

Appendix 1: Learning Materials

ENGLISH

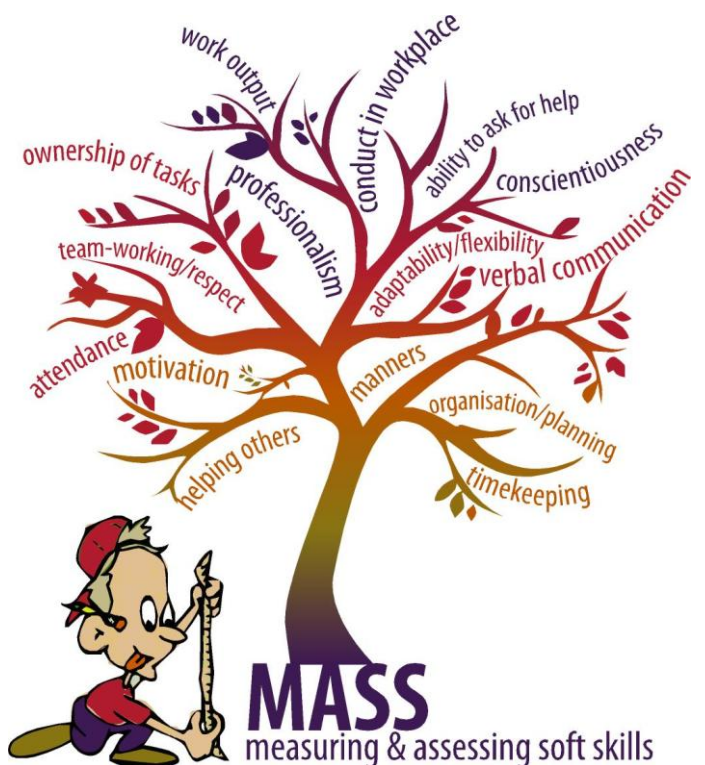
Introduction

STUDENT PACK

Student

name.....

Introduction to the Course



Education and Culture DG

Lifelong Learning Programme

Welcome to the MASS (Measuring and Assessing Soft Skills) programme which has been devised to help you gain an understanding of what soft skills are and how you can develop your own.

Your tutor will take you through a range of materials which will focus on areas such as timekeeping, manners, teamworking etc and how these can be affected by your own attitudes and beliefs.

Each section of the programme is called a Learning Byte. Each Learning Byte consists of one or more lessons with a guided duration of 1 hour per lesson.

During the learning process, you will undertake a range of activities which will help your personal development and prepare you for a successful future. All activities can be used to assess your progress.

In order to help you monitor your progress, we have developed a recording system. You will be asked to complete this on a weekly basis until the end of your programme. This method of assessing your progress is known as the SOFT SKILLS PROGRESS REPORT. At the end of the first week of your programme, your tutor will also complete a progress report based on their observations of you during that week. This will be repeated at the end of your programme with the aim being that your scores will have improved, showing personal distance travelled. At all times, you will be given the opportunity to discuss the contents of this with your tutor. You will be introduced to the Soft Skills Progress Report in Learning Byte 1.

I hope you enjoy your studies.

Tutor pack

Introduction to the Programme



Education and Culture DG

Lifelong Learning Programme

Many young people lack important skills and qualities that they need to help them be successful at work and learning. Through our research we have collected a range of definitions of these soft skills and the MASS (Measuring and Assessing Soft Skills) course has been designed around these.

This course can be delivered as an independent programme or alternatively as part of a wider curriculum and will concentrate on the 15 key soft skills areas printed on the MASS tree logo.

Programme Design:

The course is flexible in design and the resources provided contain a basic but comprehensive range of activities. Examples of these activities are quizzes, games or setting projects that will help the young people to demonstrate the skills being developed. Tutors are encouraged to expand upon these using locally devised activities to reinforce key learning points as they deem necessary.

Learning Bytes: Each section of the programme is called a Learning Byte. Each Learning Byte consists of one or more lessons with a guided duration of 1 hour per lesson.

Materials: A range of learning and teaching resources are being made available for each soft skill.

All materials eg lesson plans, student and tutor notes etc will be available in the “Learning Materials” section of the official MASS website –

<http://www.mass-project.org/>

This course has been created for paper based delivery. The tutor will need access to a computer and data projector to deliver this programme effectively but computers are not required for individual students.

Each learning byte has lesson plan(s), PowerPoint, student & tutor pack.

- The tutor has the option of delivering PowerPoint presentations using a data/overhead projector or as a handout.
- The student pack includes various activities which have been incorporated into the pack.
- The tutor pack includes additional information and example answers to the student activities (typed in blue italics). For the ease of printing all graphics have been removed from the tutor packs.

Time - Each lesson plan has a guidance time of one hour but the tutor can decide if the learners will work at their own pace or structure the lesson to add in additional activities to reinforce learning. This means the actual time allocation for each lesson will be determined on class/tutor discussions and interaction.

Assessment of Soft Skills

In order for soft skills to be measured and assessed, a recording tool has been developed. This tool is called **The Soft Skills Progress Report** and is a document that asks learners to grade themselves against the 15 key soft skills using set definitions of 'behaviour'.

Each definition is given a score with 1 being the worst and 4 the best. Each week the students will grade themselves for each soft skill. High numbers indicate the peaks (high points and successful weeks) and low numbers the troughs (low points and difficult weeks). The comments page should be completed every week by the students and should relate directly to why they are giving themselves a particular score.

For example, if the score for motivation is high, why is this? Have they particularly enjoyed something this week? Are things at home going well? Likewise, if they have scored low, they should be encouraged to identify why. In addition, students should be encouraged to set themselves small goals for improvement to be reviewed the following week.

The objective of including a student comment section on the report is to help the learner understand that the pressures at home and in relationships can cause problems in performance and attitude. The goal setting section is carried out to look at ways of coping with these problems and to discuss the importance of not allowing them to influence the learner in other aspects of their life.

A copy of the **Soft Skills Progress Report** is attached as an appendix to the Learning Byte 1 Introduction to Soft Skills Student Pack.

Tutors are also asked to complete a separate copy of the Soft Skills Progress Report. This is done at the end of the first week (to give an indication of starting point and a comparison between student and tutor perspectives of soft skills). Tutors will repeat the process again at the end of the

programme when it is hoped that a marked improvement can be identified from the scores given by the tutor, effectively measuring and assessing the soft skills.

The tutor soft skills progress report is attached to this unit as Appendix 1.

Learning Byte 1

LEARNING BYTE 1

RESOURCE LIST

Lesson Plans (4)

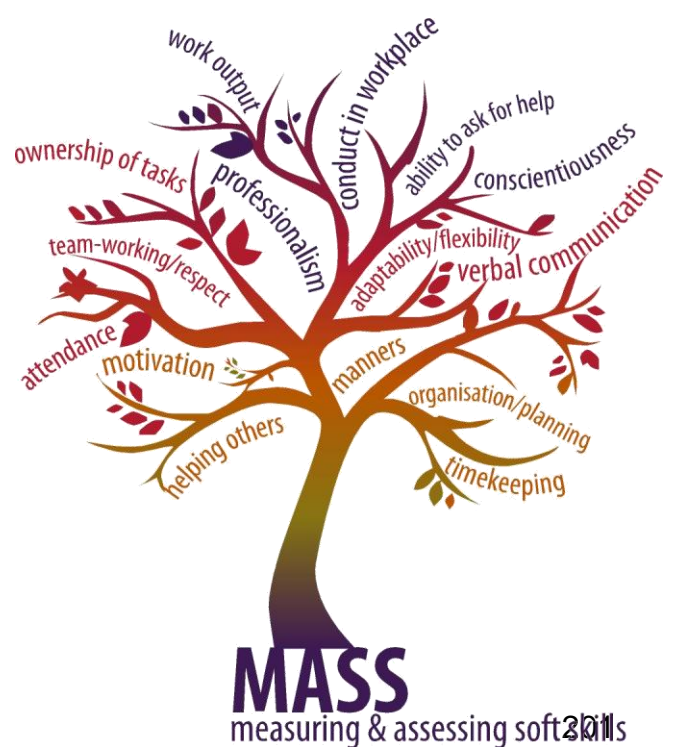
Introductory PowerPoint Presentation

Tutor Pack

Tutor Soft Skills Progress Report

Student Pack

Student Soft Skills Progress Report



Education and Culture DG

Lifelong Learning Programme

MASS – LESSON PLAN

| | | |
|--|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 1 | Lesson: 1 | Location: |
| Subject: INTRODUCTION TO SOFT SKILLS | | Duration: GUIDANCE OF ONE HOUR |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS OF SOFT SKILLS</p> <p>Resources for Delivery: LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|---|--|
| Tutor – Deliver introductory PowerPoint - Slide 5 is an opportunity for class/tutor discussion with 5 bullet point examples - Slide 6 is an opportunity for class/tutor discussion - Time allocated for discussion dependant on class interaction and time limitation. | Computer/ projector Powerpoint Presentation (20 mins) |
| Tutor - Hand out student pack- Students to write name on front cover - Tutor read the welcome introduction to the unit and link this to presentation just shown and discussions | Student pack (5 mins) |
| Activity 1 - page 1 in pack Place students into groups to discuss and write in their packs what they think soft skills are - spokesperson from each group to report findings to class. Ask for volunteer to write findings on flipchart. – Class discussion – Examples in tutor pack - Tutor to collate findings into a mind map to be distributed to students at a later date - Time allocated for discussion dependant on class interaction and time limitation. | Student pack Flipchart Pens/[pencils (20 mins) |
| Activity 2 - page 2 in pack Students to complete word search. | Student pack (5 mins) |
| Summary of lesson and evaluation. This evaluation can take the form of asking students to write on a piece of paper one good thing about the lesson and one not so good part. These should be anonymous and put into a box for tutor to read later. Any positive comments can be used to improve future lessons and any negative observations should be taken into consideration for future lessons. | Paper Pens/pencils Box (10 mins) |

MASS – LESSON PLAN

| | | |
|--|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 1 | Lesson: 2 | Location: |
| Subject: INTRODUCTION TO SOFT SKILLS | | Duration: GUIDANCE OF ONE HOUR |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS OF SOFT SKILLS</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|--|---|
| <p>Tutor – Recap of previous lesson regarding soft skills. Direct students to look at the logo on the front of their training pack – the tree lists all 15 soft skills we are going to focus on during the course.</p> | <p>Student pack (10 mins)</p> |
| <p>Look at these soft skills now by introducing the students to Activity 3, page 3 of the pack. Put students into pairs and ask them to identify other words that mean the same as the one shown in the left column. Then ask them to give examples of when that particular soft skill can be used. It is suggested that the tutor does the first one (MANNERS) with the class as a group (refer to tutor pack for suggested answers).</p> | <p>Student pack (25 mins)</p> |
| <p>Ask each pair to contribute to answers for rest of the soft skills. Tutor should write these up on the board for students to copy as necessary into their own table. The end result should be that each student has every definition and example written into their packs.</p> | <p>Student pack Flipchart or board (20 mins)</p> |
| <p>Summarise lesson and stress importance of understanding these soft skills as these are the main focus of the course. Evaluation (could simply be a verbal rating out of 10 where 10 is an 'excellent lesson' and 1 is a 'very bad lesson' – tutor could ask for show of hands for a grade of 10, 9, 8 etc)</p> | <p>(5 mins)</p> |

MASS – LESSON PLAN

| | | |
|--|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 1 | Lesson: 3 | Location: |
| Subject: INTRODUCTION TO SOFT SKILLS | | Duration: GUIDANCE OF ONE HOUR |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS OF SOFT SKILLS</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|---|---|
| Tutor – Recap previous lesson. Ask students to call out as many soft skills as they can remember. Write up on flipchart or board. | Flipchart or board (10 mins) |
| Start lesson with a quiz – refer students to page 4, activity 4. Do quiz 'tutor led'. Each student circles answer that best describes their own reactions. Now go over answers and ask students to count how many they got right. Read out definition for each score (refer to tutor pack). Discuss this. Do students feel that their score best describes them? Is there something they need to work on? | Student pack (15 mins) |
| Discuss cultures and different behaviours (page 6 of pack). Ask students to contribute ideas about customs and traditions they know about from different cultures. Refer to tutor pack for examples. | Student pack (10 mins) |
| Move on to Activity 5 of pack. Divide class into groups of 3 for this. | Student pack (20 mins) |
| Summarise lesson – evaluation (this could take the form of students writing one main thing they learned from the lesson which can again be anonymous) | Paper Pens/pencils Box (5 mins) |

MASS – LESSON PLAN

| | | |
|--|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 1 | Lesson: 3 | Location: |
| Subject: INTRODUCTION TO SOFT SKILLS | | Duration: GUIDANCE OF ONE HOUR |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS OF SOFT SKILLS</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|---|---|
| Tutor – Recap previous lesson. Ask students to call out as many soft skills as they can remember. Write up on flipchart or board. | Flipchart or board (10 mins) |
| Start lesson with a quiz – refer students to page 4, activity 4. Do quiz 'tutor led'. Each student circles answer that best describes their own reactions. Now go over answers and ask students to count how many they got right. Read out definition for each score (refer to tutor pack). Discuss this. Do students feel that their score best describes them? Is there something they need to work on? | Student pack (15 mins) |
| Discuss cultures and different behaviours (page 6 of pack). Ask students to contribute ideas about customs and traditions they know about from different cultures. Refer to tutor pack for examples. | Student pack (10 mins) |
| Move on to Activity 5 of pack. Divide class into groups of 3 for this. | Student pack (20 mins) |
| Summarise lesson – evaluation (this could take the form of students writing one main thing they learned from the lesson which can again be anonymous) | Paper Pens/pencils Box (5 mins) |

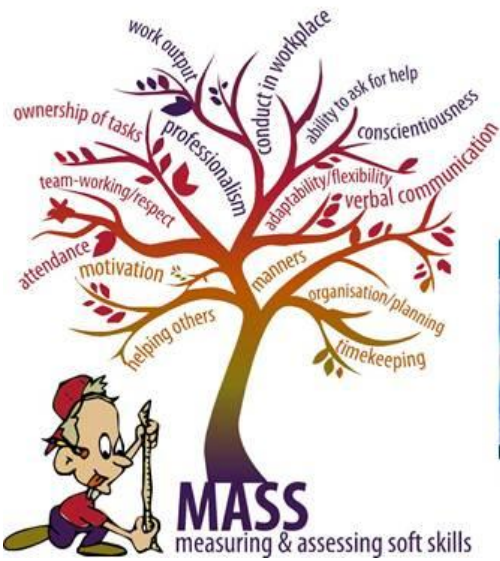
MASS – LESSON PLAN

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|--|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 1 | Lesson: 4 | Location: |
| Subject: INTRODUCTION TO SOFT SKILLS | | Duration: GUIDANCE OF ONE HOUR |

| |
|---|
| <p>Aim and Learning Objective: RAISING AWARENESS OF SOFT SKILLS GRADING SYSTEM</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK , STUDENT SOFT SKILLS PROGRESS REPORT (APPENDIX 1 OF STUDENT PACK), TUTOR SOFT SKILLS PROGRESS REPORT</p> |
|---|

| Teaching Activity/ Learner Activity | Resource |
|---|--|
| <p>Tutor – Recap previous lesson. Discuss how soft skills development is the main focus of the course and that you will now introduce the tool that will be used to measure progress.</p> | <p>(5 mins)</p> |
| <p>Read through page 8 of student pack with class. Explain that things will become clear once they start to use the resource. Discuss the example completed progress report – can the students see how things that are good in your personal life can affect your performance at work and study too? This also works the other way of course – if things are difficult at home, it is hard to perform well. One of the aims of this course is to help students to develop coping strategies that will enable them to manage their emotions and perform well at all times.</p> | <p>Student pack (15 mins)</p> |
| <p>Issue appendix 1 – Soft skills progress report and go through each soft skill and the criteria that indicates a very good, good, fair and poor grade. Encourage questions.</p> | <p>Appendix 1 of Student pack (20 mins)</p> |
| <p>Students should now grade themselves against each soft skill for week 1. Remind them to read the criteria carefully and not just guess at their grade. They must also try to be honest and objective – the tutor will be grading them too and will discuss this on an individual basis with each student by appointment where the student's own assessment will be compared with that of the tutor and full discussion take place.</p> | <p>Appendix 1 of Student pack (20 mins)</p> |

SOFT SKILLS (Sometimes known as People Skills)



- Soft skills are either a natural talent, taught or learned through practical experience.
- Soft skills are influenced by your own behaviours, beliefs and attitudes.



What are Soft Skills?

- Soft skills are the social skills that people have.
- People have different levels of these social skills.
- Soft skills can be learned and improved upon.
- Soft skills are needed for everyday life as well as work.
- Soft skills are how we relate to each other.



Are Soft Skills Important?

- They are the interpersonal skills that help you to get along with other people.
- They are the skills that enhance your interaction with others.
- They are the skills that can enhance your career prospects.
- They are the skills that can enhance your job performance.



Discuss what you think

- Identify some of the soft skills a Receptionist would need:-

Examples:

1. *The ability to listen to customers.*
2. *Judge customers' needs and awareness of cultural diversity.*
3. *Honesty and integrity.*
4. *Have a polite, considerate and friendly personality.*
5. *Good personal appearance (cleanliness and clothing).*

Think about it

- Would you like to work with someone who never smiles, always looks on the negative side, has no sense of humour and is always in a bad mood?
- Do you know someone who never takes part in things, never helps or listens to others and only does the minimum yet takes all the credit?
- ARE YOU THAT PERSON?!?!?



Think about it

- Class discussion:-

Have you been in a situation where you have worked with or been a customer served by someone with poor soft skills?



Score

1 - Very Good

2 - Good

Appendix 1

Tutor Sheet - Soft Skills Progress Report

| Skill/Quality | (1) Very Good | (2) Good | (3) Fair | (4) Unsatisfactory | STUDENT NAME | WK 1 | WK 2 |
|--------------------|---|---|---|--|--------------|------|------|
| Manners | You are always aware of others' feelings and considerate of their needs regardless of your own current "mood". | You always try to be aware of others' feelings but are influenced by your own needs and moods at times. | You are aware of your weaknesses in this area and are striving to improve. | You show little or no consideration for others and basic courtesies are lacking in your everyday interactions. | | | |
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| Ownership of tasks | You see every task through to the end, following all organisational procedures and keeping people informed of progress when necessary. | You try hard to meet deadlines and will usually follow procedures but can sometimes "forget" the little things that matter. | You know the procedures and try to follow them. Tasks can be boring and you have to work hard to make yourself stick at them. | You only do the tasks you like. You do not inform people of progress nor do you advise of problems with work | | | |
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| Attendance | You have 100% attendance or are not absent without a very good reason. You always notify absences by due times in line with procedures. | Your attendance is good but you don't always manage to get in to work or phone within the time indicated in procedures. | You try to come in to work every day but can be influenced by external factors such as late nights or friends "pulling a sickie!" | Your attendance is erratic and it doesn't really bother you. You don't phone in to explain absences either and can't see the point or need for it. | | | |
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| Skill/Quality | (1) Very Good | (2) Good | (3) Fair | (4) Unsatisfactory | STUDENT NAME | WK 1 | WK 2 |
|-----------------|--|---|--|--|--------------|------|------|
| Motivation | You are keen to undertake new tasks and get involved in activities. You are energetic and enthusiastic, making a valuable contribution to the work of your organisation. | You like to get involved in new things but don't like to take the lead – happier to follow instructions. You try to see things through and not let yourself get affected by the goings-on around you. | You are keen at first to start a task but quickly lose interest. New ideas seem appealing if you don't have a lot of work to do towards them. You will sometimes be influenced by negative colleagues. | You don't want to get involved in anything new. You get quickly bored and distract others with your negative outlook. | | | |
| Professionalism | No matter what is going on in your personal life, or what your personal feelings are for the person you are dealing with, you maintain a high level of professionalism at all times. You see things through to their completion, giving 100% at all times. | You try hard to keep a business head on you but sometimes judge others or get influenced by your own beliefs, values and opinions. However, you try to remain committed to your work and to the task in hand. | You know what you should do and how you should behave in a working environment but can let yourself down by mood swings and a lack of consistency in your approach to work/others. You find it hard to make a commitment to work and/or relationships. | You don't really care what people think of you or your organisation. You react on a personal level to work matters that upset you or that go against your own beliefs/opinions. If you can't be bothered doing something, wild horses couldn't drag you! | | | |
| Work output | You produce a high level and quality of work on a daily basis consistently. You use your working time effectively and use your initiative in finding things to do during quiet periods. | You produce good work although not always accurate or quickly enough. You try to keep on track and not be distracted by other things. | You are easily distracted by things and people around you and this affects the quantity and quality of work you produce on a daily basis. You need to improve on this area. | You produce very little output and what you do produce contains more errors than are acceptable. You do not check your work and would rather surf the net! | | | |

| Skill/Quality | (1) Very Good | (2) Good | (3) Fair | (4) Unsatisfactory | STUDENT NAME | WK 1 | WK 2 |
|---------------------------|--|--|--|---|--------------|------|------|
| | | | | | | | |
| Organisation/ planning | Well organised and thought out, your working day is effective and productive. You keep a tidy workstation and can lay your hands on any document at any time. | You try hard to work to deadlines and schedules but sometimes misplace or misfile information. | You are a bit haphazard and untidy in your presentation and working practices. You find it hard to prioritise. | You do whatever task you want to regardless of its priority. You often lose notes or tasks and forget to carry out commitments to others. | | | |
| Verbal Communication | You speak clearly and politely to staff, customers and colleagues at all times and don't use slang words in a professional environment. | You try to remember your "p's" and "q's" but sometimes let slip the odd slang word or two. You realise this immediately and correct what you are saying. | You know that your tone of voice can affect the way what you are saying is interpreted by others but you don't always think about "how" to speak to certain people – giving the wrong impression of you. | You say what you think in the words you would use to your mates. You let slip the odd swear word or two but what the heck? Everyone does it, don't they! | | | |
| Team-working/ Respect | You like working with other people and are respectful and considerate of their experience and opinions. You welcome constructive criticism and also give it where appropriate in a manner that maintains | You can work well with others usually listening to them and meeting your end of the "bargain". You know that if you don't do what you say you will, others will be affected and you try to meet targets but can let personal | You prefer to work alone but will do a joint task if pressured into it. You will moan a bit about who you have to work with if you don't like them, but you will get on with it and try and get it over with. No chitchat or unnecessary | You refuse to work with anyone on a task unless it's your best mate. You don't get on with others and can't be bothered even trying to find things in people that you could respect or admire. If someone has something to say, | | | |

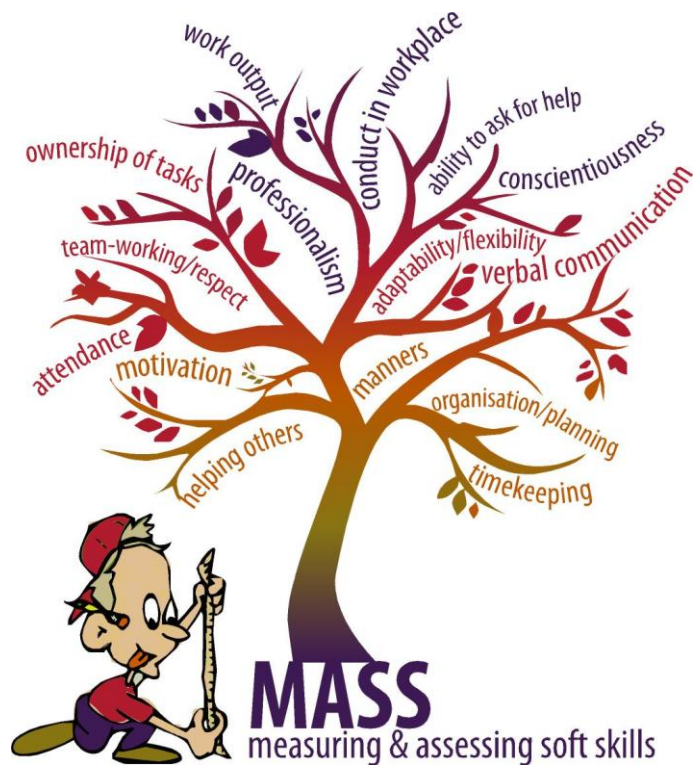
| Skill/Quality | (1) Very Good | (2) Good | (3) Fair | (4) Unsatisfactory | STUDENT NAME | WK 1 | WK 2 |
|------------------------------|---|--|---|--|--------------|------|------|
| | respect. | feelings or comments affect you. | interaction with people you don't like. | they should say it to your face and you'll sort them out! | | | |
| Helping others | You love the opportunity to show your expertise and skill to others and will help anyone who needs it in a non-patronising way. | You will help people you are comfortable with and quite enjoy doing so. You are a bit shy of helping strangers or people you don't usually get on with though. | You will help if asked but won't volunteer. You sometimes make a big to-do about having to help someone do a task but you will see it through. | You never offer to help others. You are actually very skilled at avoiding the public eye and can disappear into the wallpaper if the occasion demands it. | | | |
| Ability to ask for help | You don't hesitate to ask for assistance if you need it. You will check you understand the task you are being asked to do and, if it is something you feel you need trained in, you will say so politely. | You will ask for help if really stuck with something but usually only from one or two particular people. You feel it is a sign of weakness to admit to needing help. | You won't ask for help unless you are sure you will get it and that people won't judge you or your skill level as a result. You'd rather look up a text book than ask the person next to you. | There's no-one you will ask for help. That would just make them think they're better than you and make you look stupid. If you're not sure how to do something you'll just do what you think and to heck with the results! | | | |
| Adaptability/ Flexibility | You enjoy changing your approach or meeting new challenges. Working a little later than usual doesn't phase you and you'll turn your hand to | You'll give most things a go but sometimes dig your heels in if you feel you're being asked to do something that's "boring". You like to be trained on new things, | If you notice someone is really busy you'll maybe offer to help out but only if it's something you're confident about doing or really like. You don't | You despise change. If it means you have to work harder or longer or adapt the way you've always worked, forget it. Nothing cheeses you off more. Your | | | |

| Skill/Quality | (1) Very Good | (2) Good | (3) Fair | (4) Unsatisfactory | STUDENT NAME | WK 1 | WK 2 |
|---------------|--|---|--|--|--------------|------|------|
| | anything if it will help people out. Nothing is too menial for you. You are a welcome asset to any employment force. | even if it means giving up some of your own time to learn them. | much like change but will try and go with the flow. You don't believe in doing work things out of hours. | philosophy is "why reinvent the wheel – especially if it means more work!" | | | |
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STUDENT PACK

Student name.....

