identify **potential community projects or campaigns** that might be suitable.

3. **Select** a **Community Project** or campaign as a potential **focus.**

4. Explain how **collaborative** skills will be applied in the project.

5. Explain how **communication** skills will be applied in the project.

6. Identify **negotiation** techniques and skills that will be needed in the project.

7. Describe **motivation** techniques that will drive effective participation of you and your teammates for the project.

8. Suggest methods to minimise and resolve **conflict**.

9. Discuss suitable **leadership** characteristics, skills and styles that should be applied to manage the project.

10. Other:

> **2. Information and ideas about suitable projects or campaigns**

3. What might be a suitable project/campaign?

Why is this project/campaign needed by the community?

Who would be involved (stakeholders), and what would be their roles?

What would we be aiming to achieve?

4. Key collaborative skills

5. Key communication skills

6. Key negotiation techniques

7. Key motivation techniques

8. Conflict resolution techniques

9. Key leadership skills/approaches

10. Other information/requirements

6.29 Module Assessment

Names: Project:			Key dates:		UNIT 3 Module 2
Tasks - AT6b: Personal Development Project - Pre-Plan		**Must Do?**	**Due Date**	**Done**	**Level**
Complete AT4: Leadership Skills and Traits		✓		◯	
Feedback:					
Complete AT5: Leadership Approaches and Styles in Action		✓		◯	
Feedback:					
Complete AT6a: Leadership Portfolio		✓		◯	
Feedback:					
Pre-plan a community activity or awareness campaign					
1.	Describe the requirements, scope, timeline and logistics of the Personal Development Project. Feedback:	✓		◯	
2.	Identify potential community projects or campaigns that might be suitable. Feedback:	✓		◯	
3.	Select and outline a **Community Project** or campaign as a potential focus. Feedback:	✓		◯	
4.	Explain how collaborative skills will be applied in the project. Feedback:	✓		◯	
5.	Explain how communication skills will be applied in the project. Feedback:	✓		◯	

Names:	Key dates:	**UNIT 3 Module 2**
Project:		

Tasks - AT6b: Personal Development Project - Pre-Plan	Must Do?	Due Date	Done	Level

Stage 1: Pre-plan a community activity or awareness campaign

6. Identify negotiation techniques and skills that will be needed in the project.
   Feedback:

7. Describe motivation techniques that will drive effective participation of you and your teammates for the project.
   Feedback:

8. Suggest methods to minimise and resolve co...
   Feedback:

9. Discuss suitable leadership characteristics, skills and styles that should be applied to manage the project.
   Feedback:

10.
   Feedback:

⇨ **Prepare and submit my final pre-plan.**

Present or report to the class (if required).

Additional information:

Signed: _____   Date: _____

6.31 Unit Review and Reflection

Unit Review and Reflection

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

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

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

→ _____

→ _____

→ _____

My performance in developing my Personal Development skills this entire unit was:

0	1	2	3	4	5
not shown	low	reasonable	good	very good	excellent

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____