LEARNING BYTE 1 Introduction to Soft Skills



Welcome to this Soft Skills Study unit.

What are soft skills?

As well as the technical skills you need to have to succeed at your job (for example, using a computer or being able to weld), employers need you to have *soft skills*. But what are these?

There are many opinions about this, but employers usually have a very clear idea of what they want their own employees to be like.

As we have already mentioned soft skills are your interpersonal skills that determine your capability to stand out or fit into a particular situation/organisation. They can also make or break your career, and mean different things to different people.

Soft Skills are those skills which don't come with a formal qualification but are either a natural talent or taught through practical experience.

The activities in this pack will help you gain an understanding of what soft skills are and the different meaning they have to people.

ACTIVITY 1

In groups, please list the soft skills that you are aware of.



ACTIVITY 2 WORD SEARCH

Please complete the word search for the following words associated with soft skills.

- manners
- respect
- planning
- motivation
- conduct
- commitment



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| G | M | L | F | L | P | O | N | X | B |
| N | O | V | M | M | J | O | C | M | L |
| I | T | S | B | A | A | U | O | Q | I |
| N | I | R | J | M | Y | F | N | V | J |
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ACTIVITY 3 - DEFINITIONS

In the table below, try and identify other words that mean the same as the ones in the left hand column and also situations of when these soft skills may be used.

| Soft Skill | Other words that mean the same thing | Examples of when this soft skill is used |
|------------------------------|--------------------------------------|--|
| Manners | | |
| Ownership of tasks | | |
| Attendance | | |
| Motivation | | |
| Professionalism | | |
| Work output | | |
| Conduct in workplace | | |
| Timekeeping | | |
| Verbal Communication | | |
| Organisation/ planning | | |
| Team-working/ Respect | | |
| Helping others | | |
| Conscientiousness | | |
| Ability to ask for help | | |
| Adaptability/ Flexibility | | |

²ACTIVITY 4 - SOFT SKILLS QUIZ

Measure how good your soft skills are by answering the following:

1) *A colleague is very negative about your idea in front of your boss.*

Do you...

- a. Remind your colleague of their last flawed idea.
- b. Say nothing. You'll see your colleague later.
- c. Get angry and ask why they are being so pessimistic.
- d. Thank your colleague and promise to consider their feedback

2) *Your boss has been less talkative and friendly lately.*

Do you...

- a. Avoid her.
- b. Ask her feedback on your work performance.
- c. Ask others if she has personal problems
- d. Look for another job, you would rather quit than be fired.

3) *You've found out that you are the target of a nasty rumour at work.*

Do you...

- a. Do nothing; rumours blow over eventually.
- b. Find out who started the rumour and confront them.
- c. Start a rumour about someone else to take the spotlight off yourself.
- d. Become depressed and distracted.

4) *A less-talented colleague is promoted to a position you hoped for.*

Do you...

- a. Start looking for another job — it's obvious you are not appreciated.
- b. Make life difficult for your colleague.
- c. Ask the manager how you could be a stronger candidate next time.
- d. Pout, and hope someone notices your hurt feelings.

² Adapted from <http://www.black-collegian.com/career/eqquiz200.shtml>

5) *Your pay raise was much less than expected this year.*

Do you...

- a. Take a few extra sick days to even the score.
- b. Ask your colleague how much they got to see if yours was fair.
- c. Go to your bosses' boss with your disappointment.
- d. Ask your boss what actions would warrant a reassessment in six months.

6) *You made a mistake that will cost the company a lot of money.*

Do you...

- a. Tell your boss immediately and ask for advice on minimizing the damage.
- b. Resign as quickly as possible.
- c. Try to cover up the error, hoping nobody finds out.
- d. Blame others for their part; you won't take the heat alone!

7) *A colleague often gossips about management, and it's hard not to listen!*

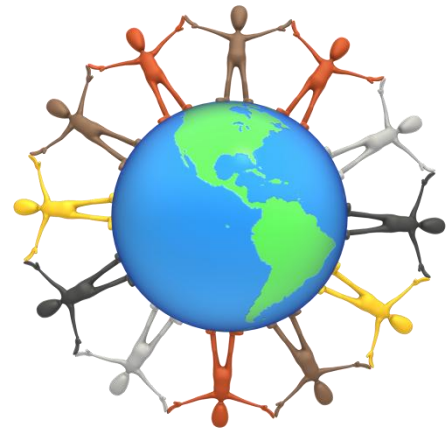
Do you...

- a. Listen eagerly, but never repeat what you hear.
- b. Tell her what you think of her lack of loyalty.
- c. Let your boss know she is gossiping.
- d. Tell her you are not interested, and change the subject quickly



What is acceptable behaviour to one person might not be acceptable to another; it can be very easy to offend someone without knowing you have done so.

You may find that people from other cultures display odd behaviour, even when it has been explained to you; you cannot see or understand why. But remember and respect that these are the customs that bind the culture together.



For example³:-

- Western cultures allows for a fair amount of informality, while for other cultures formality is the custom.
- Western cultures are often uncomfortable with silence, while other cultures honour silence.
- Western cultures are often comfortable talking openly about personal issues, while other cultures would prefer to talk about such issues with very close friends.

ACTIVITY 5

Ask 2 colleagues to write 5 words they feel best describes you; you also write 5 words that you truthfully feel describes yourself.

The 5 words used to describe me were:

| Colleague one | Colleague two | Myself |
|---------------|---------------|--------|
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |

³ Source: http://findarticles.com/p/articles/mi_m0PLP/is_3_36/ai_n17214456/?tag=content;col1

Evaluate the results

- Were you surprised by the findings?
- Did your colleagues pick the same traits as you?
- Did your colleagues have different descriptions of you?
- Did you think your colleagues were being truthful?
- Why did you think your colleagues chose the words?
- How did this activity make you feel?



I was/wasn't surprised by the findings because....

My colleagues did/didn't pick the same traits as me because...

My colleagues did/didn't have different descriptions of me because...

I thought my colleagues were/weren't being truthful because...

I think my colleagues chose the words because...

This activity made me feel...

Try this activity with a couple of your close friends (they might be more honest).

MEASURING AND ASSESSING SOFT SKILLS

Your own soft skills are important to help you be successful whatever you are doing. To help you identify what skills you already have, and what skills you improve upon or develop, you should complete the soft skills progress report on a weekly basis. This is a form that lists the 15 soft skills and enables you to rate your own behaviour against set criteria. Over the coming weeks, you will see how your own soft skills can be affected by things that happen in your personal life, relationships, at work etc. This can be shown by the comments section of the form, where you note highlights and difficulties.

Your tutor will also grade your soft skills on a separate form. This will be done at the end of your first week of study and again during the very last week of your course. **Hopefully, your grades will have improved.**

But why would the tutor also grade you? The next learning byte focuses on behaviours and attitudes and part of this discusses 'perceptions'. What you might think is good, others may think is only acceptable or even excellent. Do you over- or under-assess things? Are your standards too high? Or are they too low? By asking your tutor to rate your soft skills you will get an independent, **objective opinion** on how your behaviours and attitudes are perceived by others. This can quite often be totally different from your own picture of yourself and can be quite exciting.

Your tutor will show you the grade that you have been given at the end of the first week and this will be fully discussed so that you understand their reasons and any improvements you need to make. Every week, you should show your own self-assessment to your tutor and discuss this with them. Your final grading by the tutor will be compared with your own and hopefully, they will match (as well as show progression made).

Your tutor will now issue the student soft skills progress report and explain how to use it. You must keep this in a safe place as you will need to use it on a weekly basis.

An example partially completed soft skills progress report is shown overleaf to help with your understanding of how it works. Note how the comments directly tie into the changes in gradings for the associated week.

Good luck!

Score
 1 - Very Good
 2 - Good
 3 - Fair
 4 - Unsatisfactory



Student Soft Skills Progress Report

Student Name

| WEEK ENDING | Attitudes & Skills (scored 1 – 4) | | | | | | | | | | | | | | | WEEK ENDING | Attitudes & Skills (scored 1 – 4) | | | | | | | | | | | | | | |
|-------------|-----------------------------------|---------------------|------------|------------|-----------------|-------------|-------------------|----------------------|-------------|-----------------------|----------------------|---------------------|----------------|-------------------------|--------------------------|-------------|-----------------------------------|---------------------|------------|------------|-----------------|-------------|-------------------|----------------------|-------------|-----------------------|----------------------|---------------------|----------------|-------------------------|--------------------------|
| | Manners | Ownership of tasks/ | Attendance | Motivation | Professionalism | Work output | Conscientiousness | Conduct in workplace | Timekeeping | Organisation/Planning | Verbal Communication | Teamworking/Respect | Helping Others | Ability to Ask for Help | Adaptability/Flexibility | | Manners | Ownership of tasks/ | Attendance | Motivation | Professionalism | Work output | Conscientiousness | Conduct in workplace | Timekeeping | Organisation/Planning | Verbal Communication | Teamworking/Respect | Helping Others | Ability to Ask for Help | Adaptability/Flexibility |
| Week 1 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | | | | | | | | | | | | | | | | |
| Week 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | | | | | | | | | | | | | | | | |
| Week 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | | | | | | | | | | | | | | | | |
| Week 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Please make comments and highlight any actions required overleaf

Comments & Actions

| Date | Comments | Personal Goals based on Weekly Gradings |
|--------|---|--|
| Week 1 | Quite enjoyed this week. New course and meeting new people. Bit shy. | Try to follow instructions more - check I understand before starting |
| Week 2 | I am better at making sure I finish what I am given to do so gave myself a higher score for "conscientious" | Try and improve timekeeping - will be in on time in the morning |
| Week 3 | Had a great weekend and feeling really good. Have become good friends with Anna who is on the same course as me | Will volunteer for activities more often |
| | | |

You have now completed Learning Byte 1 and hopefully have a good understanding of what soft skills are, the ones we will be focusing on during your course, and how to use the assessment tool to measure your own soft skills development.

Appendix 1

Students Soft Skills Progress Report

In order to help you see how your own soft skills are forming, we have developed this recording system. Once a week, your tutor will ask you to grade yourself against each of the criteria listed. To help you, a description for each grade is given – this should help you see where you are at present and what you need to do to improve.

During delivery of this course there will be plenty of opportunity for you to discuss your own development and how this can be linked into soft skills.

Let's look at the grading system now....

Score

1 - Very Good

2 - Good

Student Soft Skills Progress Report

| Skill/Quality | (1) Very Good | (2) Good | (3) Fair | (4) Unsatisfactory |
|--------------------|--|---|--|--|
| Manners | You are always aware of others' feelings and considerate of their needs regardless of your own current "mood". | You always try to be aware of others' feelings but are influenced by your own needs and moods at times. | You are aware of your weaknesses in this area and are striving to improve. | You show little or no consideration for others and basic courtesies are lacking in your everyday interactions. |
| Ownership of tasks | You see every task through to the end, following all organisational procedures and keeping people informed of progress when necessary. | You try hard to meet deadlines and will usually follow procedures but can sometimes "forget" the little things that matter. | You know the procedures and try to follow them. Tasks can be boring and you have to work hard to make yourself stick at them. | You only do the tasks you like. You do not inform people of progress nor do you advise of problems with work |
| Attendance | You have 100% attendance or are not absent without a very good reason. You always notify absences by due times in line with procedures. | Your attendance is good but you don't always manage to get in to work or phone within the time indicated in procedures. | You try to come in to work every day but can be influenced by external factors such as late nights or friends "pulling a sickie!" | Your attendance is erratic and it doesn't really bother you. You don't phone in to explain absences either and can't see the point or need for it. |
| Motivation | You are keen to undertake new tasks and get involved in activities. You are energetic and enthusiastic, making a valuable contribution to the work of your organisation. | You like to get involved in new things but don't like to take the lead – happier to follow instructions. You try to see things through and not let yourself get affected by the goings-on around you. | You are keen at first to start a task but quickly lose interest. New ideas seem appealing if you don't have a lot of work to do towards them. You will sometimes be influenced by negative colleagues. | You don't want to get involved in anything new. You get quickly bored and distract others with your negative outlook. |
| Professionalism | No matter what is going on in your personal life, or what your personal feelings are for the person you are dealing with, you maintain a high level of professionalism at all times. You see things through to their completion, giving 100% at all times. | You try hard to keep a business head on you but sometimes judge others or get influenced by your own beliefs, values and opinions. However, you try to remain committed to your work and to the task in hand. | You know what you should do and how you should behave in a working environment but can let yourself down by mood swings and a lack of consistency in your approach to work/others. You find it hard to make a commitment to work and/or relationships. | You don't really care what people think of you or your organisation. You react on a personal level to work matters that upset you or that go against your own beliefs/opinions. If you can't be bothered doing something, wild horses couldn't drag you! |
| Work output | You produce a high level and quality of work on a daily basis consistently. You use your working time effectively and use your initiative in finding things to do | You produce good work although not always accurate or quickly enough. You try to keep on track and not be distracted by other things. | You are easily distracted by things and people around you and this affects the quantity and quality of work you produce on a daily basis. You need to improve on this area. | You produce very little output and what you do produce contains more errors than are acceptable. You do not check your work and would rather |

| Skill/Quality | (1) Very Good | (2) Good | (3) Fair | (4) Unsatisfactory |
|------------------------|---|---|---|---|
| | during quiet periods. | | | surf the net! |
| Conscientiousness | You take a pride in your work. You check everything and put in extra effort and time to ensure a task is done correctly and on time. If you are unable to meet a deadline, you report the fact to your supervisor – and you always have a good reason for this. | You check your work although some mistakes slip through. You are more concerned with speed of output than accuracy of input and need to slow down slightly to check the quality of what you are doing. You will sometimes offer to do a bit extra to help out but this is rare. | You don't always check that your work is of a satisfactory quality or relay important information to others but are actively working on this as you know the reasons behind doing these things. Room for major improvement. | You couldn't care less if a task got lost or not done on time, and so what if that means someone else gets into trouble or fails to meet their commitments to others? |
| Conduct in workplace | You are always aware of your behaviour and how it can affect others and the atmosphere in which you work. | You are generally well behaved but can sometimes be influenced by personal circumstances and emotions. | You are aware of the need to think about your behaviour but slip sometimes, reacting to situations, incidents or distractions. | You generally do your own thing. Feet up, desk a mess, attitude and answering back to others. |
| Timekeeping | Always on time, aware of the importance of image and respecting rules. | Usually on time and have a good reason for any lateness. | Often a few minutes late or unaware of the affect your lateness can have on others. Apologise. | Usually late with no good reason... and why should you apologise? |
| Organisation/ planning | Well organised and thought out, your working day is effective and productive. You keep a tidy workstation and can lay your hands on any document at any time. | You try hard to work to deadlines and schedules but sometimes misplace or misfile information. | You are a bit haphazard and untidy in your presentation and working practices. You find it hard to prioritise. | You do whatever task you want to regardless of its priority. You often lose notes or tasks and forget to carry out commitments to others. |
| Verbal Communication | You speak clearly and politely to staff, customers and colleagues at all times and don't use slang words in a professional environment. | You try to remember your "p's" and "q's" but sometimes let slip the odd slang word or two. You realise this immediately and correct what you are saying. | You know that your tone of voice can affect the way what you are saying is interpreted by others but you don't always think about "how" to speak to certain people – giving the wrong impression of you. | You say what you think in the words you would use to your mates. You let slip the odd swear word or two but what the heck? Everyone does it, don't they! |
| Team-working/ Respect | You like working with other people and are respectful and considerate of their experience and opinions. You welcome constructive criticism | You can work well with others usually listening to them and meeting your end of the "bargain". You know that if you don't do what | You prefer to work alone but will do a joint task if pressured into it. You will moan a bit about who you have to work with if you don't like them, | You refuse to work with anyone on a task unless it's your best mate. You don't get on with others and can't be |

| Skill/Quality | (1) Very Good | (2) Good | (3) Fair | (4) Unsatisfactory |
|------------------------------|---|--|--|--|
| | and also give it where appropriate in a manner that maintains respect. | you say you will, others will be affected and you try to meet targets but can let personal feelings or comments affect you. | but you will get on with it and try and get it over with. No chitchat or unnecessary interaction with people you don't like. | bothered even trying to find things in people that you could respect or admire. If someone has something to say, they should say it to your face and you'll sort them out! |
| Helping others | You love the opportunity to show your expertise and skill to others and will help anyone who needs it in a non-patronising way. | You will help people you are comfortable with and quite enjoy doing so. You are a bit shy of helping strangers or people you don't usually get on with though. | You will help if asked but won't volunteer. You sometimes make a big to-do about having to help someone do a task but you will see it through. | You never offer to help others. You are actually very skilled at avoiding the public eye and can disappear into the wallpaper if the occasion demands it. |
| Ability to ask for help | You don't hesitate to ask for assistance if you need it. You will check you understand the task you are being asked to do and, if it is something you feel you need trained in, you will say so politely. | You will ask for help if really stuck with something but usually only from one or two particular people. You feel it is a sign of weakness to admit to needing help. | You won't ask for help unless you are sure you will get it and that people won't judge you or your skill level as a result. You'd rather look up a text book than ask the person next to you. | There's no-one you will ask for help. That would just make them think they're better than you and make you look stupid. If you're not sure how to do something you'll just do what you think and to heck with the results! |
| Adaptability/ Flexibility | You enjoy changing your approach or meeting new challenges. Working a little later than usual doesn't phase you and you'll turn your hand to anything if it will help people out. Nothing is too menial for you. You are a welcome asset to any employment force. | You'll give most things a go but sometimes dig your heels in if you feel you're being asked to do something that's "boring". You like to be trained on new things, even if it means giving up some of your own time to learn them. | If you notice someone is really busy you'll maybe offer to help out but only if it's something you're confident about doing or really like. You don't much like change but will try and go with the flow. You don't believe in doing work things out of hours. | You despise change. If it means you have to work harder or longer or adapt the way you've always worked, forget it. Nothing cheese you off more. Your philosophy is "why reinvent the wheel – especially if it means more work!" |

| Date | Comments | Personal Goals based on Weekly Gradings |
|-------------|-----------------|--|
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Learning Byte 2

LEARNING BYTE 2

RESOURCE LIST

Lesson Plans (6)

Introductory PowerPoint Presentation

Tutor Pack

Student Pack



Education and Culture DG

Lifelong Learning Programme



MASS

measuring & assessing soft skills 238

| | | |
|---|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 2 | Lesson: 1 | Location: |
| Subject: ATTITUDES AND BEHAVIOURS | | Duration: GUIDANCE OF ONE HOUR |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS OF HOW ATTITUDE AND BEHAVIOUR AFFECTS OTHERS</p> <p>Resources for Delivery: LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|--|--|
| <p>Tutor – Deliver introductory PowerPoint - Slide 6 opportunity to discuss further the four behaviours. Can students identify the behaviours in themselves or in someone they know? Slide 7 is an opportunity for class/tutor discussion with 7 bullet point examples - time allocated for discussion dependant on class interaction and time limitation.</p> <p>Tutor - Hand out student pack- Students to write name on front cover - Tutor read the welcome introduction to the unit and link this to the presentation just shown, and the discussions just held.</p> <p>ATTITUDE</p> <p>Activity 1 page 1 - Students either work in pairs/groups to discuss and write in their packs 2 additional positive attitudes and 2 additional negative attitudes. Discuss answers – tutor may wish to write all contributions onto flipchart to see full range of answers given - example answers in tutor pack.</p> <p>Students and tutor read “kitchen” scenario on page 2, discuss – students either work individually or in pairs to complete Activity 2 “Presentation”– Feedback/discussion on findings – example answers in tutor pack.</p> <p>Summary of lesson and evaluation. This evaluation can take the form of asking students to write on a piece of paper one good thing about the lesson and one not so good part. These should be anonymous and put into a box for tutor to read later. Any positive comments can be used to improve future lessons and any negative observations should be taken into consideration for future lessons.</p> | <p>Computer/ projector Powerpoint Presentation (15 mins)</p> <p>Student pack (5 mins)</p> <p>Student pack Flipchart Pens/[pencils (15 mins)</p> <p>Student pack (15 mins)</p> <p>Paper Pens/pencils Box (10 mins)</p> |

| | | |
|---|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 2 | Lesson: 2 | Location: |
| Subject: ATTITUDES AND BEHAVIOURS | | Duration: GUIDANCE OF ONE HOUR |

| |
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| <p>Aim and Learning Objective: RAISING AWARENESS OF HOW ATTITUDE AND BEHAVIOUR AFFECTS OTHERS</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|---|--|
| Tutor – Recap of previous lesson to help refocus on subject. | (5 mins) |
| Students complete Activity 3 “attitude quiz” page 3 – when students finished tutor to read out results from tutor pack. | Student pack (10 mins) |
| Class/tutor read page 4 – students to complete Activity 4 count blessings page 4 – tutor to use flipchart to mind map options students identified – example answers in tutor pack. | Student pack Flipchart Pens/[pencils (15 mins) |
| Students compete Activity 5 “improve attitude“- page 5 – feedback and class discussion on findings – example answers in tutor pack. | Student pack (15 mins) |
| Summarise definition of ATTITUDE. Explain how this can influence BEHAVIOUR, which we will now look at in greater detail. | (5 mins) |
| BEHAVIOUR Student and tutor read first paragraph page 6 – class discussion, body language (negative/positive), who is their role models and why (movie stars, pop singers, politicians etc). | Student pack (10 mins) |
| Summary of lesson and evaluation. Suggested evaluation can take the form of question and answer session from tutor – “what activity did the class enjoy, what didn’t they enjoy, what else do they think could have been done differently or better?” | (5 mins) |

| | | |
|---|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 2 | Lesson: 3 | Location: |
| Subject: ATTITUDES AND BEHAVIOURS | | Duration: GUIDANCE OF ONE HOUR |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS OF HOW ATTITUDE AND BEHAVIOUR AFFECTS OTHERS</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|--|--|
| Tutor – Recap of previous lesson to help refocus on subject of behaviour. | (5 mins) |
| Students complete Activity 6 – Behaviour Types page 6 – tutor to list types of behaviour as headings and write underneath examples of each given by students. Example answers in tutor pack. | Student pack Flipchart or board (15 mins) |
| Continue with reading page 6 (bottom paragraphs) and discuss with class as necessary. | Student pack (5 mins) |
| Continue with pack page 7 – activity 7. This is a self-assessment of own behaviour. Students to answer first question re honesty. *Additional activity* Tutor could take extra copies of page 7 and students could ask classmates and/or family members to grade them. How do these compare with own self-assessment? | Student pack (10 mins) |
| Class/tutor read page 8 – discuss each example and why it is negative. What do the students think would be the consequences of each of these behaviours? | Student pack (10 mins) |
| Summarise lesson. Further exploration of appropriate and inappropriate behaviour will take place next lesson. | (5 mins) |

| | | |
|---|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 2 | Lesson: 4 | Location: |
| Subject: ATTITUDES AND BEHAVIOURS | | Duration: GUIDANCE OF ONE HOUR |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS OF HOW ATTITUDE AND BEHAVIOUR AFFECTS OTHERS</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|--|--|
| Tutor – Recap of previous lesson. | (5 mins) |
| Students complete Activity 8 “Behaviour at Work“- page 8 – feedback and class discussion on findings – example answers in tutor pack. | Student pack Flipchart or board (20 mins) |
| Introduce possible causes of reactions and behaviours as shown at top of page 9. Students will now work through activity 9 as either a case study or as a role-play exercise and then individually write the answers to the questions on page 10 into their packs. Discuss findings with class. Ask for student experiences similar to this one. | Student pack (30 mins) |
| Summarise lesson. This case study will be revisited with slightly different scripts. Evaluation of lesson could be asking students to identify one adjective (describing word) which clearly sums up their feelings about the lesson (eg fun, boring, exciting etc) | (5 mins) |

| | | |
|---|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 2 | Lesson: 5 | Location: |
| Subject: ATTITUDES AND BEHAVIOURS | | Duration: GUIDANCE OF ONE HOUR |

| |
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| <p>Aim and Learning Objective: RAISING AWARENESS OF HOW ATTITUDE AND BEHAVIOUR AFFECTS OTHERS</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK</p> |
|--|

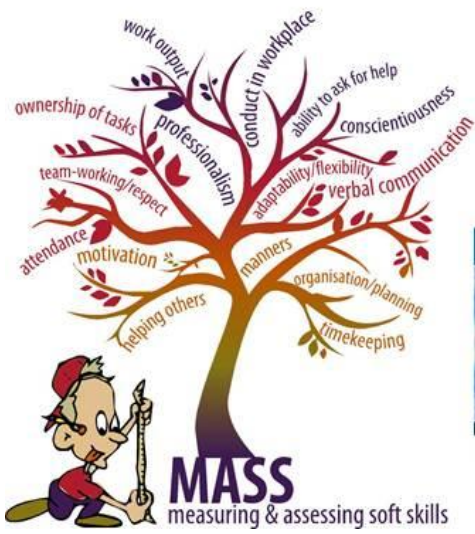
| Teaching Activity/ Learner Activity | Resource |
|---|----------------------------------|
| Tutor – Recap of previous lesson, especially role play and activity 9. | (10 mins) |
| Second role play/case study to be worked through and students to complete Activity 10 in pairs. Discuss answers to questions. | Student pack (20 mins) |
| Read through explanation at top of page 13. Discuss/clarify if necessary. | Student pack (10 mins) |
| Students to write their own version of events (activity 11) in pairs and volunteers to read or act them out to rest of the class. | Student pack (15 mins) |
| Summarise lesson and evaluation – this could be asking students to identify one personal trait or tendency that they feel may agitate or upset others (eg tutting a lot, sighing, moaning about everything, clicking a pen constantly). End by challenging students to try not to do their bad habit for a full day and see if they notice others reacting differently to them. | (5 mins) |

| | | |
|---|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 2 | Lesson: 6 | Location: |
| Subject: ATTITUDES AND BEHAVIOURS | | Duration: GUIDANCE OF ONE HOUR |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS OF HOW ATTITUDE AND BEHAVIOUR AFFECTS OTHERS</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|--|---|
| Tutor – Recap of previous lesson. How did students get on with personal challenge? | (10 mins) |
| Move onto page 14 and read with students. Discuss/clarify as necessary. | Student pack (10 mins) |
| Move onto activity 12 – students to complete this individually. Call out findings to class and tutor to write them up on board or chart to compare and discuss range of answers given. | Student pack Board/Chart (20 mins) |
| Ask students if they can think of other negative behaviours not covered in the activity. Write these up too. Recap all behaviours identified and then hold class discussion based around questions on page 16. | Student pack Board/Chart (15 mins) |
| Summarise lesson and evaluation – thumbs up for good, thumbs down for bad (count) | (5 mins) |

Attitudes & Behaviours



What is attitude?

- Attitude is how you think.
- Attitude is how you feel.
- Attitude is what you believe.



Positive attitude

- You have an optimistic outlook on life.
- You see the bright side of things.
- You smile more often.
- You don't give up easily.
- You see "the glass as half full instead of half empty".



Negative attitude

- You find something bad about people or situations.
- You feel others are against you.
- You find that you are often complaining to others.
- You sometimes just can't see the point.
- You see the glass as half empty.
(Same glass, different attitude)



What is behaviour?

- Behaviour is what you say and what you do.
- It is how you react in different situations.
- Behaviour varies from person to person.
- Behaviour can be appropriate and inappropriate.

The difference between attitude and behaviour is:-

- Attitude is what you think.
- Behaviour is what you do.

Behaviour types

- Aggressive behaviour - is when you use physical or verbal means to get what you want.
- Assertive behaviour – is when you are able to express yourself to get what you want.
- Avoidance behaviour – is when you would rather avoid a difficult situation than get what you want.
- Passive behaviour – is when you would rather give up your own needs and go along with what others want.

Think about it

- What behaviour do you think is inappropriate in the work place?.

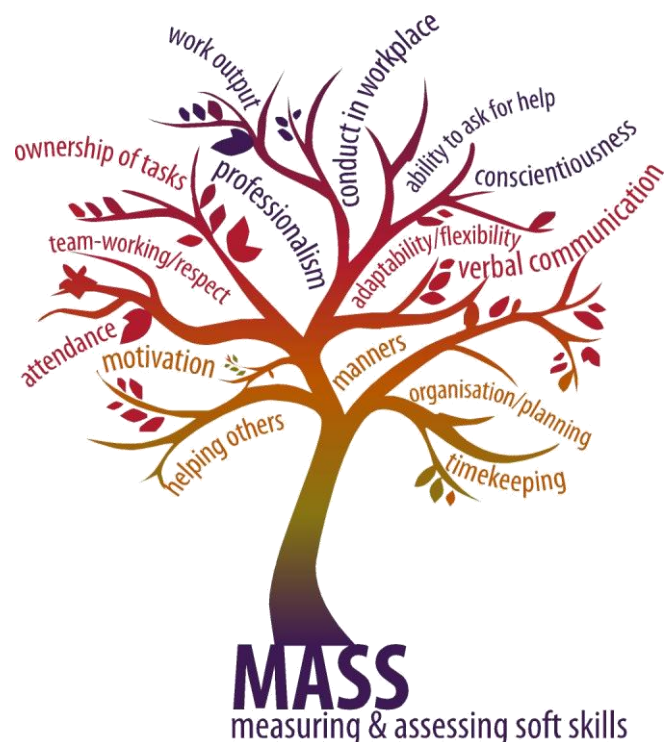
E.G.

- 1. Using offensive language*
- 2. Discussing a colleagues dating, sexual, or marital life*
- 3. The use of rude nick names*
- 4. Discriminatory comments or jokes*
- 5. Nasty comments about a colleagues appearance*
- 6. Unwelcome touching*
- 7. Crude or sexual hand/body gestures*

Tutor pack

LEARNING BYTE 2

Attitudes and Behaviours



Welcome to this Soft Skills Study unit.

As we have already mentioned an attitude is “what you think” and behaviour is “what you do”, therefore attitude is how you look at life, what you believe in and how you feel. People tend to have “positive” and “negative” attitudes towards themselves, others, circumstances and work.

A positive attitude can keep you feeling calm and optimistic, it can also help you stay healthier, be more productive, and enjoy more success in life. A negative attitude can keep you feeling miserable, it affects people around you; it will lead to unhappiness, poor relationships, difficulties at work and poor health.

ACTIVITY 1

Below are 3 examples of positive and negative attitude, can you think of another 2 examples:

Positive attitudes

1. *You appreciate what you have, family, friends, health and possessions.*
2. *You look at a difficult time in your past and identified something positive that came from that experience.*
3. *You take responsibility for your life*

You work hard and care about what you do – You are reliable – You are willing to help others – You smile – You take time to relax - You are discipline and do not put off until tomorrow what you can do today – You admit your mistakes and learn from them – You are willing to try out new things – You are cheerful and happy

Negative attitudes

1. *Lack of self-worth or self-confidence.*
2. *Feelings of ill will towards others.*
3. *Complaining and believing that others are out to “get you”.*

You give up easily – You don't want to cooperate with other people – You think of the bad things that have went wrong or could go wrong and tell them to others - You doubt other peoples intentions – You fear new people and situations – You share your negative thoughts with everyone else – You focus your energy on being angry or resentful

Remember, the glass can be half full, or half empty. It's how you look at things.



Consider this:

You walk into your kitchen and see a sink full of dirty dishes - the cooker is covered in grease and the bin is full. What is your attitude towards cleaning your kitchen?

Do you think things like?

- I can't be bothered
- I could be doing something else instead
- I object to having to clean up
- It will just get in a mess again

Or do you think things like?

- I don't mind cleaning the kitchen
- I like the finished result when my kitchen is clean
- I like the fragrant odour of the cleaner
- I like listening to music while I clean the kitchen
- I'll just get on with it – it won't take long.

The first responses are negative attitudes. The second responses are positive attitudes.

ACTIVITY 2 - Presentation

Scenario - You work for a clothing company and recently sales have been dropping. Your manager has decided to have an open day for new prospective customers and has asked you to deliver a presentation. Can you think of 3 positive and 3 negative attitudes you may have about delivering the presentation?

Positive

It's an opportunity to show off my presentation skills - My manager has confidence in my abilities – I am ready to deliver a good presentation – I'll do a good job – I'll enjoy preparing the material for the presentation.

Negative

I will make a fool of myself – I'll lose my company new customers - I don't have enough time to prepare – I am not good at presentations – No one else wanted to do this presentation – My manager gives me too much work – I don't want to do this – I am doing it under duress



4ACTIVITY 3 – ATTITUDE QUIZ

Please answer yes or no to the following questions:

1. Do you feel connected and part of life?
2. Do you see relationships with your mates as a positive experience?
3. Do you often experience a sense of joy?
4. Do you feel passionate about something in your life?
5. Is your life balanced, physically, mentally, emotionally, or spiritually?
6. Do you feel compassion for others?
7. Do you believe you are in charge of your happiness?
8. Do you fully live each moment of life?
9. Have you let your past go and have you accepted both the positive and painful as a learning experience.
10. Would you like to learn about becoming more positive?

9-10 yes - Congratulations! Your beliefs are obviously working for you, and you are probably enjoying a nearly perfect balance of the physical, mental, emotional and spiritual aspects of your life. Your relationships should be supportive at this level.

7-8 yes - Life has its moments, but overall you are fairly balanced in your life. This might be a good time to re-involve yourself with you. Ask yourself if all aspects of your life are balanced, e.g. physical, mental, emotional and spiritual. Where would you make changes?

5-6 yes - These results indicate that the joy in your life may be passing you by, and that your choices could lead you either up or down. It is your birthright to experience joy and personal peace at all times

3-4-yes -Obviously, you know change is necessary for you to achieve prosperity in your life. Something is out of balance for you. Is it physical, mental, emotional or spiritual in nature? What vision do you have for your life? Learn how to embrace and begin getting the most from your life

1-3 yes -The only direction for you is up! Your attitude could use some adjusting and your heart is aligned with self-improvement. Are you currently experiencing relationship issues, abundance issues, not feeling connected in life or constantly in crisis? Beginning to be aware and introspective is the key to personal empowerment and happiness.

⁴ <http://www.theattitudedoc.com/quiz/quiz.html>

You can have a positive attitude when things are going the way you want them, but what about when things are not going well? How do you feel and act? If you adopt the attitude “I can and I will” you are more likely to succeed than if you adopted an “I can’t and I won’t” attitude.

Have you ever thought about your attitude at work and how others see you?

- Do you complain about your workload and your colleagues?
- Do you look for someone to blame when things go wrong
- Are you always too busy to take the time to discuss work with colleagues?
- Do you resent having to support others?
- Do you feel colleagues are speaking negatively about you behind your back?
- Do you feel that you don’t fit in?
- Do you feel you are not being appreciated?

An appropriate attitude means feeling hopeful in challenging times. Stop yourself being pessimistic and count your blessings. Look for the good in situations and remember that the right attitude will help you succeed in your life, your work, and your relationships.

ACTIVITY 4

Try Counting your blessings – write down 5 things that make you happy

Having enough money – Being with family – Seeing your friends – Doing your favourite hobby – Learning new things – Having good health – Going for a walk – Having free and leisure time – Going places and meeting new people – Doing a job you enjoy .

ACTIVITY 5

Think of 3 things that you can do that will improve your attitude. An example has been supplied.

*Healthy eating - Making time for yourself - Spending time with your friends -
Relaxing - Getting more sleep - Surrounding yourself with happy people -
Thinking about positive plans for the weekend - Being more active -
Smiling - Having positive thoughts - Deep breathing – Treating yourself – Looking for humour*

Think of 3 things that you can do that will improve someone else's attitude. An example has been supplied

Smile at them - Give them a compliment - Help them solve a problem - Be nice to them - Show them you care – Listen to them - Tell a joke – If you have time help them with work - Be positive towards them

What is behaviour?

Behaviour can vary between individuals. What you may believe is appropriate, others might feel is inappropriate. How you react to a situation might be different to how others might react to the same situation. You may not be aware of your behaviour and the impact it has on relationships and interactions with others. You can express a message without saying a word by the use of body language or by changing the emphasis of words or your tone of voice. Behaviours that you were taught by important people in your life, such as parents or teachers, will influence your behaviour and your self-image as an adult.

ACTIVITY 6

You're waiting in a shop to be served and someone pushes in front of you. Using the 3 behaviours below what do you say/do?



Assertive behaviour

Move yourself gently in front of the person and turn round and say "excuse me but I was in front of you in this queue" - this will result in you getting served when you should have been

Aggressive behaviour

Push the person back and say "here who the hell do you think you're pushing? Get back in the bloody queue" - this could result in you getting into a verbal/physical altercation

Passive behaviour

Move aside to give the person more room, say nothing and let the person get served before you - this could result in you being late for work or an appointment

In the workplace expectations about behaviour standards are often stated in company handbooks or a code of conduct. They outline what is classified as acceptable behaviour and what is not. Being regularly late for work or leaving early may cause resentment; telling inappropriate jokes may cause offence and discriminating against someone because of gender, age, nationality or religion may have a devastating effect.

If someone's behaviour at work upsets you or makes you uncomfortable, you don't have to accept it. You can report it to your supervisor. Depending on the severity of the behaviour there are laws regulating workplace behaviour to protect you.



ACTIVITY 7

Below are 12 words that describe behaviours, please take your time and think about each of them. Be honest and insert one tick for each word that you feel reflects your behaviour at work.

| | Never ✓ | Sometimes ✓ | Often ✓ |
|---------------|------------|----------------|------------|
| Talkative | | | |
| Patient | | | |
| Lethargic | | | |
| Sociable | | | |
| Envious | | | |
| Timid | | | |
| Tolerant | | | |
| Reserved | | | |
| Trustworthy | | | |
| Temperamental | | | |
| Content | | | |

Were you surprised by your own findings, were you honest?

TUTOR: YOU COULD TAKE EXTRA COPIES OF THIS PAGE AND ASK STUDENTS TO DO THE FOLLOWING THREE THINGS IF YOU FEEL IT WOULD BENEFIT THEM.

Why not ask 3 of your colleagues if they are willing to grade you.

Are you prepared to accept their findings?

Ask a family member to grade you, they may be more honest.

Below are a few examples of negative behaviours at work.

- Acting superior to colleagues, showing your own self-importance or judging others.
- Passing a colleague's work off as your own, or taking credit for an idea when you know that someone else came up with it first.
- Inappropriate jokes about a colleague's appearance, age, gender, or abilities
- Arguing or engaging in open conflict with a colleague. (Disagreeing is okay but do it respectfully and politely).
- Constantly making and receiving mobile phone calls during work hours. (Especially ones with annoying ring tones).
- Not keeping your work area clean and tidy, leaving your rubbish for colleagues to clear up.

ACTIVITY 8 – PLEASE LIST SOME EXAMPLES OF POSITIVE BEHAVIOUR

Please list some examples of positive behaviours at work

- *Be respectful and courteous towards colleagues - even if you don't necessarily like a particular person.*
- *Keep your voice at an acceptable level. A loud voice which is noticeable in a particular work environment can not only be counterproductive for others who are trying to get on with their work but can be extremely annoying too.*
- *Offer to help colleagues if there's anything you might be able to do to assist them and make their job easier if you've time to do so.*
- *Dress appropriately and adopt a similar degree of formality/informality once you've established the acceptable 'code of conduct'.*
- *Make sure you understand the rules surrounding e-mail etiquette and the use of your mobile phone.*
- *Remember you're being paid to work so keep idle chit-chat and other things that may take your attention away from what you've been employed to do to a minimum.*
- *Stay positive and upbeat and smile!*

Appropriate and inappropriate behaviour

We can get carried away with the mood of the moment and sometimes we do or say things that are perhaps going just too far. The reasons for this can be that we feel scared, happy, excited, angry, frustrated or even that we feel everyone is watching and we can't lose face. This last one is quite common and is at the bottom of a lot of anger management issues. So how do we know what is appropriate and what is not?

ACTIVITY 9 – CASE STUDY

Read over the following case study (or can be role played)

Andrea arrived late for College class; she entered the room and sat down, not speaking to or looking at anyone. The tutor was in the middle of hosting a discussion with the class and everyone was very involved. The tutor stopped speaking, and looked at the clock on the wall, hands on hips and eyebrows raised. The young student currently speaking stopped when he realised no-one was listening.

Tutor: *"You're late this morning".*

Andrea: *Shrugs*

Tutor: *"And you didn't even apologise. How dare you just swan into my class and be so rude? I'll speak to you later about this, young lady".*

Andrea: *Frowns. "What you on about? I'm only 10 minutes late. 'it's not the end of the world for God's sake"*

Tutor: *"Just who do you think you are talking to? And don't you dare blaspheme in my class. I think you need to go home and think about your attitude Andrea. Come back when you think you can behave like a civil human being!"*

Andrea: *Shouting now. "Get a life, why don't you? I hate this bloody course anyway and you're about as much use as a chocolate teapot! Call yourself a teacher! You're garbage – I've got problems, right, and I just don't need this trouble. I'm going alright, but I won't be back! Oh – and you better not park your car in a quiet street!"*

Tutor: *Shouting back. "Are you threatening me?"*

The tutor storms over to Andrea who stands up and looks the teacher straight in the eye.

Andrea: “You’re a bloody fool” and turns and walks out.

Tutor: “Well I’m sure you’ll all back me up when I take this matter to the police. Little bitch won’t get away with threatening me! I’ll be back in a minute”.

Tutor goes out of the classroom.

QUESTIONS TO CONSIDER

What did each person do that was appropriate or inappropriate? Think about the incident from the tutor’s point of view, Andrea’s viewpoint and the rest of the class’s experience.

| |
|---|
| Who do you think was to blame for the way things went? <i>Both the tutor and Andrea displayed inappropriate behaviour - The tutor did not act professionally - Neither should have used the language they used - The tutor could have challenged Andrea during a quiet spell in the class when other students would not have heard the conversation.</i> |
| What do you think could happen next? <i>There could be a further confrontation outside - Things could get worse and tempers flare up - Both Andrea and the tutor may calm down and apologise to each other.</i> |
| What do you think the outcome would be? <i>The tutor’s car could get damaged - There could be an internal investigation into the incident - The tutor could be suspended for misconduct - Andrea could be disciplined.</i> |
| How do you think Andrea is feeling now? <i>Andrea may still be angry with the tutor - She may feel she was made a fool of in the class - She may be upset and want revenge - She may be embarrassed and upset by the incident - She may feel that the tutor put her on the spot and she had no option but to react - She may wish she had reacted differently.</i> |
| How do you think the tutor is feeling now? <i>Tutor will be feeling that she behaved in an unacceptable manner - She let herself, her profession and her students down - She will be embarrassed and ashamed by her behaviour -She will be concerned about an internal investigation and the prospect of losing her job – or she may be adamant that she behaved correctly.</i> |
| How do you think the rest of the class were feeling during and after the incident? <i>They have been distracted from their studies - Some may be feeling uncomfortable - Some may have enjoyed observing the incident - Some students may have lost their focus and find it difficult to get back to work - They may feel they have been put in a difficult position by the tutor asking for witnesses.</i> |

ACTIVITY 10 – CASE STUDY REVISITED

You will have identified from the previous case study that several things were going on at the same time that affected the sequence of events. We all have the power to influence how things happen and this is now demonstrated by the following alternative case study. Again, this may be role-played.

Andrea arrived late for College class this morning. She entered the room and sat down, not speaking to or looking at anyone. The tutor was in the middle of hosting a major discussion with the rest of the class and everyone was very involved, thoroughly enjoying being able to put their opinions and questions forward. However the tutor made eye contact with Andrea as she came into the room. As the student who was speaking when Andrea entered finished his comment, the tutor turned to Andrea.

Tutor: *“Hi Andrea. You’re late this morning”.*

Andrea: *Shrugs*

Tutor: *“I’ll speak to you later because we’re in the middle of a really good discussion about what young people feel the older generation think of them. Everyone’s got some really good stories to tell, so please join in at any time. I’m sure your “buddy student” will fill you in on what you’ve missed so far later on today.”*

Andrea: *Shrugs*

Tutor: *“Okay everyone, where were we? Oh yes, Max – you were talking about how you were badly treated in the post office. How did this make you feel?”*

Andrea: *Tuts loudly, and starts logging into her computer.*

The noise of the keyboard was quite loud and distracting.

Tutor: *“Andrea, please don’t log into the computer just yet. You don’t need it and it’s distracting the others. Besides, you should be participating in the class discussion”.*

Andrea: *“I don’t want to join in – it’s a load of sh***!”*

Tutor: *“Well, if you don’t want to contribute to the discussion, the least you can do is listen to your classmates and show them some courtesy. Secondly, please don’t use foul language in class. If there is something you want to discuss with me about the content of the lesson I’m more than happy to do so at an appropriate time and when you’ve given it a chance to find out what it’s about”.*

Andrea: *“I’ve had enough of this crap!”* Gathering her bag and standing up she turned to the class and shouted, *“You’re all bloody losers anyway!”* and stormed out of the room.

Tutor: *“Okay folks. I want you to pair up just now and then try to come up with as many words to describe how people are treated that start with “dis”. The pair that comes up with the most wins a bar of chocolate each. You’ve only got 10 minutes so quickly now. I’ll be back in a moment”.*

Tutor goes out of the classroom.

You should now pair up and complete this activity by discussing the incident and expressing your opinions. Be prepared to share with the rest of the class during final discussion stage.

QUESTIONS TO CONSIDER

What did each person do that was appropriate/inappropriate? Think about the incident from the tutor’s point of view, Andrea’s viewpoint and the rest of the class’s experience.

What do you think happened next? *As the tutor is obviously trying to resolve the situation rather than be a disciplinarian, the tutor went out to find Andrea and tried to get to the bottom of the problem. This could result in Andrea possibly being referred to a support provider (counsellor for example) or she may just come back into class and get on with a task set by the tutor. If this happened, the tutor would normally speak with Andrea later to discuss why she had behaved the way she did and what the tutor could do to help Andrea deal with her problems, if any. At the same time, Andrea should be made aware that her behaviour, no matter what the reason, was unacceptable. Again though, this would be done in a supportive, educational way.*

What do you think the outcome would be? *Andrea could go for support – a behaviour plan could be put in place for her. The rest of the class may have problems dealing with Andrea after her comments to them. She would have a lot of apologies to make!*

What would you have done or said if you were the tutor? *Responses will vary but probably most students will claim they would have lost their temper or demanded that she leave the room immediately. This gives a good opportunity to discuss further the principle of “BEHAVIOUR BREEDS BEHAVIOUR”*

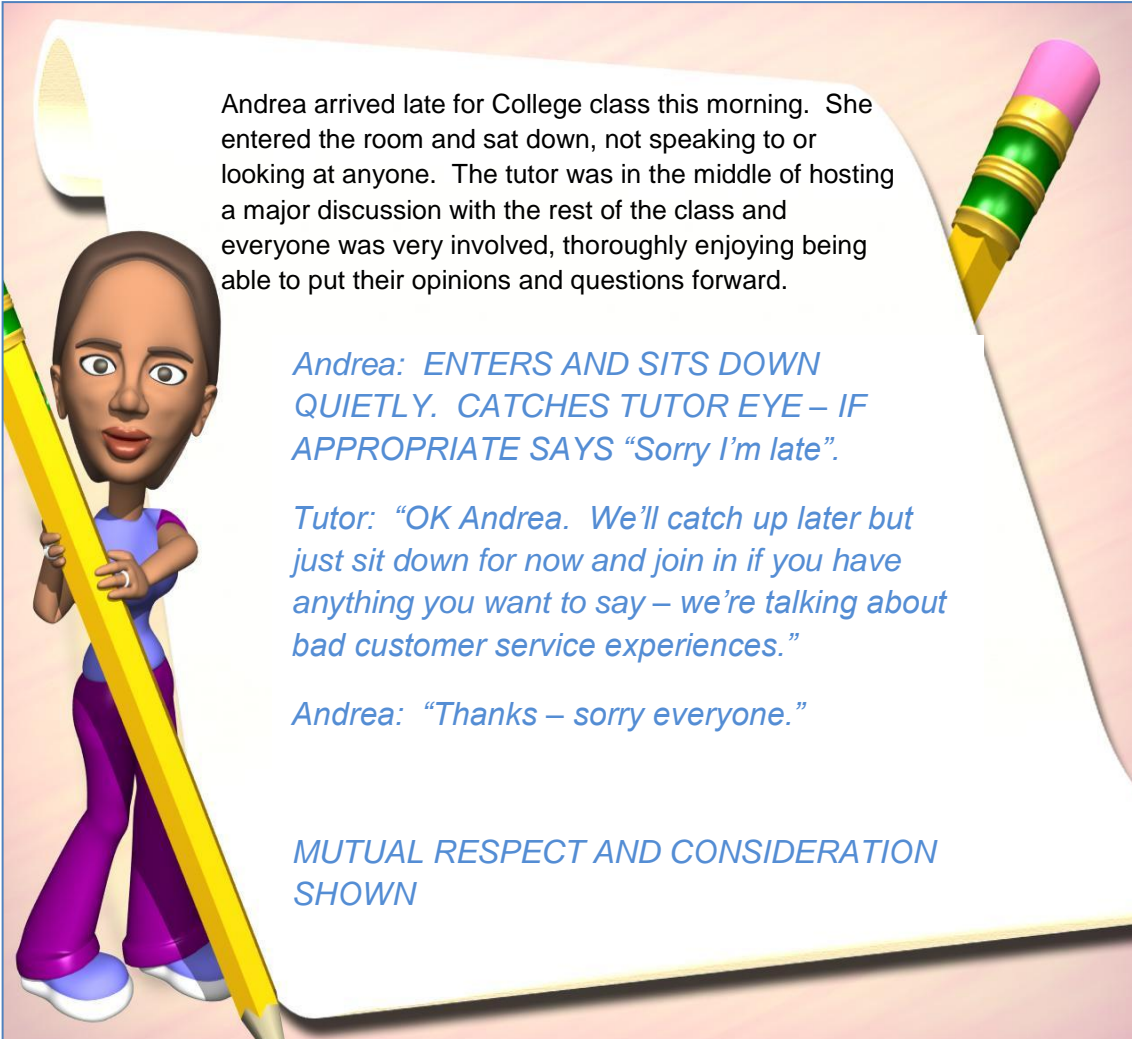
How do you think the rest of the class were feeling during and after the incident? *The class will be annoyed at Andrea. During the incident it may have been initially amusing, but when she turned on them, some will respond aggressively. It may be necessary for the tutor to discuss the incident with the class to prevent a further deterioration of Andrea’s relationship with them.*

You have now gone over the same case study twice – the first time, the tutor was aggressive and this behaviour resulted in Andrea reacting defensively and then *offensively*, leading to a serious breakdown in communication and in their relationship. In the second case study the tutor was respectful and gave Andrea every opportunity to just join in with the class activity and not be the focus of their attention. However, Andrea chose to be aggressive and, despite the tutor’s efforts to placate the situation, Andrea was determined to take her bad mood out on the tutor *and* her classmates. No doubt, your class discussions helped you realise that there may be a very real reason for Andrea to be in a bad mood – things could be difficult at home, she may have had bad news or she may be ill. But remember that your behaviour and responses will normally influence how others behave and respond towards you. If you have tried to be courteous and respectful (as the tutor did in the final case study) but the other person chooses not to respond appropriately, at least you can say to yourself that you did nothing wrong.

The underlined words above are key to understanding your own power and influence on your own and, consequently, on others’ behaviour.

ACTIVITY 11 – YOUR OWN VERSION OF THE CASE STUDY

With your partner, rewrite the script where both the tutor and Andrea behave respectfully and appropriately to each other.



Andrea arrived late for College class this morning. She entered the room and sat down, not speaking to or looking at anyone. The tutor was in the middle of hosting a major discussion with the rest of the class and everyone was very involved, thoroughly enjoying being able to put their opinions and questions forward.

Andrea: ENTERS AND SITS DOWN QUIETLY. CATCHES TUTOR EYE – IF APPROPRIATE SAYS “Sorry I’m late”.

Tutor: “OK Andrea. We’ll catch up later but just sit down for now and join in if you have anything you want to say – we’re talking about bad customer service experiences.”

Andrea: “Thanks – sorry everyone.”

MUTUAL RESPECT AND CONSIDERATION SHOWN

More about Behaviour

We have explored and discussed what the word “behaviour” means, but have we ever thought about the way our behaviour affects *everything* and *everyone* around us?

When we are children, we can get away with quite a lot – wide-eyed questions like “how did I get in your tummy?” always make parents squirm but this kind of question is a natural part of growing up and parents know it is going to come some day! Sometimes though, (and admit it!), children ask questions they already know the answer to just because they know it will make others feel uncomfortable.

For example, at school you just know that Mary’s boyfriend has ended their relationship and she is very upset. Mary’s not a friend of yours but she’s in a couple of your classes. She has always been quite popular with the boys and deep down, you’re a bit jealous about that. You’ve always suspected that she’s laughing with her friends at your new hair style or your old shoes, although she’s never actually said or done anything to support that idea. Nevertheless, it would be quite nice to get back at her, wouldn’t it?

So you go up to Mary and say, “Hi – still going out with Jimmy?” You gloat as you see her turn deep red and turn her eyes away from you. When she mumbles something about not seeing him anymore, you just can’t resist saying “Oh, yeah. I heard something about that at lunch time.” – just so she knows everyone is talking about her. You walk away laughing.

Later that day, you’re in music class and being made to listen to Mozart yet again so you drift off into a world of your own. You start thinking about Mary and how it felt to get your own back on her. She’s actually in your music class so you look over, and see she’s really miserable and looks ready to burst into tears. How do you feel now? Still gloating? Can you empathise? Do you even know what this means?

Being able to empathise with others is a fantastic quality that will make sure you get on well in life and work. It will help you to think about your behaviour and, more importantly, the consequences of your behaviour and the affect it has on others.

So how sweet was your revenge on Mary really?

Now that you are older (and hopefully wiser), you won’t get away with asking Auntie Maggie why her legs are so hairy. As a child, you are asking out of curiosity; as a young adult, you are asking out of rudeness or a wicked sense of humour, trying to embarrass her.

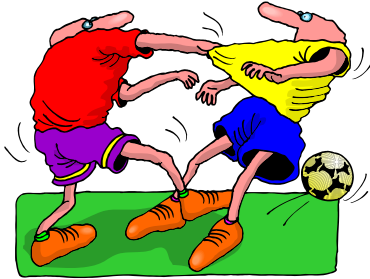
How we behave affects not only those we are behaving towards, but also those who observe our behaviour – particularly the young and vulnerable.

ACTIVITY 12

Look at the following pictures. Identify the negative behaviours you can see.



Shouting, anger, arguing, nagging



Fighting, unsportsmanlike behaviour, cheating



Smoking (could be normal cigarettes or drugs)



Bullying, violence, threatening



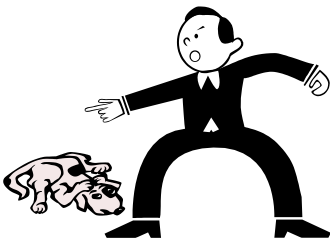
Shouting, swearing, being aggressive, threatening



Drunk, disorderly conduct



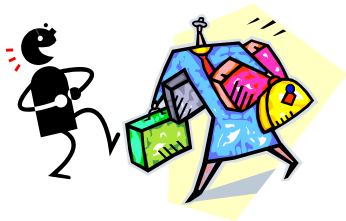
Road rage, anger



Animal cruelty/abuse



Vandalism, burglary, robbery



*Ignoring people who need help,
laughing at others, being insensitive*



Domestic violence

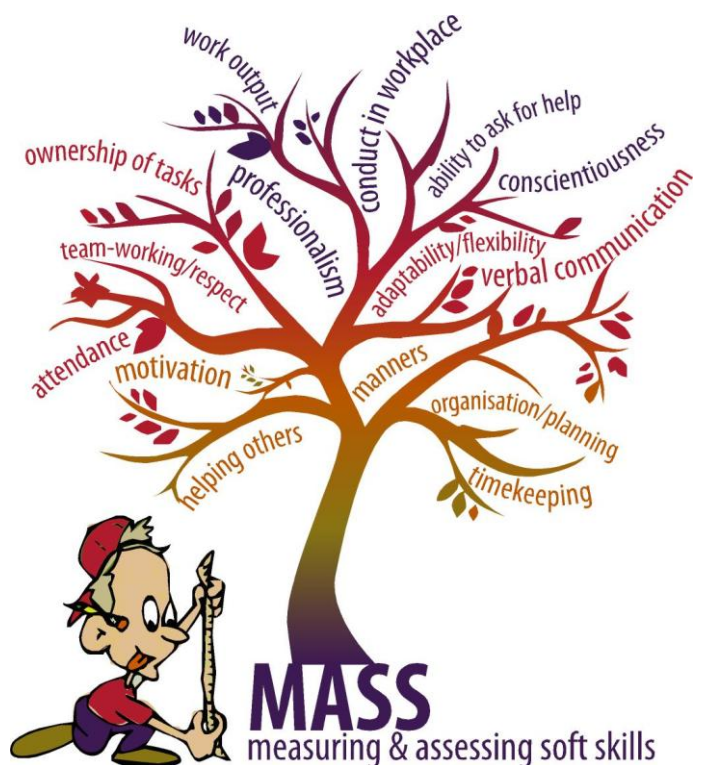
Hopefully, you agree that the behaviours demonstrated in these cartoon type images are unacceptable. Have you ever witnessed any of these behaviours or similar? Do you have a young brother or sister? Are you their hero? Will they copy what YOU do? Have you even thought of the influence you can have on them? Discuss with your tutor.

You have now completed Learning Byte 2. Well done.

STUDENT PACK

Student name.....

LEARNING BYTE 2 Introduction to Soft Skills



Education and Culture DG

Lifelong Learning Programme

Welcome to this Soft Skills Study unit.

As we have already mentioned an attitude is “what you think” and behaviour is “what you do”, therefore attitude is how you look at life, what you believe in and how you feel. People tend to have “positive” and “negative” attitudes towards themselves, others, circumstances and work.

A positive attitude can keep you feeling calm and optimistic; it can also help you stay healthy, be more productive, and enjoy more success in life. A negative attitude can keep you feeling miserable - it affects people around you; it will lead to unhappiness, poor relationships, difficulties at work and poor health.

ACTIVITY 1 – Positive/negative attitudes

Below are 3 examples of positive and negative attitudes. Can you think of another 2 examples for each?

Positive attitudes

4. *Appreciation of what you have - family, friends, health and possessions.*
5. *Looked at a difficult time in your past and identified something positive that came from that experience.*
6. *Taking responsibility for your life.*
- 7.
- 8.



Negative attitudes

4. *Lack of self-worth or self-confidence.*
5. *Feelings of ill will towards others.*
6. *Complaining and believing that others are out to “get you”.*
- 7.
- 8.



Remember, the glass can be half full, or half empty. It's how you look at things.



Consider this:

You walk into your kitchen and see a sink full of dirty dishes - the cooker is covered in grease and the bin is full. What is your attitude towards cleaning your kitchen?

Do you think things like?

- I can't be bothered
- I could be doing something else instead
- I object to having to clean up
- It will just get in a mess again

Or do you think things like?

- I don't mind cleaning the kitchen
- I like the finished result when my kitchen is clean
- I like the fragrant odour of the cleaner
- I like listening to music while I clean the kitchen
- I'll just get on with it – it won't take long.

The first responses are negative attitudes. The second responses are positive attitudes.

ACTIVITY 2 - Presentation

Scenario - You work for a clothing company and recently sales have been dropping. Your manager has decided to have an open day for new prospective customers and has asked you to deliver a presentation. Can you think of 3 positive and 3 negative attitudes you may have about delivering the presentation?

| Positive | | |
|----------|----|----|
| 1. | 2. | 3. |

| Negative | | |
|----------|----|----|
| 1. | 2. | 3. |



⁵ACTIVITY 3 – Attitude Quiz

Please answer “yes” or “no” to the following questions:

1. Do you feel connected and part of life?
Yes No
2. Do you see relationships with your mates as a positive experience?
Yes No
3. Do you often experience a sense of joy?
Yes No
4. Do you feel passionate about something in your life?
Yes No
5. Is your life balanced, physically, mentally, emotionally, or spiritually?
Yes No
6. Do you feel compassion for others?
Yes No
7. Do you believe you are in charge of your happiness?
Yes No
8. Do you fully live each moment of life?
Yes No
9. Have you let your past go and have you accepted both the positive and painful as a learning experience.
Yes No
10. Would you like to learn about becoming more positive?
Yes No



How many yes's did you get?

Your tutor will now tell you the score rating.

⁵ <http://www.theattitudedoc.com/quiz/quiz.html>

You can have a positive attitude when things are going the way you want them, but what about when things are not going well? How do you feel and act? If you adopt the attitude “I can and I will” you are more likely to succeed than if you adopted an “I can’t and I won’t” attitude.

Have you ever thought about your attitude at work and how others see you?

- Do you complain about your workload and your colleagues?
- Do you look for someone to blame when things go wrong
- Are you always too busy to take the time to discuss work with colleagues?
- Do you resent having to support others?
- Do you feel colleagues are speaking negatively about you behind your back?
- Do you feel that you don’t fit in?
- Do you feel you are not being appreciated?

An appropriate attitude means feeling hopeful in challenging times. Stop yourself being pessimistic and count your blessings. Look for the good in situations and remember that the right attitude will help you succeed in your life, your work, and your relationships.

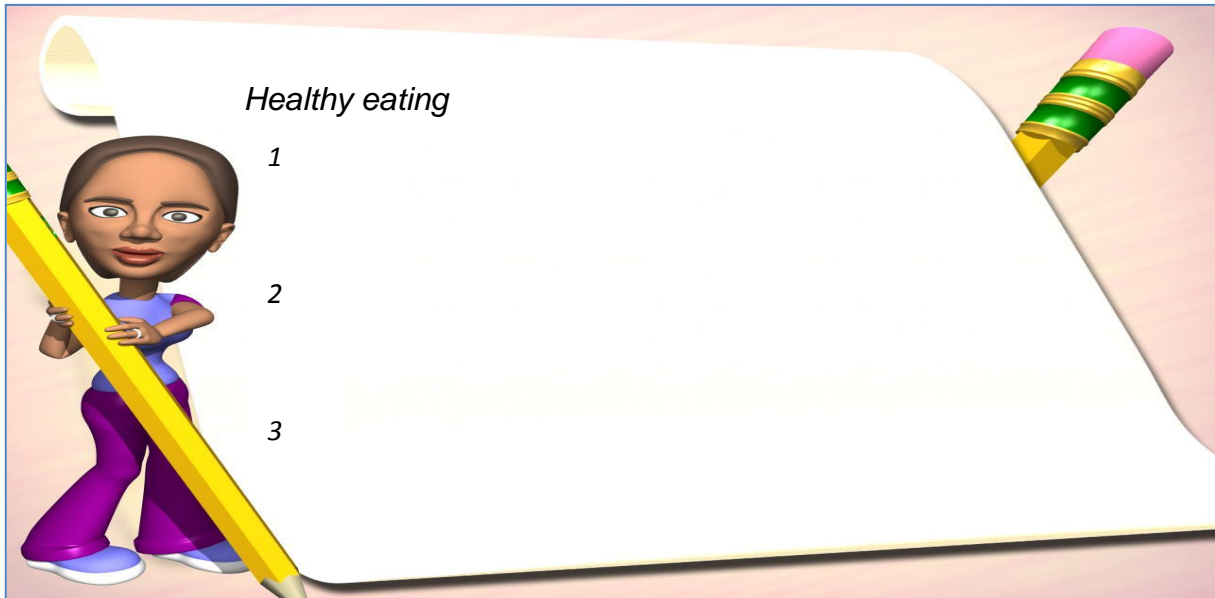
ACTIVITY 4 – Count Blessings

Try Counting your blessings – write down 5 things that make you happy:

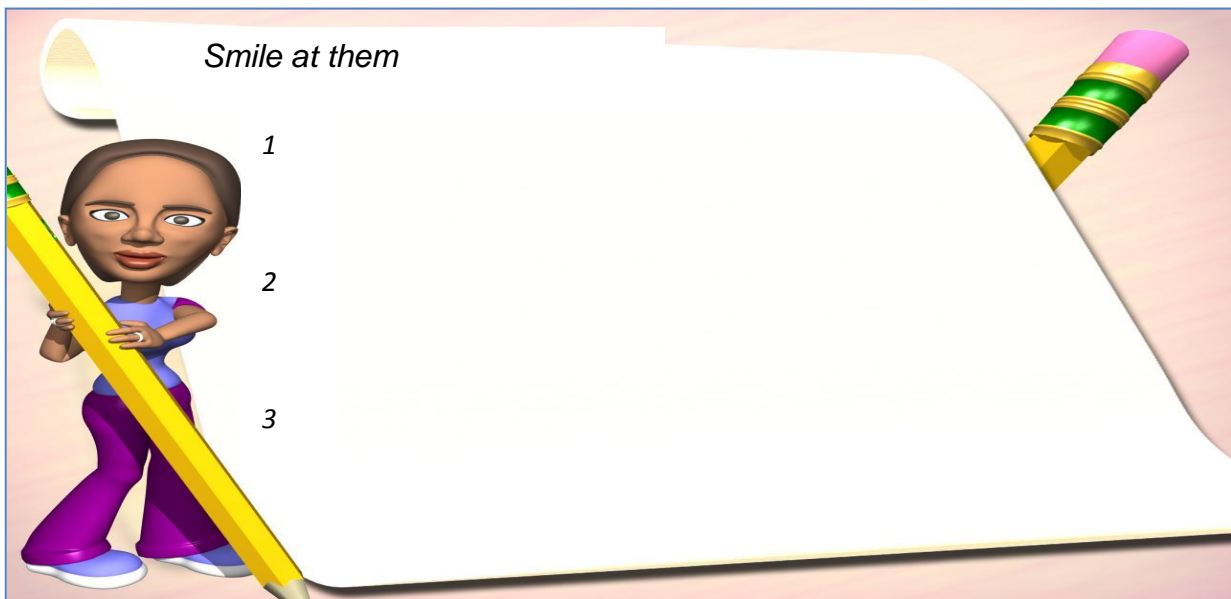


ACTIVITY 5 – Improve Attitude

Think of 3 things that you can do that will improve your attitude. An examples has been supplied:



Think of 3 things that you can do that will improve someone else's attitude. An example has been supplied:



What is behaviour?

Behaviour can vary between individuals. What you may believe is appropriate, others might feel is inappropriate. How you react to a situation might be different to how others might react to the same situation. You may not be aware of your behaviour and the impact it has on relationships and interactions with others. You can express a message without saying a word by the use of body language or by changing the emphasis of words or your tone of voice. Behaviours that you were taught by important people in your life, such as parents or teachers, will influence your behaviour and your self-image as an adult.

ACTIVITY 6 – Behaviour Types

You're waiting in a shop to be served and someone pushes in front of you. Using the 3 behaviour types below, what do you say/do?

Assertive behaviour



Aggressive behaviour



Passive behaviour



In the workplace expectations about behaviour standards are often stated in company handbooks or a code of conduct. They outline what is classified as acceptable behaviour and what is not. Being regularly late for work or leaving early may cause resentment; telling inappropriate jokes may cause offence and discriminating against someone because of gender, age, nationality or religion may have a devastating effect.

If someone's behaviour at work upsets you or makes you uncomfortable, you don't have to accept it. You can report it to your supervisor. Depending on the severity of the behaviour there are laws regulating workplace behaviour to protect you.



ACTIVITY 7 – Own Behaviours

Below are 12 words that describe behaviours. Please take your time and think about each of them. Be honest and insert one tick for each word that you feel reflects your behaviour at work or learning.



| | Never ✓ | Sometimes ✓ | Often ✓ |
|---------------|------------|----------------|------------|
| Talkative | | | |
| Patient | | | |
| Lethargic | | | |
| Sociable | | | |
| Envious | | | |
| Timid | | | |
| Tolerant | | | |
| Reserved | | | |
| Trustworthy | | | |
| Temperamental | | | |
| Content | | | |

- Were you surprised by your own findings? Were you honest?

Optional additional activity below:

- Why not ask 3 of your colleagues if they are willing to grade you?
- Are you prepared to accept their findings?
- Ask a family member to grade you - they may be more honest.

Below are a few examples of negative behaviours at work.

- Acting superior to colleagues, showing your own self-importance or judging others.
- Passing a colleague's work off as your own, or taking credit for an idea when you know that someone else came up with it first.
- Inappropriate jokes about a colleague's appearance, age, gender, or abilities
- Arguing or engaging in open conflict with a colleague. (Disagreeing is okay but do it respectfully and politely).
- Constantly making and receiving mobile phone calls during work hours. (Especially ones with annoying ring tones).
- Not keeping your work area clean and tidy, leaving your rubbish for colleagues to clear up.

ACTIVITY 8 – Behaviour at Work

Please list some examples of positive behaviours at work:



Appropriate and inappropriate behaviour

We can get carried away with the mood of the moment and sometimes we do or say things that are perhaps going just too far. The reasons for this can be that we feel scared, happy, excited, angry, frustrated or even that we feel everyone is watching and we can't lose face. This last one is quite common and is at the bottom of a lot of anger management issues. So how do we know what is appropriate and what is not?

ACTIVITY 9 – CASE STUDY

Read over the following case study (or can be role played)

Andrea arrived late for College class; she entered the room and sat down, not speaking to or looking at anyone. The tutor was in the middle of hosting a discussion with the class and everyone was very involved. The tutor stopped speaking, and looked at the clock on the wall, hands on hips and eyebrows raised. The young student currently speaking stopped when he realised no-one was listening.

Tutor: *"You're late this morning".*

Andrea: *Shrugs*

Tutor: *"And you didn't even apologise. How dare you just swan into my class and be so rude? I'll speak to you later about this, young lady".*

Andrea: *Frowns. "What you on about? I'm only 10 minutes late. 'it's not the end of the world for God's sake"*

Tutor: *"Just who do you think you are talking to? And don't you dare blaspheme in my class. I think you need to go home and think about your attitude Andrea. Come back when you think you can behave like a civil human being!"*

Andrea: *Shouting now. "Get a life, why don't you? I hate this bloody course anyway and you're about as much use as a chocolate teapot! Call yourself a teacher! You're garbage – I've got problems, right, and I just don't need this trouble. I'm going alright, but I won't be back! Oh – and you better not park your car in a quiet street!"*

Tutor: *Shouting back. "Are you threatening me?"*

The tutor storms over to Andrea who stands up and looks the teacher straight in the eye.

Andrea: *"You're a bloody fool" and turns and walks out.*

Tutor: *“Well I’m sure you’ll all back me up when I take this matter to the police. Little bitch won’t get away with threatening me! I’ll be back in a minute”.*

Tutor goes out of the classroom.

QUESTIONS TO CONSIDER

What did each person do that was appropriate or inappropriate? Think about the incident from the tutor, Andrea and the class’s point of view. Please answer the following questions:

1. Who do you think was to blame for the way things went?
2. What do you think could happen next?
3. What do you think the outcome would be?
4. How do you think Andrea is feeling now?
5. How do you think the tutor is feeling now?
6. How do you think the rest of the class were feeling during and after the incident?

ACTIVITY 10 – CASE STUDY REVISITED

You will have identified from the previous case study that several things were going on at the same time that affected the sequence of events. We all have the power to influence how things happen and this is now demonstrated by the following alternative case study. Again, this may be role-played.

Andrea arrived late for College class this morning. She entered the room and sat down, not speaking to or looking at anyone. The tutor was in the middle of hosting a major discussion with the rest of the class and everyone was very involved, thoroughly enjoying being able to put their opinions and questions forward. However the tutor made eye contact with Andrea as she came into the room. As the student who was speaking when Andrea entered finished his comment, the tutor turned to Andrea.

Tutor: *“Hi Andrea. You’re late this morning”.*

Andrea: *Shrugs*

Tutor: *“I’ll speak to you later because we’re in the middle of a really good discussion about what young people feel the older generation think of them. Everyone’s got some really good stories to tell, so please join in at any time. I’m sure your “buddy student” will fill you in on what you’ve missed so far later on today.”*

Andrea: *Shrugs*

Tutor: *“Okay everyone, where were we? Oh yes, Max – you were talking about how you were badly treated in the post office. How did this make you feel?”*

Andrea: *Tuts loudly, and starts logging into her computer.*

The noise of the keyboard was quite loud and distracting.

Tutor: *“Andrea, please don’t log into the computer just yet. You don’t need it and it’s distracting the others. Besides, you should be participating in the class discussion”.*

Andrea: *“I don’t want to join in – it’s a load of sh***!”*

Tutor: *“Well, if you don’t want to contribute to the discussion, the least you can do is listen to your classmates and show them some courtesy. Secondly, please don’t use foul language in class. If there is something you want to discuss with me about the content of the lesson I’m more than happy to do so at an appropriate time and when you’ve given it a chance to find out what it’s about”.*

Andrea: *“I’ve had enough of this crap!”* Gathering her bag and standing up she turned to the class and shouted, *“You’re all bloody losers anyway!”* and stormed out of the room.

Tutor: *“Okay folks. I want you to pair up just now and then try to come up with as many words to describe how people are treated that start with ‘dis’.* The pair that comes up with the most wins a bar of chocolate each. You’ve only got 10 minutes so quickly now. I’ll be back in a moment”.

Tutor goes out of the classroom.

You should now pair up and complete this activity by discussing the incident and expressing your opinions. Be prepared to share with the rest of the class during final discussion stage.

QUESTIONS TO CONSIDER

What did each person do that was appropriate/inappropriate? Think about the incident from the tutor’s point of view, Andrea’s viewpoint and the rest of the class’s experience.

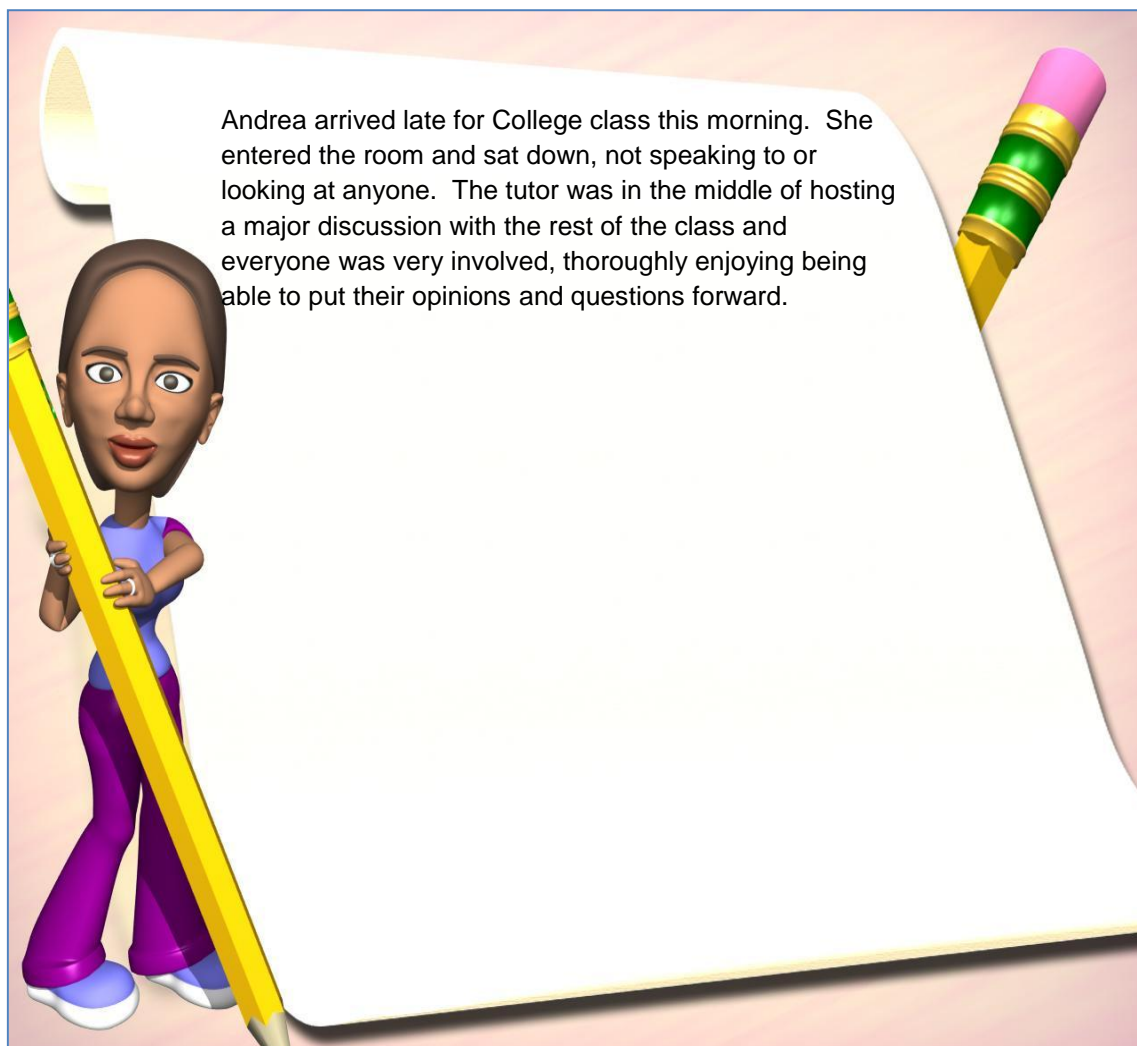
1. What do you think happened next?
2. What do you think the outcome would be?
3. What would *you* have done or said if you were the tutor?
4. How do you think the rest of the class were feeling during and after the incident?

You have now gone over the same case study twice – the first time, the tutor was aggressive and this behaviour resulted in Andrea reacting defensively and then *offensively*, leading to a serious breakdown in communication and in their relationship. In the second case study the tutor was respectful and gave Andrea every opportunity to just join in with the class activity and not be the focus of their attention. However, Andrea chose to be aggressive and, despite the tutor's efforts to placate the situation, Andrea was determined to take her bad mood out on the tutor *and* her classmates. No doubt, your class discussions helped you realise that there may be a very real reason for Andrea to be in a bad mood – things could be difficult at home, she may have had bad news or she may be ill. But remember that your behaviour and responses will normally influence how others behave and respond towards you. If you have tried to be courteous and respectful (as the tutor did in the final case study) but the other person chooses not to respond appropriately, at least you can say to yourself that you did nothing wrong.

The underlined words above are key to understanding your own power and influence on your own and, consequently, on others' behaviour.

ACTIVITY 11 – YOUR OWN VERSION OF THE CASE STUDY

With your partner, rewrite the script where both the tutor and Andrea behave respectfully and appropriately to each other.



Andrea arrived late for College class this morning. She entered the room and sat down, not speaking to or looking at anyone. The tutor was in the middle of hosting a major discussion with the rest of the class and everyone was very involved, thoroughly enjoying being able to put their opinions and questions forward.

More about Behaviour

We have explored and discussed what the word “behaviour” means, but have we ever thought about the way our behaviour affects *everything* and *everyone* around us?

When we are children, we can get away with quite a lot – wide-eyed questions like “how did I get in your tummy?” always make parents squirm but this kind of question is a natural part of growing up and parents know it is going to come some day! Sometimes though, (and admit it!), children ask questions they already know the answer to just because they know it will make others feel uncomfortable.

For example, at school you just know that Mary’s boyfriend has ended their relationship and she is very upset. Mary’s not a friend of yours but she’s in a couple of your classes. She has always been quite popular with the boys and deep down, you’re a bit jealous about that. You’ve always suspected that she’s laughing with her friends at your new hair style or your old shoes, although she’s never actually said or done anything to support that idea. Nevertheless, it would be quite nice to get back at her, wouldn’t it?

So you go up to Mary and say, “Hi – still going out with Jimmy?” You gloat as you see her turn deep red and turn her eyes away from you. When she mumbles something about not seeing him anymore, you just can’t resist saying “Oh, yeah. I heard something about that at lunch time.” – just so she knows everyone is talking about her. You walk away laughing.

Later that day, you’re in music class and being made to listen to Mozart yet again so you drift off into a world of your own. You start thinking about Mary and how it felt to get your own back on her. She’s actually in your music class so you look over, and see she’s really miserable and looks ready to burst into tears. How do you feel now? Still gloating? Can you empathise? Do you even know what this means?

Being able to empathise with others is a fantastic quality that will make sure you get on well in life and work. It will help you to think about your behaviour and, more importantly, the consequences of your behaviour and the affect it has on others.

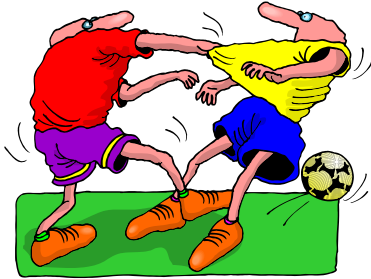
So how sweet was your revenge on Mary really?

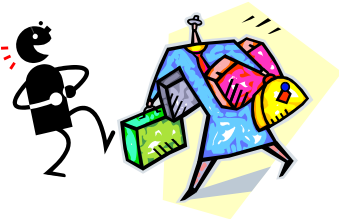
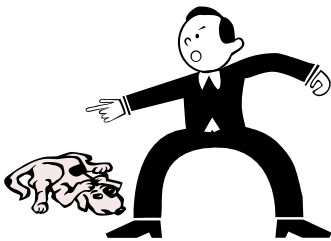
Now that you are older (and hopefully wiser), you won’t get away with asking Auntie Maggie why her legs are so hairy. As a child, you are asking out of curiosity; as a young adult, you are asking out of rudeness or a wicked sense of humour, trying to embarrass her.

How we behave affects not only those we are behaving towards, but also those who observe our behaviour – particularly the young and vulnerable.

ACTIVITY 12

Look at the following pictures. Identify the negative behaviours you can see.





Hopefully, you agree that the behaviours demonstrated in these cartoon type images are unacceptable. Have you ever witnessed any of these behaviours or similar? Do you have a young brother or sister? Are you their hero? Will they copy what YOU do? Have you even thought of the influence you can have on them? Discuss with your tutor.

You have now completed Learning Byte 2. Well done.

Learning Byte 3

LEARNING BYTE 3

RESOURCE LIST

Lesson Plans (4)

Introductory PowerPoint Presentation

Tutor Pack

Student Pack



Education and Culture DG

Lifelong Learning Programme

MASS

measuring & assessing soft skills

| | | |
|--|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 3 | Lesson: 1 | Location: |
| Subject: TEAMWORKING AND RESPECT | | Duration: GUIDANCE OF ONE HOUR |

| |
|---|
| Aim and Learning Objective: RAISING AWARENESS OF WHAT MAKES A TEAM Resources for Delivery: LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK |
|---|

| Teaching Activity/ Learner Activity | Resource |
|---|--|
| <p>Tutor – Deliver introductory PowerPoint - Slide 3 opportunity to discuss further any teams the students have been members of in the past. Slide 5 can explore hobbies and interests of the students and groups they may belong to.</p> <p>Tutor - Hand out student pack- Students to write name on front cover - Tutor read the welcome introduction to the unit and link this to the presentation just shown, and the discussions just held. Emphasis will be on teams in the workplace. Discuss quote – snowflakes join to make snowballs, to make potential avalanches. Power in numbers.</p> <p>ADVANTAGES OF TEAMS</p> <p>Discuss these as listed in pack. Aesop’s fable is a good example of how a team can get good results when everyone works together, but can fall apart when that teamwork no longer exists. Invite class to contribute any other advantages they can think of.</p> <p>DISADVANTAGES OF TEAMS</p> <p>Read through pack – can class think of other disadvantages. Look at leadership – clear direction and roles can prevent many problems.</p> <p>Activity 1 page 2 - Students to complete the wordsearch. This will help them to familiarise themselves with some vocabulary used in relation to teamwork and respect.</p> <p>Activity 2 page 3 – Codeword. Students to try and find which letter of the alphabet corresponds to the number in the quotation. Answer in tutor pack.</p> <p>Summary of lesson and evaluation. This evaluation can take the form of asking students to write on a piece of paper one word to do with teamwork that they think is a skill/quality they themselves already possess and one thing they would like to improve. For example, a student may say they are good at helping others, but not so good at consulting or asking for advice themselves.</p> | <p>Computer/ projector Powerpoint Presentation (10 mins)</p> <p>Student pack (5 mins)</p> <p>Student pack (15 mins)</p> <p>Student pack (5 mins)</p> <p>Student pack (10 mins)</p> <p>Student pack (10 mins)</p> <p>Paper/Pens/ post-its</p> |

| | | |
|--|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 3 | Lesson: 2 | Location: |
| Subject: TEAMWORKING AND RESPECT | | Duration: GUIDANCE OF ONE HOUR |

| |
|---|
| <p>Aim and Learning Objective: RAISING AWARENESS OF WHAT MAKES A TEAM FAIL</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK</p> |
|---|

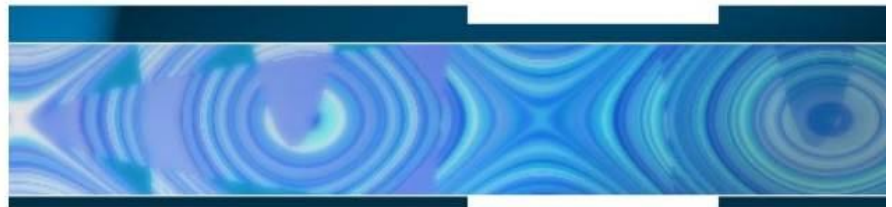
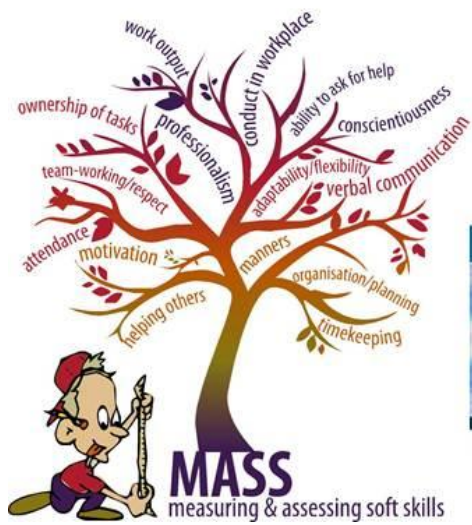
| Teaching Activity/ Learner Activity | Resource |
|--|----------------------------------|
| Tutor – Brief recap on previous activities as necessary. Will now explore a case study and students will be invited to answer some questions afterwards. | (5 mins) |
| CASE STUDY – page 3. Read through case study with class. Ensure they are clear about the roles of each director and department. For example, sales team will deal with order requests, discounts, promotions, and try and generate business for the company. Go through each department and typical tasks they might do. Divide the class into groups of 2 or 3 and ask them to discuss the answers to the questions posed. Some example or expected answers are shown in the tutor pack but these will obviously vary depending on student participation and understanding. | Student pack (25 mins) |
| Class discussion on findings (invite each group to give their responses – this should promote discussion). Students should take notes as necessary. | (10 mins) |
| Activity 4 - page 5. Students to answer questions individually in pack by ticking appropriate column for each. Add up scores and write total at bottom of page. The higher the score, the better a team worker the student is. If they scored 0 for any questions, these should be marked as “areas for personal development” and included in personal learning plan or in discussion with tutor on a one to one basis. | Student pack (10 mins) |
| Summary and Evaluation of lesson. This could take the form of asking students which learning activities they particularly enjoyed (eg case study, wordsearch, codeword, questionnaire, discussion etc) and which particular activity they did not enjoy (encourage them to discuss openly and give reasons). Discuss learning styles with students – some prefer to listen to lectures, some prefer to read, some prefer to do activities etc. This will help to raise awareness of how tutors and material attempt to suit all styles. | (10 mins) |

| | | |
|--|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 3 | Lesson: 4 | Location: |
| Subject: TEAMWORKING AND RESPECT | | Duration: GUIDANCE OF ONE HOUR |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS OF WHAT ENCOURAGES AND DISCOURAGES RESPECT</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|---|---|
| Tutor – Brief recap on previous activities and the importance of earning and showing respect. This includes consideration of others’ needs. | (5 mins) |
| Activity 7 – page 7. Case study based on office scenario. Read through the case study with the class and then divide them into groups. Complete questions in groups. | Student pack (30 mins) |
| Go over class answers, writing a summary of respectful and disrespectful behaviours and incidents on board. Invite discussion around any examples students can give of when they felt disrespected or unsupported. How did it make them feel? What did they do? Why did they react the way they did (eg if they did nothing, why not? Lack of confidence?) | Board/paper Pens (15 mins) |
| Summarise subject – read conclusion. Invite questions. | Student pack (5 mins) |
| Lesson evaluation – Put a poster on 2 of the walls in the room. 1 saying “I FEEL RESPECT IS VERY IMPORTANT”, and the other saying “I FEEL IT DOESN’T MATTER WHETHER YOU SHOW RESPECT OR NOT, SO LONG AS YOU DO YOUR JOB”. Ask students to move to the poster that best describes their thoughts on respect now. This should give a clear indication of learning that has taken place. | (5 mins) |

Team Working and Respect



What is attitude?

- Attitude is how you think.
- Attitude is how you feel.
- Attitude is what you believe.



Positive attitude

- You have an optimistic outlook on life.
- You see the bright side of things.
- You smile more often.
- You don't give up easily.
- You see "the glass as half full instead of half empty".



Negative attitude

- You find something bad about people or situations.
- You feel others are against you.
- You find that you are often complaining to others.
- You sometimes just can't see the point.
- You see the glass as half empty.
(Same glass, different attitude)



What is behaviour?

- Behaviour is what you say and what you do.
- It is how you react in different situations.
- Behaviour varies from person to person.
- Behaviour can be appropriate and inappropriate.

The difference between attitude and behaviour is:-

- Attitude is what you think.
- Behaviour is what you do.

Behaviour types

- Aggressive behaviour - is when you use physical or verbal means to get what you want.
- Assertive behaviour – is when you are able to express yourself to get what you want.
- Avoidance behaviour – is when you would rather avoid a difficult situation than get what you want.
- Passive behaviour – is when you would rather give up your own needs and go along with what others want.

Think about it

- What behaviour do you think is inappropriate in the work place?.

E.G.

- 1. Using offensive language*
- 2. Discussing a colleagues dating, sexual, or marital life*
- 3. The use of rude nick names*
- 4. Discriminatory comments or jokes*
- 5. Nasty comments about a colleagues appearance*
- 6. Unwelcome touching*
- 7. Crude or sexual hand/body gestures*

Tutor pack

LEARNING BYTE 3

Team Working and Respect



Education and Culture DG

Lifelong Learning Programme



MASS

measuring & assessing soft skills

What is a team?

As already discussed, a team is a group of people who work together on a shared task or project.

“A snowflake is one of God’s most fragile creations, but look what they can do when they stick together!” (Author Unknown)



It is true that working together can improve strength, power and results. Think about times when you have tried to do something alone and then recruited the help of other people – this is you forming a ‘team’. Did you accomplish your task? What made the difference?

Advantages of teams



The more people who contribute their ideas, the better the end result. All members of the team whose input led to a particular decision will take responsibility for ensuring it works as they then have ‘ownership’ of it.

Teams provide a sense of security or of belonging. Weaker team members can be supported by the stronger ones, so leading to excellent learning opportunities for all members concerned.

As Aesop so clearly demonstrated in the fable ‘the four oxen and the lion’, *“united we stand, divided we fall”*. In this fable the oxen were able to protect each other from the hungry lion by working together. After a quarrel, they separated and so became vulnerable to the lion’s attack.

This is true in all aspects of life and for every species, including us humans. Ants, bees, deer, wolves, armies – they all work together for a common cause, lending strength in numbers and intellect, each with their own roles to play for the good of the ‘team’.

Disadvantages of teams

Even when in a team, we are still individuals and we all have our own needs and ambitions. Sometimes, people can resent not receiving personal credit for the work they do or the contribution they make to the team’s efforts. Another difficulty is the ‘domineering’ team member who thinks they know all the answers and that their ideas are best or, even worse, claim credit for someone else’s work!

These issues can be avoided by strong leadership – every team needs a leader who can pass on the vision and objectives clearly and impartially. At the same time, this leader should know their team members – which ones have particular strengths and skills – and ensure that their abilities are used effectively.



ACTIVITY 1 – Word Search ANSWERS

Find the following words in the grid:

CONSIDER
COOPERATE
HELP
RESPECT
SUPPORT

CONSULT
DISCUSS
LEARN
SHARE
THOUGHTFULNESS

```

S + S + + + + C + + + + +
N S + U + + + + O + E R A H S
+ R E + P + + + N + T + + + +
+ + A N + P + + S + A + + + +
+ + + E L + O R U + R + + + +
+ + + + L U E R L + E + + + +
+ + + + + D F + T + P + + + +
+ + + + I + + T + + O + + + +
+ + + S + + + + H + O + + D +
+ + N + + + + + G C + I + +
+ O + + + + + + + + U S + + +
C + + + + + + + + C O + + P
+ + + + + + + + + U + + H + L
+ + + + + + + + S + + + + T E
+ + + + + R E S P E C T + + H
  
```

(Over,Down,Direction)

CONSIDER(1,12,NE)

CONSULT(9,1,S)

COOPERATE(11,10,N)

DISCUSS(14,9,SW)

HELP(15,15,N)

LEARN(5,6,NW)

RESPECT(6,15,E)

SHARE(15,2,W)

SUPPORT(3,1,SE)

THOUGHTFULNESS(14,14,NW)

Yasmine works in the Sales Team. She receives orders from various sources and then passes this information on to the office staff who process the order and raise appropriate invoices. This automatically sends a request for production to the factory who in turn produce the item and then send it to the transport team for despatch.

One day, just as she was packing up to leave for the day, Yasmine received an urgent order for 300 ZX95 Mobile Handsets. She considered leaving the order until the next day as she was in a hurry to get home. However, she decided to complete the relevant paperwork before going home so that the customer's request for a 48 hour delivery could be met. She quickly wrote out the order and put it into the mail box for the office staff to collect first thing next morning.

Two weeks later Yasmine received a telephone call from the company who had placed this order saying they had not heard anything from her about the telephones. Yasmine could not quite remember the details of this order at that moment and said she would make enquiries and call the person back, taking their contact details. She then looked through her copies of processed order requests but could find no reference to this order. However – she did vaguely recall the large order so knew it had to be somewhere.

Yasmine called Hector in the Office and asked if he could help. He was able to identify that the order had indeed been processed and sent to the Factory some two weeks earlier. Yasmine then contacted the Factory who confirmed that the items had been produced and they had sent them to the Transport team for despatch.

She then contacted the Transport team who could not find any reference to the order. This meant Yasmine had to go and get copies of the order paperwork as, in her haste to go home on the day she wrote out the paperwork, she had forgotten to take a photocopy for her own records as per normal procedure. She also had to go to the Factory to get copies of the despatch request and it was only then that she noticed no delivery address had been entered on the form. On checking her original order, she realised she had omitted to do this also in her hurry to process the order.

When she went to the Transport department with the copies of paperwork, they were eventually able to track down the box of mobile telephones in a holding area. They had been placed there 13 days ago because no delivery address was listed.

Discussion

Discuss what went wrong with this order – list all the problems. How did the problem start? Who was to blame? What action should or could have been taken and by whom? Do you think this is a good example of teamwork? What do you think the purchaser is thinking about this company? Would they place an order there again?

POSSIBLE ANSWERS: Problem started when Yasmine rushed the order and forgot to take a copy – this meant she had no record of the order and so did not notice it had not been completed properly. She had also omitted the delivery address. The Office Staff should have picked this up when they processed the order and checked with Yasmine at that stage. This would have prevented the end problem in the Transport team. The factory staff only needed to know the order requirements for the product and so could not

really be blamed for noticing Yasmine's omission of a delivery address. The Transport team are most to blame (besides Yasmine) as they noticed no delivery address but, instead of pursuing this information, just put the goods away in storage. If the customer had not called when he did, they could have been stored here indefinitely and further problems would have arisen when the Office staff sent out invoices for payment (for goods not received). The main problem here is that each department does not realise how much the next department relies on them. They are a team, but do not know it. Staff training and strict procedures can help here.

How Yasmine deals with the customer now will affect their relationship and future business. The best way is to apologise for the delay and send the order out for next day delivery. If within her power, a gesture of goodwill (such as a discount) will go a long way to winning the customer's confidence.

Conclusion

Being in a team means taking responsibility for each other's work as well as our own. If we find someone has made a mistake, it is a simple matter to call or visit them to clarify details. This not only helps you to perform your bit of the job, but helps them to realise the importance of checking their own work and making sure they have done everything they need to and what the consequences may be of not fulfilling their job role.

ACTIVITY 4 – Quiz

How good a team worker are you?⁶

Tick the response that best describes you:

| Statement | Always (✓) | Rarely (✓) | Never (✓) |
|---|---------------|---------------|--------------|
| If I have a problem I prefer to discuss it with someone else | | | |
| If something goes wrong, I prefer to ask someone for advice or help | | | |
| I like to work in a group | | | |
| I am happy to make suggestions to a group, and don't mind if a better one is thought of later | | | |
| I can be relied on to do a job to the best of my ability | | | |
| I take account of other people's views | | | |
| I like helping other people | | | |
| I don't mind sharing my possessions or my time | | | |
| I say "thank you" if someone helps me | | | |
| I take responsibility for my own actions | | | |
| If someone is being difficult I will think carefully before making a response | | | |
| I will defend a member of my group if he or she is criticised | | | |
| I will support other people's suggestions if I think they are helpful | | | |
| I can work with all sorts of people | | | |
| I usually get on well with people | | | |

Scoring

For each 'Always' score 2 points

For each 'Rarely' score 1 point

For each 'Never' score 0 points

} The nearer your score to '30', the better a team worker you are.

Look at the statements for which you scored '0'. Set these as personal targets and/or changes in behaviour and attitude for you to improve your team working ability.

Respect

⁶ Adapted from Administration SVQ2 Student Handbook, Carysforth C, 1994

In your personal life you usually have the choice about whom you associate with. In working life, this is a luxury you do not get. You will often be placed in a situation of working with someone you do not particularly like and will be expected to perform well and productively. The success of coping with this is very dependent on how much importance you assign to the need to treat others with respect. But what does this mean?

You have probably been told to respect your elders and your superiors. But doesn't respect need to be earned? Think back to previous learning where we have discussed how your attitude and behaviour can influence the way people behave towards you.

Some people, however, will never change and will treat everyone badly no matter how nice they are to them. The best way to deal with these people is to remember that everyone is different – we all have individual strengths and weaknesses, beliefs and values, opinions and ways of life. Recognising and respecting *this* can often help you to see the good in people and so enable you to respect *them*. In working life, the role a person has (such as a manager) automatically indicates that you need to show respect – if not to the person, at least to the status. This is not, however, always easy to do.

ACTIVITY 5 - Who do you respect?

In the table below, list the people you have met in your life for whom you have respect. State the reason you respect them.

| Person (eg teacher, parent, friend) | Why I respect them (eg honest, kind, helpful, hard working) |
|-------------------------------------|--|
| <i>Mother</i> | <i>she works hard and still keeps the house clean, and tries to help me with my homework. She is kind but strict and this makes me want to please her.</i> |
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ACTIVITY 6 - Situations when you have lost respect for someone

In the table below, give examples of people you used to respect and why you lost that respect for them.

| Person (eg teacher, parent, friend) | Why I lost respect for them (eg being dishonest, being selfish or inconsiderate of others, alcohol abuse, lazy, unkind) |
|-------------------------------------|---|
| <i>Friend</i> | <i>I saw my friend be unkind to someone who was upset. Up until then I thought they were being funny but they ended up being cruel. It ruined our relationship.</i> |
| <i>Pop Idol</i> | <i>Involvement with alcohol or drugs and being arrested for violent or unacceptable behaviour – role model status lost.</i> |
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ACTIVITY 7 - CASE STUDY – Respect⁷

Farzana and Julie both work in the administration office of a large organisation. Their line manager is John Briggs, the office co-ordinator, though they also do work for Peter Osgood, the assistant office manager. Both John and Peter report to Diana Howson, the office Manager.

Farzana is seriously considering leaving her job because she is so overloaded with work. In her view Julie is very lazy and takes ages to do even the simplest of jobs. For that reason, both John and Peter keep giving Farzana all the work - because they know it will be done well and on time.

At a recent meeting Farzana openly challenged Peter about her workload in front of several staff, and refused to do an urgent job for him. He has been very annoyed with her ever since. When she tried to tackle John in private about all his work he just laughed and said she should be flattered. Farzana is rather frightened of Diana and doesn't want to approach her directly.

1. Thinking about respect for each other, complete the following table:

⁷ Adapted from Carysforth, C. Business & Administration NVQ2 Student Handbook, Heinemann

| Staff Member | Showed Respect for/to (tick if you agree and give example or reason) | | |
|---|--|--------------------------------|----------------------------------|
| Farzana | Peter <input type="checkbox"/> | John <input type="checkbox"/> | Julie <input type="checkbox"/> |
| <p><i>The answers to this will vary as it is down to personal perceptions and opinions. However, in general Farzana is a victim here and has been respectful to all concerned until the situation grew too much for her. Julie has shown respect for no-one as she is never on time, leaves early, does not complete work, takes advantage of others etc. John and Peter respect Farzana but they are not helping the situation by giving her more work to do and should tackle Julie's behaviour. They obviously do not respect Julie.</i></p> | | | |
| Peter | | | |
| John | Farzana <input type="checkbox"/> | Peter <input type="checkbox"/> | Julie <input type="checkbox"/> |
| Julie | Peter <input type="checkbox"/> | John <input type="checkbox"/> | Farzana <input type="checkbox"/> |

2. Now complete the following table:

| Staff Member | Showed DISRESPECT for/to (tick if you agree and give example or reason) | | |
|---|---|--------------------------------|----------------------------------|
| Farzana | Peter <input type="checkbox"/> | John <input type="checkbox"/> | Julie <input type="checkbox"/> |
| <p><i>Julie is very disrespectful to all staff at all times. Farzana only showed disrespect when she confronted Peter publicly – she should have done this privately. Again, answers will vary depending on student perceptions and opinions.</i></p> | | | |
| Peter | Farzana <input type="checkbox"/> | John <input type="checkbox"/> | Julie <input type="checkbox"/> |
| John | Farzana <input type="checkbox"/> | Peter <input type="checkbox"/> | Julie <input type="checkbox"/> |
| Julie | Peter <input type="checkbox"/> | John <input type="checkbox"/> | Farzana <input type="checkbox"/> |

3. If you were Farzana, what would you do now?

Farzana should apologise to Peter for publicly disagreeing with him, but she should assert her feelings regarding the lack of support regarding Julie's laziness. She should then speak to Julie to make her aware of the problem and the affect it is having on her and the managers. It may be a good idea to have a follow up meeting with all of them together to discuss ways of changing things and, if necessary, supporting Julie to change her behaviour and attitude.

4. What do you think Farzana should have done at the outset to try to solve the problem?

Farzana should have spoken to Julie once this became a problem. It is alright to give additional support to your team occasionally but when this starts to impact on your own work and happiness, and becomes a habit for the person you are trying to support, it makes relationships difficult and tense. Farzana should have made sure that Peter and John allocate their work fairly and this could have been done by making them aware of the pressure Farzana felt she was under. Also, Helen the manager, could have been consulted for advice.

Conclusion

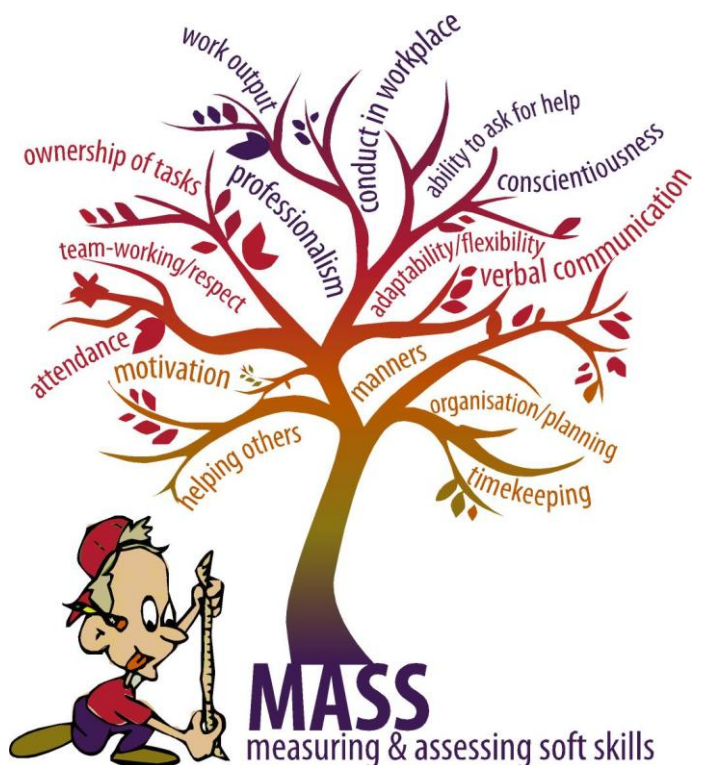
Hopefully the above case study and your discussions have helped you to realise that respect is a two-way street. If you give it, you normally get it. If you show it, others show it to you. If you respect someone's status it can help you to overlook their personal shortcomings.

Congratulations. You have now completed Learning Byte 3.

STUDENT PACK

Student name.....

LEARNING BYTE 3 Team Working and Respect



Education and Culture DG

Lifelong Learning Programme

What is a team?

As already discussed, a team is a group of people who work together on a shared task or project.

“A snowflake is one of God’s most fragile creations, but look what they can do when they stick together!” (Author Unknown)



It is true that working together can improve strength, power and results. Think about times when you have tried to do something alone and then recruited the help of other people – this is you forming a ‘team’. Did you accomplish your task? What made the difference?

Advantages of teams



The more people who contribute their ideas, the better the end result. All members of the team whose input led to a particular decision will take responsibility for ensuring it works as they then have ‘ownership’ of it.

Teams provide a sense of security or of belonging. Weaker team members can be supported by the stronger ones, so leading to excellent learning opportunities for all members concerned.

As Aesop so clearly demonstrated in the fable ‘the four oxen and the lion’, *“united we stand, divided we fall”*. In this fable the oxen were able to protect each other from the hungry lion by working together. After a quarrel, they separated and so became vulnerable to the lion’s attack.

This is true in all aspects of life and for every species, including us humans. Ants, bees, deer, wolves, armies – they all work together for a common cause, lending strength in numbers and intellect, each with their own roles to play for the good of the ‘team’.

Disadvantages of teams

Even when in a team, we are still individuals and we all have our own needs and ambitions. Sometimes, people can resent not receiving personal credit for the work they do or the contribution they make to the team’s efforts. Another difficulty is the ‘domineering’ team member who thinks they know all the answers and that their ideas are best or, even worse, claim credit for someone else’s work!

These issues can be avoided by strong leadership – every team needs a leader who can pass on the vision and objectives clearly and impartially. At the same time, this leader should know their team members – which ones have particular strengths and skills – and ensure that their abilities are used effectively.



ACTIVITY 1 – Word Search

Find the following words in the grid:

CONSIDER
COOPERATE
HELP
RESPECT
SUPPORT

CONSULT
DISCUSS
LEARN
SHARE
THOUGHTFULNESS

S J S K A O O W C O N M D V N
N S F U A J P Z O V E R A H S
Z R E X P U N Q N G T K A F F
I W A N D P K H S W A P Q W K
M Z K E L O O R U G R K B T I
H I R P L U E R L N E P F E N
A Y F Z T D F M T P P F H N A
N Z W Z I X E T Q V O A D A X
K P A S B X H K H O O L W D J
Y W N B S K F B Y G C G I D D
I O Q R O B R E T A U S P I P
C M J Z G F I L T Y C O K U P
N S D S L W J K Q U A Y H T L
J M T U D W Y O S C S N Q T E
R V A Y M R E S P E C T J Q H

ACTIVITY 2 – Find the code

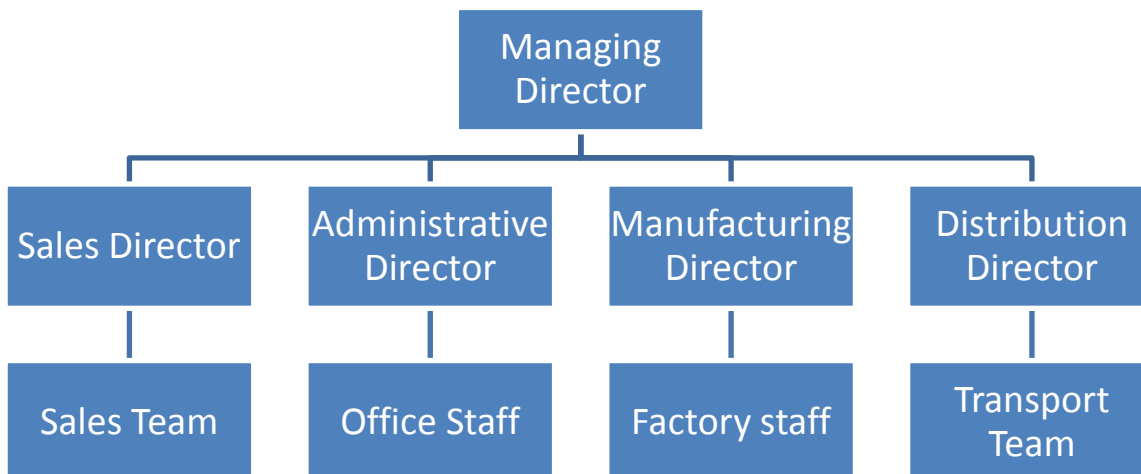
Using the grid below, try to identify this quote by Henry Ford:

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|----|---|---|---|----|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 21 | | | | | 4 | | | | | | | | | 13 | | | | 26 | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|----|----|---|----------|----|----|----|----|----------|----------|----|----|----------|----|----------|----------|----|----------|----------|----------|----------|----|----|----------|----------|----------|
| F | | | | | | | | | | | | | O | | | | | S | O | | | | | F | O | A |
| 17 | 4 | 1 | 5 | 1 | 19 | 2 | 13 | 16 | 1 | 17 | 26 | 24 | 13 | 5 | 17 | 16 | 18 | 4 | 13 | 19 | 12 | 21 | 19 | 8 | | |
| O | | | | | | | | | | | | | S | | | | | S | S | A | S | | | | | |
| 25 | 13 | 18 | 1 | 25 | 22 | 1 | 19 | 25 | 22 | 1 | 16 | 26 | 23 | 3 | 3 | 1 | 26 | 26 | 25 | 21 | 15 | 1 | 26 | | | |
| | | | | A | | | | | O | F | | | | | S | F | | | | | | | | | | |
| | | | | 3 | 21 | 19 | 1 | 13 | 4 | | | | | 17 | 25 | 26 | 1 | 14 | 4 | | | | | | | |

ACTIVITY 3 - CASE STUDY – Team Working

Harcop International is a large organisation which manufactures and exports mobile telephones. The organisational structure is shown below:



Yasmine works in the Sales Team. She receives orders from various sources and then passes this information on to the office staff who process the order and raise appropriate invoices. This automatically sends a request for production to the factory who in turn produce the item and then send it to the transport team for despatch.

One day, just as she was packing up to leave for the day, Yasmine received an urgent order for 300 ZX95 Mobile Handsets. She considered leaving the order until the next day as she was in a hurry to get home. However, she decided to complete the relevant paperwork before going home so that the customer's request for a 48 hour delivery could be met. She quickly wrote out the order and put it into the mail box for the office staff to collect first thing next morning.

Two weeks later Yasmine received a telephone call from the company who had placed this order saying they had not heard anything from her about the telephones. Yasmine could not quite remember the details of this order at that moment and said she would make enquiries and call the person back, taking their contact details. She then looked through her copies of processed order requests but could find no reference to this order. However – she did vaguely recall the large order so knew it had to be somewhere.

Yasmine called Hector in the Office and asked if he could help. He was able to identify that the order had indeed been processed and sent to the Factory some two weeks earlier. Yasmine then contacted the Factory who confirmed that the items had been produced and they had sent them to the Transport team for despatch.

She then contacted the Transport team who could not find any reference to the order. This meant Yasmine had to go and get copies of the order paperwork as, in her haste to go home on the day she wrote out the paperwork, she had forgotten to take a photocopy for her own records as per normal procedure. She also had to go to the Factory to get copies of the despatch request and it was only then that she noticed no delivery address had been entered on the form. On checking her original order, she realised she had omitted to do this also in her hurry to process the order.

When she went to the Transport department with the copies of paperwork, they were eventually able to track down the box of mobile telephones in a holding area. They had been placed there 13 days ago because no delivery address was listed.

Discussion

Discuss what went wrong with this order – list all the problems. How did the problem start? Who was to blame? What action should or could have been taken and by whom? Do you think this is a good example of teamwork? What do you think the purchaser is thinking about this company? Would they place an order there again?

Conclusion

Being in a team means taking responsibility for each other's work as well as our own. If we find someone has made a mistake, it is a simple matter to call or visit them to clarify details. This not only helps you to perform your bit of the job, but helps them to realise the importance of checking their own work and making sure they have done everything they need to and what the consequences may be of not fulfilling their job role.

ACTIVITY 4 – Quiz

How good a team worker are you?⁸

Tick the response that best describes you:

| Statement | Always (✓) | Rarely (✓) | Never (✓) |
|---|---------------|---------------|--------------|
| If I have a problem I prefer to discuss it with someone else | | | |
| If something goes wrong, I prefer to ask someone for advice or help | | | |
| I like to work in a group | | | |
| I am happy to make suggestions to a group, and don't mind if a better one is thought of later | | | |
| I can be relied on to do a job to the best of my ability | | | |
| I take account of other people's views | | | |
| I like helping other people | | | |
| I don't mind sharing my possessions or my time | | | |
| I say "thank you" if someone helps me | | | |
| I take responsibility for my own actions | | | |
| If someone is being difficult I will think carefully before making a response | | | |
| I will defend a member of my group if he or she is criticised | | | |
| I will support other people's suggestions if I think they are helpful | | | |
| I can work with all sorts of people | | | |
| I usually get on well with people | | | |

Scoring

For each 'Always' score 2 points
 For each 'Rarely' score 1 point
 For each 'Never' score 0 points

} The nearer your score to '30', the better a team worker you are.

Look at the statements for which you scored '0'. Set these as personal targets and/or changes in behaviour and attitude for you to improve your team working ability.

⁸ Adapted from Administration SVQ2 Student Handbook, Carysforth C, 1994

Respect

In your personal life you usually have the choice about whom you associate with. In working life, this is a luxury you do not get. You will often be placed in a situation of working with someone you do not particularly like and will be expected to perform well and productively. The success of coping with this is very dependent on how much importance you assign to the need to treat others with respect. But what does this mean?

You have probably been told to respect your elders and your superiors. But doesn't respect need to be earned? Think back to previous learning where we have discussed how your attitude and behaviour can influence the way people behave towards you.

Some people, however, will never change and will treat everyone badly no matter how nice they are to them. The best way to deal with these people is to remember that everyone is different – we all have individual strengths and weaknesses, beliefs and values, opinions and ways of life. Recognising and respecting *this* can often help you to see the good in people and so enable you to respect *them*. In working life, the role a person has (such as a manager) automatically indicates that you need to show respect – if not to the person, at least to the status. This is not, however, always easy to do.

ACTIVITY 5 - Who do you respect?

In the table below, list the people you have met in your life for whom you have respect. State the reason you respect them.

| Person (eg teacher, parent, friend) | Why I respect them (eg honest, kind, helpful, hard working) |
|-------------------------------------|---|
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ACTIVITY 6 - Situations when you have lost respect for someone

In the table below, give examples of people you used to respect and why you lost that respect for them.

| Person (eg teacher, parent, friend) | Why I lost respect for them (eg being dishonest, being selfish or inconsiderate of others, alcohol abuse, lazy, unkind) |
|-------------------------------------|---|
| | |
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ACTIVITY 7 - CASE STUDY – Respect⁹

Farzana and Julie both work in the administration office of a large organisation. Their line manager is John Briggs, the office co-ordinator, though they also do work for Peter Osgood, the assistant office manager. Both John and Peter report to Diana Howson, the office Manager.

Farzana is seriously considering leaving her job because she is so overloaded with work. In her view Julie is very lazy and takes ages to do even the simplest of jobs. For that reason, both John and Peter keep giving Farzana all the work - because they know it will be done well and on time.

At a recent meeting Farzana openly challenged Peter about her workload in front of several staff, and refused to do an urgent job for him. He has been very annoyed with her ever since. When she tried to tackle John in private about all his work he just laughed and said she should be flattered. Farzana is rather frightened of Diana and doesn't want to approach her directly.

⁹ Adapted from Carysforth, C. Business & Administration NVQ2 Student Handbook, Heinemann

5. Thinking about respect for each other, complete the following table:

| Staff Member | Showed Respect for/to (tick if you agree and give example or reason) | | |
|--------------|--|--------------------------------|----------------------------------|
| Farzana | Peter <input type="checkbox"/> | John <input type="checkbox"/> | Julie <input type="checkbox"/> |
| Peter | Farzana <input type="checkbox"/> | John <input type="checkbox"/> | Julie <input type="checkbox"/> |
| John | Farzana <input type="checkbox"/> | Peter <input type="checkbox"/> | Julie <input type="checkbox"/> |
| Julie | Peter <input type="checkbox"/> | John <input type="checkbox"/> | Farzana <input type="checkbox"/> |

6. Now complete the following table:

| Staff Member | Showed DISRESPECT for/to (tick if you agree and give example or reason) | | |
|--------------|---|--------------------------------|----------------------------------|
| Farzana | Peter <input type="checkbox"/> | John <input type="checkbox"/> | Julie <input type="checkbox"/> |
| Peter | Farzana <input type="checkbox"/> | John <input type="checkbox"/> | Julie <input type="checkbox"/> |
| John | Farzana <input type="checkbox"/> | Peter <input type="checkbox"/> | Julie <input type="checkbox"/> |
| Julie | Peter <input type="checkbox"/> | John <input type="checkbox"/> | Farzana <input type="checkbox"/> |

7. If you were Farzana, what would you do now?

8. What do you think Farzana should have done at the outset to try to solve the problem?

Conclusion

Hopefully the above case study and your discussions have helped you to realise that respect is a two-way street. If you give it, you normally get it. If you show it, others show it to you. If you respect someone's status it can help you to overlook their personal shortcomings.

Congratulations. You have now completed Learning Byte 3.

Learning Byte 4

LEARNING BYTE 3

RESOURCE LIST

Lesson Plans (4)

Introductory PowerPoint Presentation

Tutor Pack

Student Pack



Education and Culture DG

Lifelong Learning Programme

MASS

measuring & assessing soft skills 325

| | | |
|-----------------------------------|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 4 | Lesson: 1 | Location: |
| Subject: HELPING OTHERS | | Duration: GUIDANCE OF ONE HOUR |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS OF WAYS TO HELP OTHERS</p> <p>Resources for Delivery: LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK</p> |
|--|

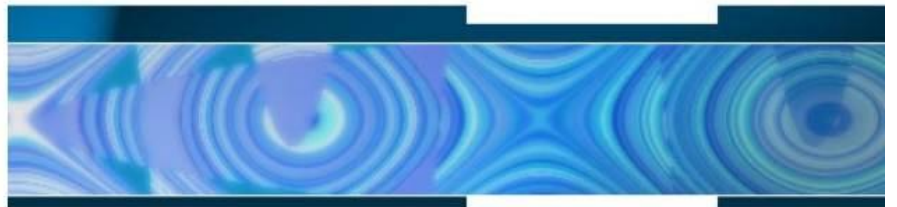
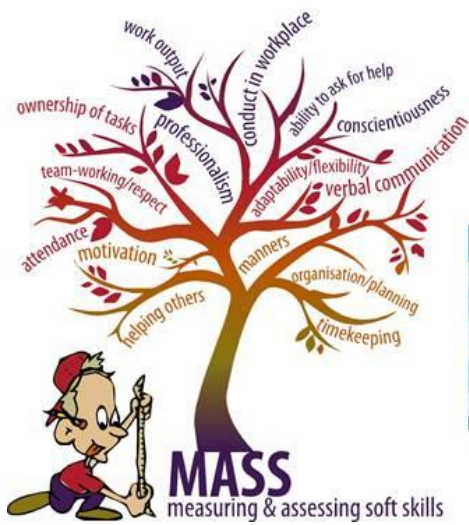
| Teaching Activity/ Learner Activity | Resource |
|---|--|
| Tutor – Deliver introductory PowerPoint – Each slide is a discussion opportunity. | Computer/ projector Powerpoint Presentation (10 mins) |
| Tutor - Hand out student pack- Students to write name on front cover - Tutor read the welcome introduction to the unit and link this to the presentation just shown, and the discussions just held. Emphasis will be on own interpretation of “help” – what some think is going out of their way to do is a natural act for others. Another discussion opportunity! | Student pack (5 mins) |
| Activity 1 page 2 - put students into pairs and ask them each to complete this activity with support (another type of “help”) from each other. Ask the students to call out their findings and thoughts. Compare with others. | Student pack (15 mins) |
| Read through pack – can class think of other benefits? Look at characteristics of helpful and selfish people. Can students identify with any of these? Do they need to plan any changes in their attitudes? Introduce concept of helping people at work (link this to teamwork). | Student pack (10 mins) |
| Activities 2 and 3 page 3 – In their pairs, students to complete the activities and then compare answers with tutor. | Student pack (15 mins) |
| Summary of lesson. This can take the form of asking students to identify one action they will try to implement over the following week to make them more helpful (eg wash the dishes at home to help out). This can then be input to a formal action plan and reviewed later if desired. | Paper/Pens (5 mins) |

| | | |
|-----------------------------------|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 4 | Lesson: 2 | Location: |
| Subject: HELPING OTHERS | | Duration: GUIDANCE OF ONE HOUR |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS OF WAYS HELP HAS BEEN RECEIVED RAISING AWARENESS OF VOLUNTEERING OPPORTUNITIES AND BENEFITS</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|--|---|
| <p>Recap of lesson so far. Set out objectives for this lesson and go straight into activity 4 page 4 – this should be done individually. As it can be quite personal and sensitive, tutor should make time to go over this individually with each student. Emphasise feelings of those being helped – by helping other people they are spreading that feeling.</p> | <p>Student pack (7 mins)</p> |
| <p>Introduce volunteering – read through introductory paragraph and first part of activity 5. Pair students up again and ask them to list as many volunteering examples they can. Write class findings up on board – ask them to add any each pair missed to their own workbooks.</p> | <p>Student pack Board/pens (15 mins)</p> |
| <p>Summarise volunteering by working through bottom of page 5 and activity 6 page 6 (last part can be done in pairs or groups). Again compare answers and note them on the board.</p> <p><i>Refer to local voluntary agency if possible. An excellent opportunity is presented here to involve a representative from that agency to discuss volunteering opportunities for students and extra time would need to be allowed for this.</i></p> | <p>Student pack (15 mins)</p> |
| <p>Activity 7 page 7 - put students into groups of 3 and ask them each to complete this activity (only 5 mins allowed per case study). Ask the students to call out their findings and thoughts. Discuss (5 mins).</p> | <p>Paper/Pens (15 mins)</p> |
| <p>Activity 8 page 9 – Individual activity</p> | <p>Student pack (5 mins)</p> |
| <p>Summary of lesson – reinforcing importance of giving help to others in all aspects of life. Students to raise hands if they found it interesting.</p> | <p>(3 mins)</p> |

Helping Others



What does helping others mean to you?

When you look at images in the media of natural disasters, (eg earthquakes, hurricanes, tsunamis) how do you feel?



What if?

What if the natural disaster was in your community?
Would you feel more compelled to help?

What if you had either a friend or a family member
in a disaster area?

How would you feel?

What would you do?

What would you expect others to do?



What could you do?

- Donate money
- Raise funds
- Donate food, clothing or supplies
- Go to the affected areas and offer physical help



Do you feel?

- that you must do something?
- compelled to help others?
- it is a Government responsibility?



Helping others in everyday situations

- Showing manners – eg opening doors for others
- Giving someone a lift somewhere
- Walking a sick neighbour's dog
- Giving directions to someone who is lost
- Helping a colleague finish an urgent task
- Offering your services/time for free (volunteering)
- Giving advice to friends
- Acting as a workplace mentor

Tutor pack

LEARNING BYTE 4

Helping Others



Education and Culture DG

Lifelong Learning Programme

MASS

measuring & assessing soft skills

Do you help other people?

You may have a natural desire to help others; you feel that you want to do something, or give something back; you may feel it is your spiritual duty to help others, and care about people. Whatever your reasons, helping others is a good thing.

Whilst going about your daily life you are probably helping others on a regular basis and often don't stop to think about it.

For example:

- Holding the door open for someone
- Helping someone with their shopping bags
- Listening to someone's problem, making them a cup of coffee, helping to calm them
- Putting your neighbour's rubbish out while you're taking out your own
- Giving directions to someone who looks lost
- Helping an elderly person off a bus or to cross the road



ACTIVITY 1

Can you think of some examples when you have helped someone in an everyday situation?

A 3D cartoon illustration of a woman with dark skin, wearing a purple top and pants, holding a large yellow pencil. She is standing next to a large sheet of white paper that is curled at the top right corner. The paper has a list of helpful actions written on it in blue text. A large yellow and green pencil is also visible on the right side of the paper.

Helping someone with their shopping bags off a bus

Giving someone older your seat on a bus or train

Giving up your place in a queue to someone in a hurry

Give money to a beggar

Giving a work colleague a lift in your car

Make a donation to charity

Help a sick neighbour - walk their dog - water their plants – get their shopping

Donating your old clothes to a charity shop

Babysit to allow a friend to go to work or attend an event

The benefits of helping others

Helping others may give you a sense of achievement and well-being, and will often help you to forget about your own problems. At the same time, you are setting a good example for others around you and there is nothing better than knowing you have done something to help another person – the smile on their face or their obvious gratitude is rewarding and satisfying.

Characteristics of a helpful person

- You believe other people are just as important as you
- You treat others the way you want to be treated
- You are always willing to help others even if it is inconvenient.
- You are polite and considerate to others
- You are always willing to listen to the needs of others
- You have good friendships and are popular with people



Characteristics of a selfish person

- You put your own needs and wants above others
- You view others only as a means to get what you want
- You have a need to control situations and people and are unwilling to reach compromises with others
- You find it difficult to part with your time and effort
- You don't listen to what others have to say
- You feel it is your right to receive from others, but give little back



Think about it!

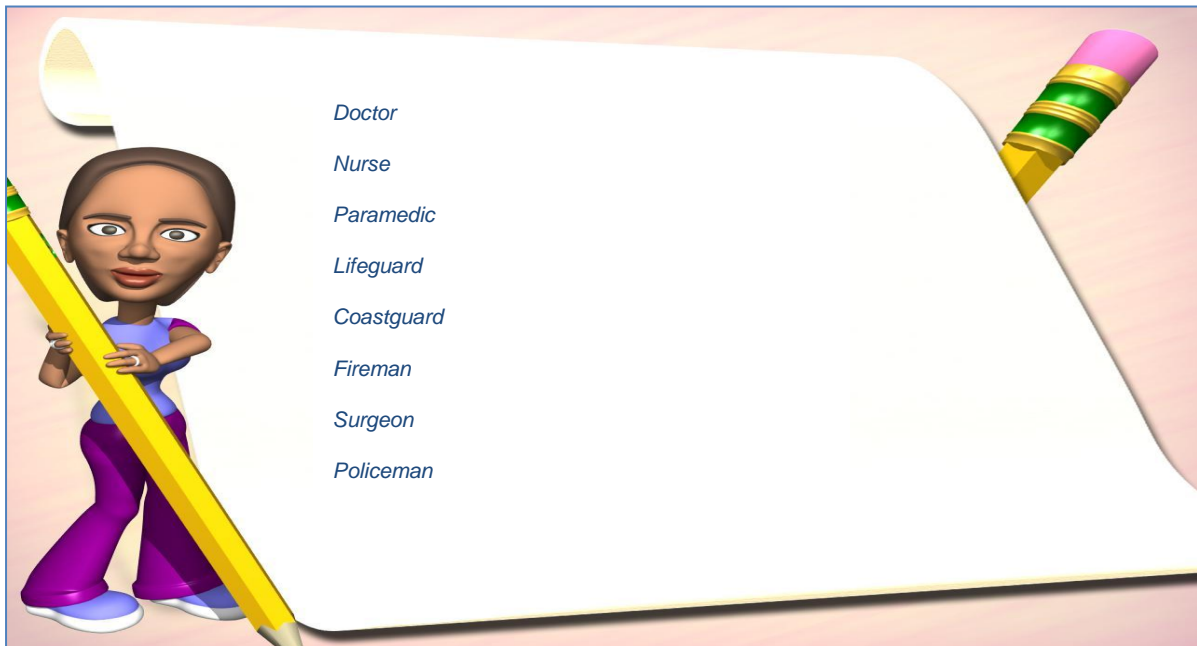
Can you identify someone you know from the above characteristics? Which describe you? Be honest ...

Helping others at work

In today's workforce employers regard helping others as an essential soft skill. You need to be able to help out colleagues without being asked and not look for praise or reward for it. If you are ahead of schedule with your own tasks you could help a colleague who is working towards a tight deadline. If you avoid helping colleagues you are not working as part of a team, which affects your working relationships and future promotions.

ACTIVITY 2

Can you think of occupations where people get paid to help others?



ACTIVITY 3

Please give an example of when you helped someone recently either at work or on a personal level.



Success is not only what you gain in life or accomplish for yourself, it's also what you do for others.

ACTIVITY 4

Please give an example of when you were helped by someone recently either at work or on a personal level.



Helping others by volunteering

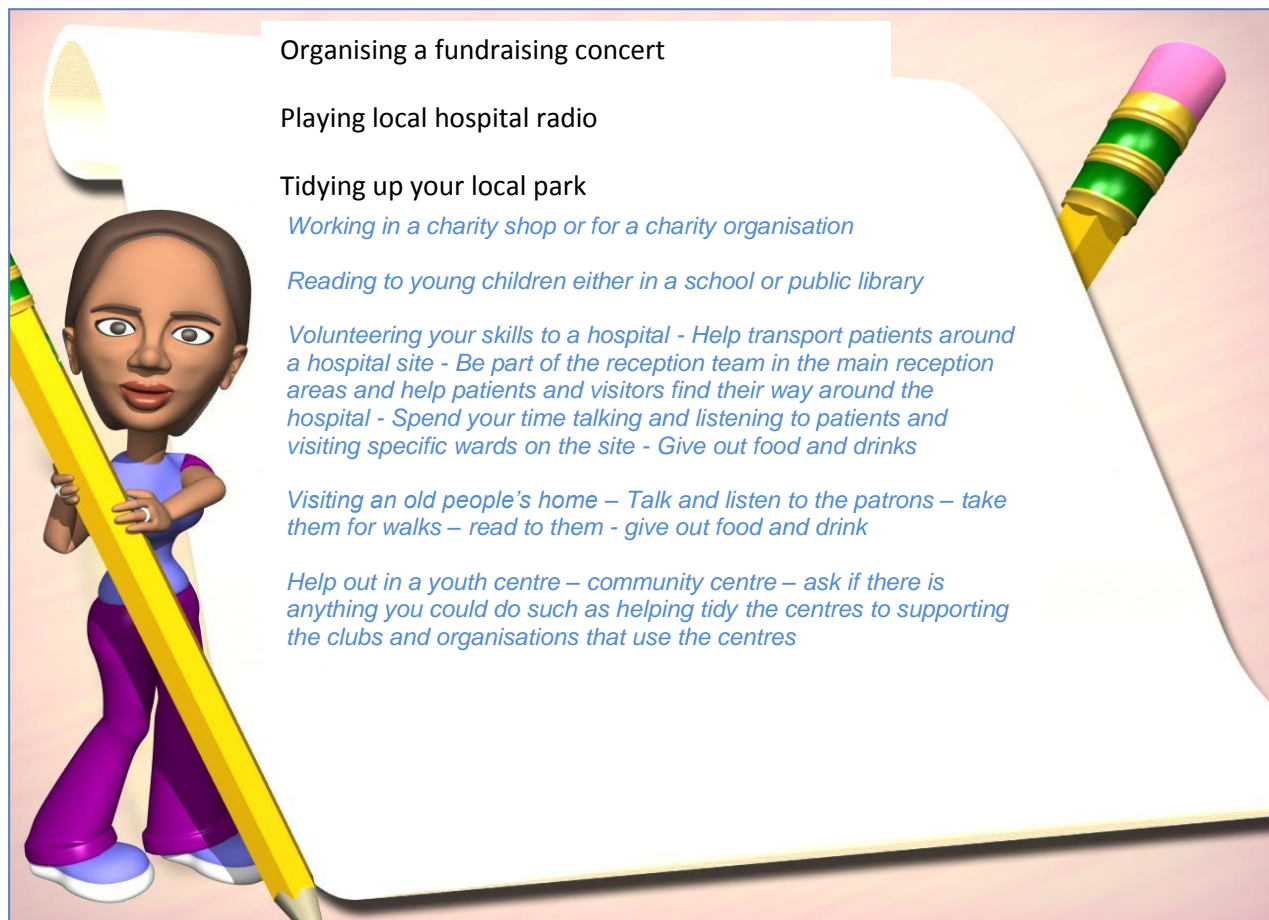
Volunteering is when you willingly give your time and energy to a good cause; it is unpaid work that you don't have to do, but you choose to do it. Volunteers help out on a regular or occasional basis usually when they have time to spare.

Some volunteer opportunities require particular experience but most just need skills gained in everyday life and willingness to learn. Volunteering gives you the opportunity to change lives by doing something about an issue that means something to you.

ACTIVITY 5

Below are 3 examples of volunteering. How many more can you name?

Taking part in volunteering work shows a lot about your personality and helps to highlight your good nature, flexibility, patience and dependability. Volunteering work also shows



Organising a fundraising concert

Playing local hospital radio

Tidying up your local park

Working in a charity shop or for a charity organisation

Reading to young children either in a school or public library

Volunteering your skills to a hospital - Help transport patients around a hospital site - Be part of the reception team in the main reception areas and help patients and visitors find their way around the hospital - Spend your time talking and listening to patients and visiting specific wards on the site - Give out food and drinks

Visiting an old people's home – Talk and listen to the patrons – take them for walks – read to them - give out food and drink

Help out in a youth centre – community centre – ask if there is anything you could do such as helping tidy the centres to supporting the clubs and organisations that use the centres

future employers your drive and dedication and is an excellent way to gain experience which employers value.

You may have done some volunteering work in the past - for example helping out in a homeless shelter. If you have volunteered, why did you do it? Was it:

- for personal reasons?
- to prevent boredom?
- because you care about the issue (eg homelessness)?
- because you were once in that situation (eg homeless) and want to give something back?
- for research reasons for a project?
- to learn more about a topic that interests you?

As you can see there are numerous reasons that you could help others and these are individual to you.

ACTIVITY 6

Please list 5 volunteering opportunities in your local area.



There are many organisations working with volunteers in a variety of ways. If you are unsure which type of volunteering would suit you, [contact your local Volunteer Centre](#) or co-ordination office. They will be able to help you decide.

ACTIVITY 7

Sometimes, helping someone will make you “count your blessings”. Look at the following case studies and think of examples of how you could help others in these three categories.

Case study 1

Your friend Carol, who is 17, has lived alone in her own flat for 12 months. When Carol got the flat she was working and with good budgeting skills she managed to pay her rent, buy food and have money for entertainment. Carol was very proud of her flat and seemed to be enjoying her independent lifestyle. Through no fault of her own Carol was made redundant; she has been unemployed and dependent on benefits for the last 3 months. In this time she has built up rent arrears, never seems to have food in and is not keeping the flat as clean as she used to. You have also heard through other friends that she is borrowing money.

How can you help Carol?

You could help Carol to try and get back to work by sourcing employment from various agencies, helping her to write a CV, apply for employment and prepare for an interview.

Suggest she makes an appointment to see her landlord to get some payment scheme put in place to pay off her rent arrears.

Help her tidy up the flat.

Go with her to buy food shopping ensuring that she buys enough to last her until she gets her next benefit payment - look for bargain deals such as “buy one get one free” - avoid branded labels and look for cheaper alternatives.

Ask your friends to stop lending her money.

Case study 2

Whilst you are a student you decide to subsidise your money and start a weekend job in the local coffee shop. As the months go by you get to know the regular customers, Mrs. Brown and Mrs. Simpson. Both these widowed pensioners come in every Friday and Saturday afternoon. You notice that they have not been in for a few weeks, and then Mrs. Simpson comes in alone and tells you that Mrs. Brown is now housebound after a “nasty fall” that severely damaged her leg; she tells you that Mrs. Brown is a “bit down” about not being able to get out to meet people and do her own shopping.

How can you help Mrs Brown?

You would tell Mrs Simpson that you would like to help and ask her to contact Mrs Brown and let her know. If this is agreeable, you could help Mrs Brown by:

Visiting to keep her company; talk to her

Make her a light meal

Do her washing

Do her shopping

Tidy her house and garden

Take out the rubbish

If she has a wheelchair offer to take her out

Make some cookies and take them round



Please complete the following word search

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| O | E | E | U | K | A | K | E | T | T | I | N | S |
| S | I | R | T | R | E | N | R | A | E | L | V | T |
| G | U | A | O | H | E | O | R | E | E | T | S | T |
| S | S | S | H | T | P | W | L | U | N | N | N | E |
| P | K | S | S | P | N | L | R | G | Y | E | O | T |
| R | S | I | U | K | L | E | T | A | M | I | I | I |
| O | L | S | L | D | N | D | M | E | S | T | T | E |
| B | L | T | I | L | S | G | V | L | I | A | U | L |
| L | E | A | T | L | S | E | E | L | N | P | L | S |
| E | C | N | E | D | I | F | N | O | C | S | O | B |
| M | N | C | K | H | N | I | N | C | L | T | S | T |
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COLLEAGUE

LISTEN

SUPPORT

LEARNER

MENTOR

BUDDY

PROBLEMS

ASSISTANCE

KNOWLEDGE

PATIENT

SKILLS

SOLUTIONS

CONFIDENCE

EXPERIENCES

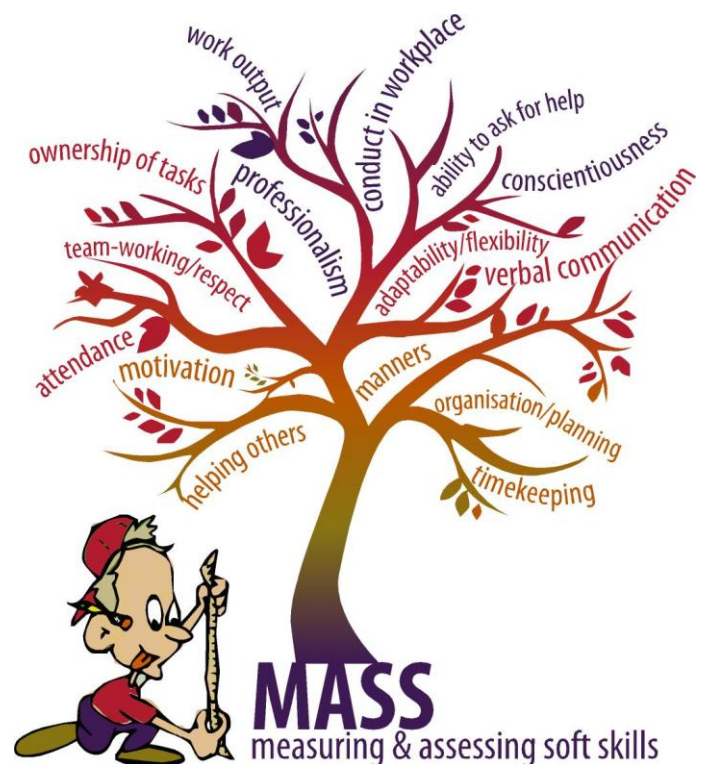
ACHIEVEMENT

Congratulations. You have now completed Learning Byte 4.

STUDENT PACK

Student name.....

LEARNING BYTE 4 Helping Others





Education and Culture DG

Lifelong Learning Programme

Do you help other people?

You may have a natural desire to help others; you feel that you want to do something, or give something back; you may feel it is your spiritual duty to help others, and care about people. Whatever your reasons, helping others is a good thing.

Whilst going about your daily life you are probably helping others on a regular basis and often don't stop to think about it.

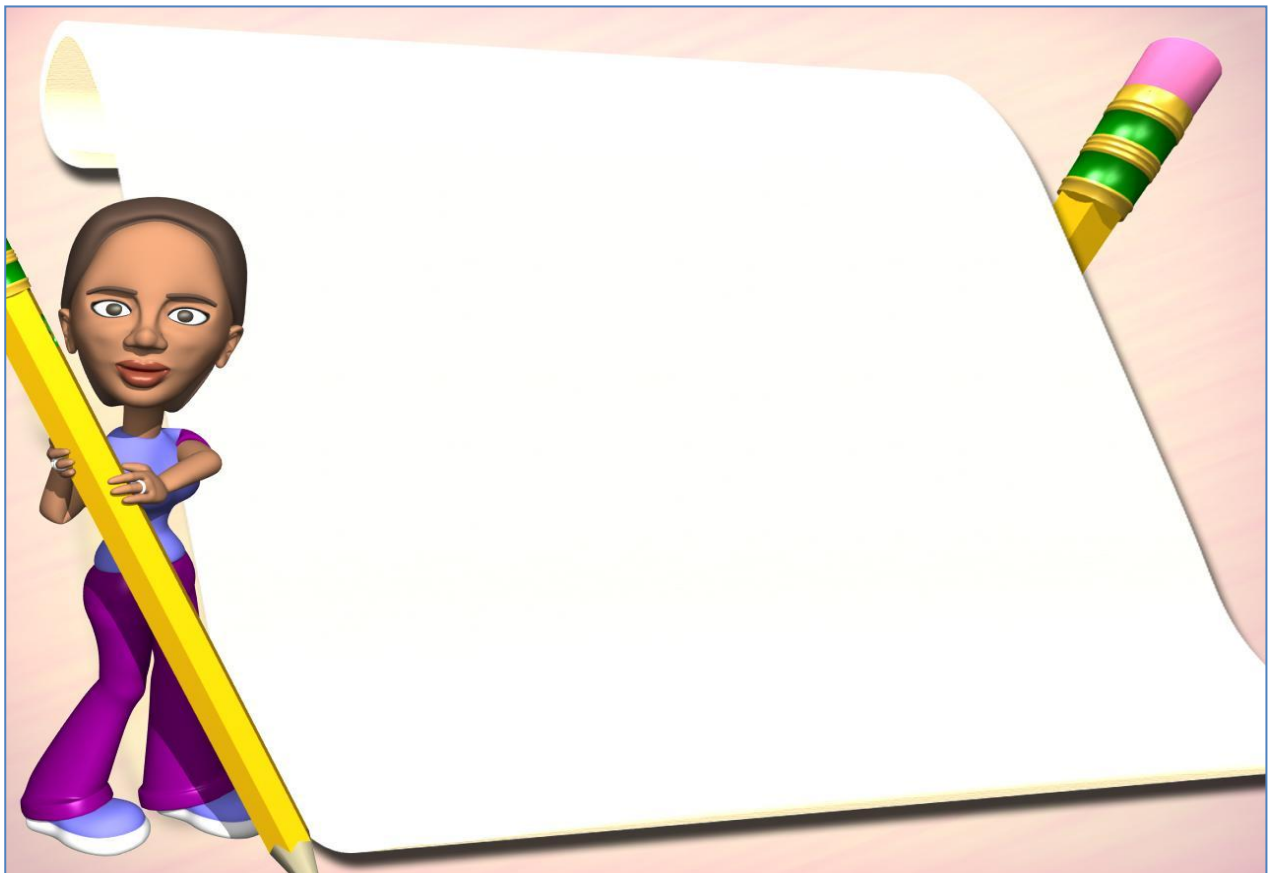
For example:

- Holding the door open for someone
- Helping someone with their shopping bags
- Listening to someone's problem, making them a cup of coffee, helping to calm them
- Putting your neighbour's rubbish out while you're taking out your own
- Giving directions to someone who looks lost
- Helping an elderly person off a bus or to cross the road



ACTIVITY 1

Can you think of some examples when you have helped someone in an everyday situation?



The benefits of helping others

Helping others may give you a sense of achievement and well-being, and will often help you to forget about your own problems. At the same time, you are setting a good example for others around you and there is nothing better than knowing you have done something to help another person – the smile on their face or their obvious gratitude is rewarding and satisfying.

Characteristics of a helpful person

- You believe other people are just as important as you
- You treat others the way you want to be treated
- You are always willing to help others even if it is inconvenient.
- You are polite and considerate to others
- You are always willing to listen to the needs of others
- You have good friendships and are popular with people



Characteristics of a selfish person

- You put your own needs and wants above others
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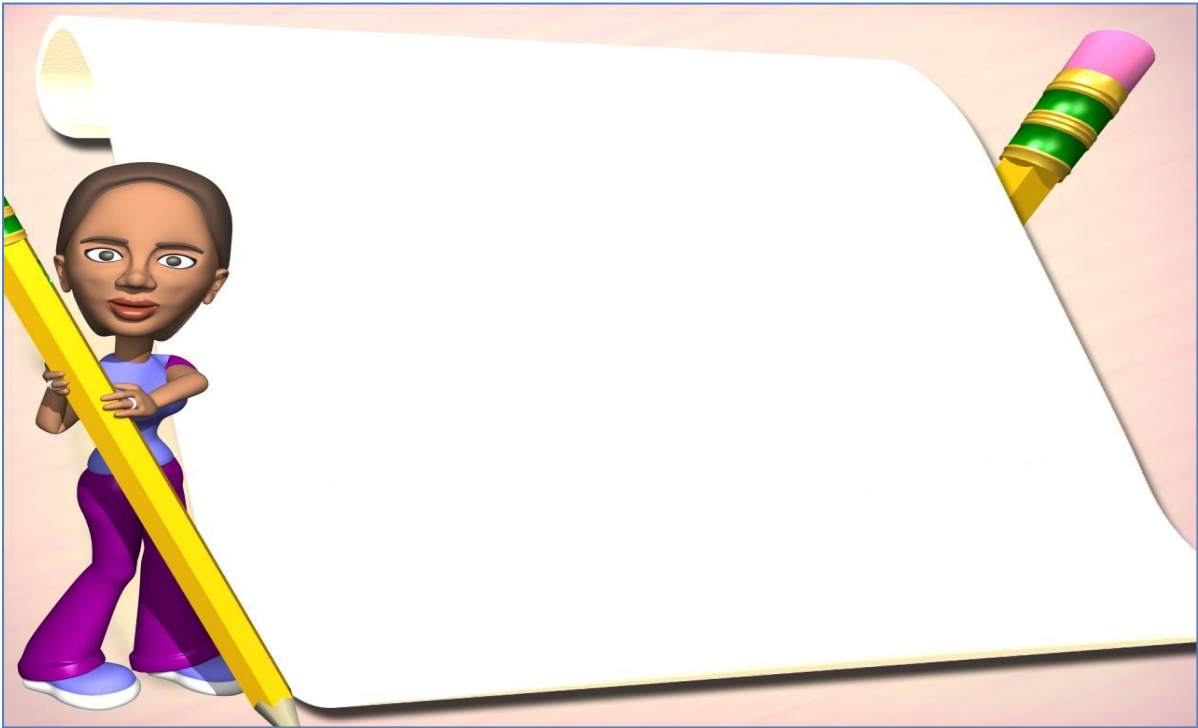
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ACTIVITY 2



Can you think of occupations where people get paid to help others?

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Please give an example of when you helped someone recently either at work or on a personal level.

Who did you help?

What did you do?

Success is not only what you gain in life or accomplish for yourself, it's also what you do for others.

How did you feel?

ACTIVITY 4

Please give an example of when you were helped by someone recently either at work or on a personal level.





Helping others by volunteering



Volunteering is when you willingly give your time and energy to a good cause; it is unpaid work that you don't have to do, but you choose to do it. Volunteers help out on a regular or occasional basis usually when they have time to spare.

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How can you help Carol?

Case study 2

Whilst you are a student you decide to subsidise your money and start a weekend job in the local coffee shop. As the months go by you get to know the regular customers, Mrs. Brown and Mrs. Simpson. Both these widowed pensioners come in every Friday and Saturday afternoon. You notice that they have not been in for a few weeks, and

then Mrs. Simpson comes in alone and tells you that Mrs. Brown is now housebound after a “nasty fall” that severely damaged her leg; she tells you that Mrs. Brown is a “bit down” about not being able to get out to meet people and do her own shopping.

How can you help Mrs Brown?



Activity 8

Please complete the following word search

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| O | E | E | U | K | A | K | E | T | T | I | N | S |
| S | I | R | T | R | E | N | R | A | E | L | V | T |
| G | U | A | O | H | E | O | R | E | E | T | S | T |
| S | S | S | H | T | P | W | L | U | N | N | N | E |
| P | K | S | S | P | N | L | R | G | Y | E | O | T |
| R | S | I | U | K | L | E | T | A | M | I | I | I |
| O | L | S | L | D | N | D | M | E | S | T | T | E |
| B | L | T | I | L | S | G | V | L | I | A | U | L |
| L | E | A | T | L | S | E | E | L | N | P | L | S |
| E | C | N | E | D | I | F | N | O | C | S | O | B |
| M | N | C | K | H | N | I | N | C | L | T | S | T |
| S | S | E | C | N | E | I | R | E | P | X | E | E |
| E | L | A | B | U | D | D | Y | S | L | T | C | S |

COLLEAGUE

LISTEN

SUPPORT

LEARNER

MENTOR

BUDDY

PROBLEMS

ASSISTANCE

KNOWLEDGE

PATIENT

SKILLS

SOLUTIONS

CONFIDENCE

EXPERIENCES

ACHIEVEMENT

Congratulations. You have now completed Learning Byte 4.

Learning Byte 5

LEARNING BYTE 5

RESOURCE LIST

Lesson Plan (1)

Introductory PowerPoint Presentation

Tutor Pack

Student Pack



Education and Culture DG

Lifelong Learning Programme

MASS

measuring & assessing soft skills

MASS – LESSON PLAN

| | | |
|--|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 5 | Lesson: 1 | Location: |
| Subject: THE ABILITY TO ASK FOR HELP | | Duration: GUIDANCE OF ONE HOUR |

Aim and Learning Objective:

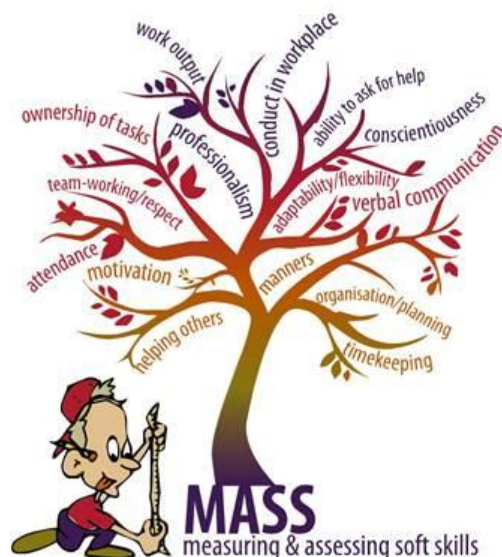
RAISING AWARENESS OF THE IMPORTANT OF SEEKING HELP IN ALL AREAS OF LIFE

Resources for Delivery:

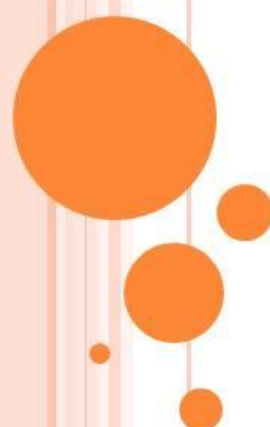
LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK

| Teaching Activity/ Learner Activity | Resource |
|---|---|
| <p>Tutor – Deliver introductory PowerPoint – Each slide is an opportunity for discussion and slide 3 can be used as a basis for class discussion or group work. Slide 4 focuses on one of the consequences of NOT asking for help. Timing will vary depending on use made of slide 3.</p> | <p>Computer/ projector Powerpoint Presentation (15 mins)</p> |
| <p>Tutor - Hand out student pack- Students to write name on front cover - Tutor read the welcome introduction to the unit and link this to the presentation just shown, and the discussions just held. Emphasis will be on consequences of not asking for help and benefits of doing so.</p> | <p>Student pack (5 mins)</p> |
| <p>Activity 1 – page 1. Put students into pairs. Allow only 3 minutes for each partner to do the activity. You can follow suggestion in pack where they speak about any aspect of the previous day they wish, or you can change this to be focused on one particular thing (such as morning class and what they did in it). Observe students as they carry out task. Ask questions as indicated in pack.</p> | <p>Student pack (10 mins)</p> |
| <p>Read through importance of asking for help paragraph. This has a focus on meeting deadlines. Discussion - What are the consequences of failing to meet deadlines? Who else may be affected?</p> | <p>Student pack (10 mins)</p> |
| <p>Activity 2 – page 2. Read through stress paragraph and students to complete short quiz. Discuss answers as shown in tutor pack.</p> | <p>Student pack (10 mins)</p> |
| <p>Continue with pack – summary of how to ask for help and activity 3 – page 3 quiz. Students to call out their scores. Those who get nearest to 30 demonstrate more awareness of the need to ask for help. This can double as lesson/learning evaluation. Summarise lesson.</p> | <p>Student pack (10 mins)</p> |

MASS – LESSON PLAN



THE ABILITY TO ASK FOR HELP



STRENGTH OR WEAKNESS?

- Asking for help can sometimes be difficult
- Therefore, being able to ask for help when you need it shows strength of character
- No employer wants to hire someone who will get things wrong rather than ask for help when they are struggling!



WHO CAN PROVIDE HELP?

- What kind of help can you get from:
 - A teacher
 - A friend
 - A parent
 - A counsellor
 - A work colleague
 - A doctor



STRESS

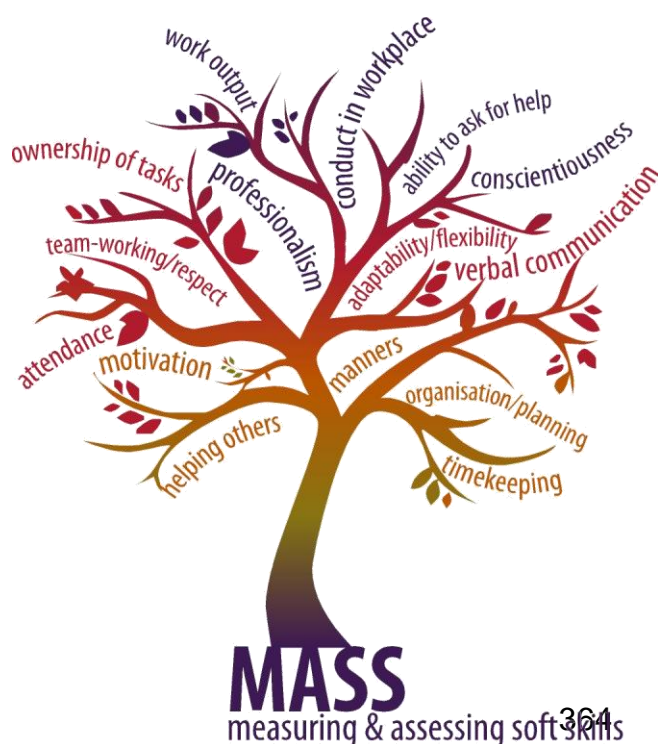
- Everyone has busy times and quieter times – at work and at home.
- When things get too busy you **MUST** ask for help.
- Stress can have a serious effect on your health.



Tutor pack

LEARNING BYTE 5

The ability to ask for help



Need some help?

Admitting that you need help or can't do something is seen by some people as a sign of weakness. But this is definitely not true. Asking for help or guidance is a major strength that not only shows you know your own limitations or training needs, but saves a lot of wasted time, effort and money for your employer.

Imagine being asked to book a flight to South Africa for your boss. Would you know how to do this? What about Visas? Or health/vaccination requirements? Or insurance? If you just rushed in there and did what you thought you needed, chances are it would be wrong.

This is a typical example of when it is sensible to ask for help. If the help is received, take notes. You can then refer to them later and even use them as a reference for helping others. But asking for help *does* take confidence.

Needing to ask for help, because you don't know how to do something, or because you can't cope with the workload you have, is not a sign of weakness. However, it is human nature that we prefer to ask particular people for particular kinds of help. For example, you might ask your best friend for advice on how to ask someone out; or you might be happy asking an older member of the workforce for help in your job rather than someone your own age. Everyone is different but we all have one thing in common – every single one of us has needed help at some time or other (and probably still do at times).

Try to remember this. It should boost your self-confidence. A note of caution though: asking for the *same* advice time after time implies that you don't listen and will soon irritate people. Remember to always write down procedures or ways of doing things so you will always have them to refer to. It's a good idea to buy yourself a little notebook into which all these tips can be stored (an indexed one such as an address book is excellent because you can write your notes alphabetically by subject).

Sometimes we need to ask for help because we have not heard clearly what someone has said, or we have not been able to focus on the important points of a conversation. This can be caused by distractions around us, such as traffic noise, ringing telephones, or even just other people in the vicinity. Active listening is therefore very important and is a skill you can learn.

ACTIVITY 1 – Reflective and Active Listening

Pair up. You should now ask your partner to tell you what they did the previous day. They should start from the moment they woke up to the moment they went to bed – only ask them to tell you about key points of their day (eg what they had for breakfast, what they did until lunch time, what they ate for lunch etc). Listen carefully, but do not take notes. Try to summarise it back to them. Reverse roles. Did you manage to remember

everything? Were you distracted by others in the room? Do you think it would have helped you if you had taken notes? Your answers to these questions will help you to develop a personal strategy for concentration and focus. Discuss this with your tutor.

How important is it to ask for help?

The world of business is full of deadlines and tight schedules. If you have a task to do within a certain timescale, it is important that you work towards this. However, sometimes you get asked to do many things at once and it can be difficult to prioritise and this can lead to stress. If you ask someone for guidance and support, you can be assured you will receive it. It is your responsibility to meet any targets and fulfil any commitments that are part of your job role so planning your work, including identifying any training requirements or help to meet deadlines, is essential.

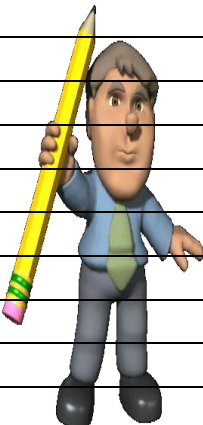
Stress

Stress is the way that you feel when too much pressure is placed on you. A little pressure can be good for you and increase motivation and can help you to perform better. However, too much pressure can lead to stress, which can cause mental and physical health problems.

ACTIVITY 2 – Stress Test







Which of the following do you think can cause stress?

| Situation | Causes Stress (✓) | Does Not Cause Stress (✓) |
|---|-------------------|---------------------------|
| Lack of support from manager or teacher | ✓ | |
| Bullying | ✓ | |
| Going on holiday | | ✓ |
| Relationship problems | ✓ | |
| Excessive workload | ✓ | |
| Marriage | ✓ | |
| Financial worries | ✓ | |
| Job security | | ✓ |
| Bereavement | ✓ | |
| Passing exams | | ✓ |
| Conflict with friends | ✓ | |



It must be remembered that different people have different stress “thresh-holds” and what is stress to some is only pressure to others. Therefore the above answers WILL vary from student to student and will also be based upon their experience to date.

HOW TO ASK FOR HELP¹⁰

-  **Remember**, it's okay to ask for help. Don't be embarrassed, and don't worry about other people judging you.
-  **Think** what might happen if you don't get help—or if you do.
-  **Decide** what the problem is and what help you need.
-  **Think** about who you can ask for help. Choose someone you trust and who will know how to help you.
-  **Think** about what you'll say when you ask for help. Do it.
-  **Remember**, getting help when you need it is part of being responsible—to yourself.

ACTIVITY 3 – Quiz

1. You have a part time job working in a local fashion shop. It is Saturday afternoon and your colleague is off the shop floor having a cup of coffee as it is her break time. Five young men enter the shop. You are currently serving one customer and another is waiting in line to pay. Each of the young men select items and join the queue. They are growing impatient waiting to be served. Do you:
 - a) Call for your colleague to come and assist you
 - b) Ignore them – you will get to them eventually
 - c) Start to panic that you can't cope
 - d) Become irritated at their impatience

2. You are using the photocopier to make copies of a report that your employer needs for a meeting early the next morning. It is now 4pm and you are half way through. The photocopier suddenly stops working and won't respond to anything you try. Do you:
 - a) Finish up for the day and try to sort it in the morning
 - b) Lose your temper at the machine and leave
 - c) Ask a colleague to help you to fix it
 - d) Find another photocopier to use – leaving this one jammed

¹⁰ Copyright Elkind+Sweet Communications / Live Wire Media. Reprinted by permission. Copied from www.GoodCharacter.com.

3. You receive a letter from your bank advising that you have exceeded your approved overdraft limit. Yesterday you received a letter from your landlord about rent arrears. You also have an electricity bill that is well overdue. Do you:
- a) Continue to ignore them – it's only a temporary problem and will sort itself
 - b) Ask a friend for advice
 - c) Borrow money from your mum to pay your rent and hope the rest works out
 - d) Contact your local Youth Advice Bureau to get some advice on managing your finances

Score:

Q1 –

If you answered (a) well done. This is a classic example of when it is practical and necessary to ask for assistance/help. Score 10 points.

If you answered (b) the chances are they will just leave without buying anything. This does not give a good impression of your shop or your customer service skills! Score 0 points.

If you answered (c) you may scare the customers away. You may make mistakes and this could be costly for your employer. Score 0 points.

If you answered (d) you could cause an argument or receive complaints – again this only makes matters worse and could even cost you your job. Score 0 points.

Q2 –

If you answered (a) you will not meet your deadline – your boss needs the report for very early the next morning. Score 0 points.

If you answered (b) nothing will be achieved other than your blood pressure being raised! Score 0 points.

If you answered (c) you will probably get the problem sorted (after all, two heads are better than one) and so manage to get the job done. This is exactly the sort of situation when you should ask for help. Score 10 points.

If you answered (d) you would probably get your task done on time. But is it fair to leave the photocopier in a faulty state for other staff to have to fix? Score 0 points.

Q3 –

If you answered (a) you will only end up in trouble. Burying your head and pretending a problem does not exist will not make it go away. Score 0 points.

If you answered (b) you may not get the right advice and is it fair to burden your friend with your financial difficulties? It may, however, help you to realise that you do need professional support. Score 5 points.

If you answered (c) you are only getting yourself into more debt. “Robbing Peter to pay Paul” only shifts your debts around and does not remove them or solve the problem. Score 0 points.

If you answered (d) well done. Your local advisory bureau or even your bank can often help you to sort out your immediate difficulties, liaising with creditors to give you time to

pay off your debts. They also provide excellent guidance on money management. Score 10 points.

The closer to 30 you score, the better you are at asking for help.

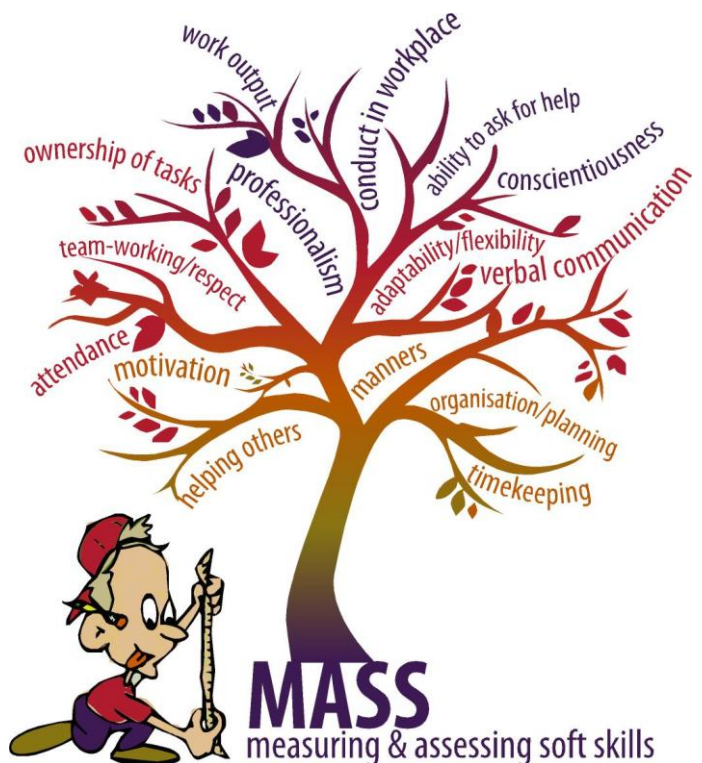
Try to remember these tips in every aspect of your life. It will make you a more knowledgeable, independent person in the end.

Congratulations. You have now completed Learning Byte 5.

STUDENT PACK

Student name.....

LEARNING BYTE 5 The Ability to Ask for Help



Need some help?

Admitting that you need help or can't do something is seen by some people as a sign of weakness. But this is definitely not true. Asking for help or guidance is a major strength that not only shows you know your own limitations or training needs, but saves a lot of wasted time, effort and money for your employer.

Imagine being asked to book a flight to South Africa for your boss. Would you know how to do this? What about Visas? Or health/vaccination requirements? Or insurance? If you just rushed in there and did what you thought you needed, chances are it would be wrong.

This is a typical example of when it is sensible to ask for help. If the help is received, take notes. You can then refer to them later and even use them as a reference for helping others. But asking for help *does* take confidence.

Needing to ask for help, because you don't know how to do something, or because you can't cope with the workload you have, is not a sign of weakness. However, it is human nature that we prefer to ask particular people for particular kinds of help. For example, you might ask your best friend for advice on how to ask someone out; or you might be happy asking an older member of the workforce for help in your job rather than someone your own age. Everyone is different but we all have one thing in common – every single one of us has needed help at some time or other (and probably still do at times).

Try to remember this. It should boost your self-confidence. A note of caution though: asking for the *same* advice time after time implies that you don't listen and will soon irritate people. Remember to always write down procedures or ways of doing things so you will always have them to refer to. It's a good idea to buy yourself a little notebook into which all these tips can be stored (an indexed one such as an address book is excellent because you can write your notes alphabetically by subject).

Sometimes we need to ask for help because we have not heard clearly what someone has said, or we have not been able to focus on the important points of a conversation. This can be caused by distractions around us, such as traffic noise, ringing telephones, or even just other people in the vicinity. Active listening is therefore very important and is a skill you can learn.

ACTIVITY 1 – Reflective and Active Listening

Pair up. You should now ask your partner to tell you what they did the previous day. They should start from the moment they woke up to the moment they went to bed – only ask them to tell you about key points of their day (eg what they had for breakfast, what they did until lunch time, what they ate for lunch etc). Listen carefully, but do not take notes. Try to summarise it back to them. Reverse roles. Did you manage to remember

everything? Were you distracted by others in the room? Do you think it would have helped you if you had taken notes? Your answers to these questions will help you to develop a personal strategy for concentration and focus. Discuss this with your tutor.

How important is it to ask for help?

The world of business is full of deadlines and tight schedules. If you have a task to do within a certain timescale, it is important that you work towards this. However, sometimes you get asked to do many things at once and it can be difficult to prioritise and this can lead to stress. If you ask someone for guidance and support, you can be assured you will receive it. It is your responsibility to meet any targets and fulfil any commitments that are part of your job role so planning your work, including identifying any training requirements or help to meet deadlines, is essential.

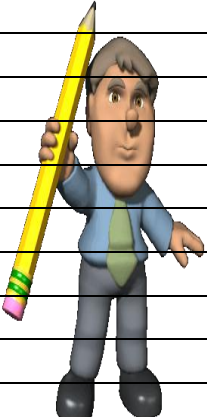
Stress

Stress is the way that you feel when too much pressure is placed on you. A little pressure can be good for you and increase motivation and can help you to perform better. However, too much pressure can lead to stress, which can cause mental and physical health problems.







ACTIVITY 2 – Stress Test

Which of the following do you think can cause stress?

| Situation | Causes Stress (✓) | Does Not Cause Stress (✓) |
|---|-------------------|---------------------------|
| Lack of support from manager or teacher | | |
| Bullying | | |
| Going on holiday | | |
| Relationship problems | | |
| Excessive workload | | |
| Marriage | | |
| Financial worries | | |
| Job security | | |
| Bereavement | | |
| Passing exams | | |
| Conflict with friends | | |



HOW TO ASK FOR HELP¹¹

-  **Remember**, it's okay to ask for help. Don't be embarrassed, and don't worry about other people judging you.
-  **Think** what might happen if you don't get help—or if you do.
-  **Decide** what the problem is and what help you need.
-  **Think** about who you can ask for help. Choose someone you trust and who will know how to help you.
-  **Think** about what you'll say when you ask for help. Do it.
-  **Remember**, getting help when you need it is part of being responsible—to yourself.

ACTIVITY 3 – Quiz

1. You have a part time job working in a local fashion shop. It is Saturday afternoon and your colleague is off the shop floor having a cup of coffee as it is her break time. Five young men enter the shop. You are currently serving one customer and another is waiting in line to pay. Each of the young men select items and join the queue. They are growing impatient waiting to be served. Do you:
 - a) Call for your colleague to come and assist you
 - b) Ignore them – you will get to them eventually
 - c) Start to panic that you can't cope
 - d) Become irritated at their impatience

2. You are using the photocopier to make copies of a report that your employer needs for a meeting early the next morning. It is now 4pm and you are half way through. The photocopier suddenly stops working and won't respond to anything you try. Do you:
 - a) Finish up for the day and try to sort it in the morning
 - b) Lose your temper at the machine and leave
 - c) Ask a colleague to help you to fix it
 - d) Find another photocopier to use – leaving this one jammed

¹¹ Copyright Elkind+Sweet Communications / Live Wire Media. Reprinted by permission. Copied from www.GoodCharacter.com.

3. You receive a letter from your bank advising that you have exceeded your approved overdraft limit. Yesterday you received a letter from your landlord about rent arrears. You also have an electricity bill that is well overdue. Do you:
- a) Continue to ignore them – it's only a temporary problem and will sort itself
 - b) Ask a friend for advice
 - c) Borrow money from your mum to pay your rent and hope the rest works out
 - d) Contact your local Youth Advice Bureau to get some advice on managing your finances

Score:

Q1 –

If you answered (a) well done. This is a classic example of when it is practical and necessary to ask for assistance/help. Score 10 points.

If you answered (b) the chances are they will just leave without buying anything. This does not give a good impression of your shop or your customer service skills! Score 0 points.

If you answered (c) you may scare the customers away. You may make mistakes and this could be costly for your employer. Score 0 points.

If you answered (d) you could cause an argument or receive complaints – again this only makes matters worse and could even cost you your job. Score 0 points.

Q2 –

If you answered (a) you will not meet your deadline – your boss needs the report for very early the next morning. Score 0 points.

If you answered (b) nothing will be achieved other than your blood pressure being raised! Score 0 points.

If you answered (c) you will probably get the problem sorted (after all, two heads are better than one) and so manage to get the job done. This is exactly the sort of situation when you should ask for help. Score 10 points.

If you answered (d) you would probably get your task done on time. But is it fair to leave the photocopier in a faulty state for other staff to have to fix? Score 0 points.

Q3 –

If you answered (a) you will only end up in trouble. Burying your head and pretending a problem does not exist will not make it go away. Score 0 points.

If you answered (b) you may not get the right advice and is it fair to burden your friend with your financial difficulties? It may, however, help you to realise that you do need professional support. Score 5 points.

If you answered (c) you are only getting yourself into more debt. “Robbing Peter to pay Paul” only shifts your debts around and does not remove them or solve the problem. Score 0 points.

If you answered (d) well done. Your local advisory bureau or even your bank can often help you to sort out your immediate difficulties, liaising with creditors to give you time to

pay off your debts. They also provide excellent guidance on money management. Score 10 points.

The closer to 30 you score, the better you are at asking for help.

Try to remember these tips in every aspect of your life. It will make you a more knowledgeable, independent person in the end.

Congratulations. You have now completed Learning Byte 5.

Learning Byte 6

LEARNING BYTE 6

RESOURCE LIST

Lesson Plans (2)

Introductory PowerPoint Presentation

Tutor Pack

Student Pack



Education and Culture DG

Lifelong Learning Programme

MASS

measuring & assessing soft skills377

MASS – LESSON PLAN

| | | |
|----------------------------|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 6 | Lesson: 1 | Location: |
| Subject: MANNERS | | Duration: GUIDANCE OF ONE HOUR |

Aim and Learning Objective:

RAISING AWARENESS OF MANNERS AND THEIR IMPORTANCE IN LIFE

Resources for Delivery:

LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK

| Teaching Activity/ Learner Activity | Resource |
|---|--|
| Tutor – Deliver introductory PowerPoint - Slide 4 is an opportunity for class/tutor discussion to encourage students to consider personal experiences – good and bad – and how these have influenced their own manners with others. Time allocated for discussion dependant on class interaction and time limitation. | Computer/ projector Powerpoint Presentation (15 mins) |
| Tutor - Hand out student pack- Students to write name on front cover - Tutor read the introductory paragraph and discuss as opportunity/questions arise. | Student pack (5 mins) |
| Activity 1 - page 1 in pack This can be tutor led, with each student completing the answer of their choice in their pack. Tutor to read out score for each answer and student to write their own score for each question in their pack. Total them up and refer to table at bottom of page 3 for results. An interesting diversion here is to ask for a show of hands for anyone who scored within each of the bands – this helps students to see where their own manners sit in relation to their classmates. | Student pack (20 mins) |
| Tutor to go over first part of page 4 – explaining each part of the table as necessary to ensure full understanding. Ask students to identify any situation that reflects these statements or when conflict of any kind has been resolved and resulted in these positive outcomes. | Student pack (10 mins) |
| Summary of lesson and evaluation. Hand out a piece of paper to each student and ask them to write one example of good manners on it. This will show they have been reflecting on the lesson and absorbed the information given. Collect them in as they can form the basis of your discussions with them next time. | Paper/Pens |

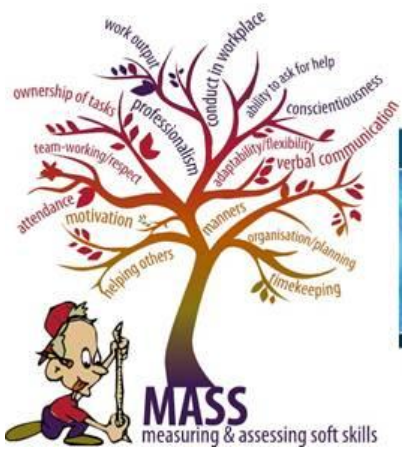
MASS – LESSON PLAN

| | | |
|----------------------------|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 6 | Lesson: 2 | Location: |
| Subject: MANNERS | | Duration: GUIDANCE OF ONE HOUR |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS OF MANNERS AND OTHER PEOPLE'S OPINIONS</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|--|--|
| <p>Tutor – A good starting point is to read out examples of good manners as collected at the end of the previous lesson. Ensure everyone understands <i>why</i> they are good manners.</p> | <p>Student feedback from previous lesson (5 mins)</p> |
| <p>Tutor to go over second part of page 4 – explaining each part of the table as necessary to ensure full understanding. Invite discussion from students as to examples of good manners they would show to work colleagues and to friends. Are there any similarities? What about formality?</p> | <p>Student pack (15 mins)</p> |
| <p>Activity 2 – There follows 3 short accounts of famous people and things they have said in relation to manners. Read each in turn, asking the students to consider the questions posed at the top of the page in each case. Full class discussion to take place on how some people place different importances on different aspects of manners.</p> | <p>Student pack (20 mins)</p> |
| <p>Activity 3 – Double Puzzle. Students should unscramble the words shown at the left and then copy letters from numbered boxes into corresponding boxes within the grid below to reveal a quotation – (answer in tutor pack).</p> | <p>Student pack (15 mins)</p> |
| <p>Summary of lesson and evaluation. Series of questions such as: Which activities this they like? Which activities helped them to understand the importance of manners? etc</p> | <p>(5 mins)</p> |

MANNERS



What are manners?



Education and Culture DG

Lifelong Learning Programme

- Having manners means you show common courtesies such as “please” and “thank you”
- Manners means considering others
- Manners is the way you behave towards other people



Good impressions



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Lifelong Learning Programme

- In all walks of life you have the opportunity to create a good impression through your manners
- Being rude to people does not win friends and they will seldom give you a second chance
- If you are courteous to others, they will remember you for all the **RIGHT** reasons!



THINGS TO DISCUSS



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- Can you think of any situation when someone has been rude to you? How did this make you feel?
- Think of a time when you have been praised for your manners. How did you feel? Has it made you more aware of your own manners?



EXCELLENT 

Tutor pack

LEARNING BYTE 6

Manners



What are Manners?

Manners are not just about saying “please” and “thank you” although these are obviously very important. Sometimes we say or do things in an unthinking way that can seriously hurt another person’s feelings. If we’ve had a bad day or recent experience, it’s very easy to bring your mood into the workplace. Obviously this is not acceptable.

Reputations are made and broken by a person’s manners or lack of them. No matter where you work, people pay attention to the service they get. They are very quick to criticise but slow to praise. We therefore have to work harder to get appreciation and give outstanding Customer Service. This means being polite at **all** times no matter what mood we are in. So how polite are you?

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- 1) You’re sitting on the crowded bus when a heavily pregnant woman gets on. Do you
 - a) Get up and offer her your seat?
 - b) Make faces at the man opposite you until he gets up and gives her his seat?
 - c) Look pointedly out the window so you don’t catch her eye?
 - d) Ignore her. You were here first.

- 2) Your boss gives you a typing task to do as he’s running out the door. You don’t quite catch the last bit of his instructions. Do you
 - a) Run after him, apologise for keeping him and then ask him to repeat his instructions?
 - b) Shout after him so he comes back?
 - c) Ignore him. If it’s done wrong it’s his fault, not yours.
 - d) Just leave the task until he returns?

- 3) Your great Aunt Marjory has hand-knitted you a bright yellow and purple sweater for Christmas. It’s absolutely ghastly! Do you
 - a) Thank her, hug her and put it on immediately so she can see it on you?
 - b) Laugh out loud and say “you’ve got to be kidding!”
 - c) Thank her and put it down carefully before opening the next present?
 - d) Say nothing – you don’t trust yourself!

- 4) You've just drunk a large can of coke. Boy, were you thirsty! Suddenly the loudest burp erupts unexpectedly from your mouth. Do you
- a) Laugh your head off? You're so proud!
 - b) Blush furiously and apologise for being so rude?
 - c) Say nothing – why should you? It's a natural thing.
 - d) Try and do it again just for laughs?
- 5) It's your birthday and your Uncle Joe has popped in while you were out to give you your present. It is 2 tickets to see your favourite band. Your Uncle will probably pop in again within the next month or so. Do you
- a) Wait until he comes in again to say "thanks"?
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- 6) You need time off work to go to a funeral. Do you
- a) Just go? You'll explain the next day why you were off.
 - b) Ask permission from your line manager/supervisor?
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- 8) You work in a reception area of the local newspaper. You're showing Clare, your best friend who also happens to work with you, your new iPOD. The 2 of you are amazed by the videos and songs it can hold. A woman comes in and stands at the reception desk. Do you
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Now score yourself:

Question 1 – score 4 for (a), 3 for (b), 2 for (c) and 1 for (d)

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Question 3 – score 4 for (a), 1 for (b), 3 for (c) and 2 for (d)

Question 4 – score 3 for (a), 4 for (b), 2 for (c) and 1 for (d)

Question 5 – score 2 for (a), 4 for (b), 3 for (c) and 1 for (d)

Question 6 – score 1 for (a), 4 for (b), 3 for (c) and 2 for (d)

Question 7 – score 2 for (a), 4 for (b), 3 for (c) and 1 for (d)

Question 8 – score 2 for (a), 4 for (b), 3 for (c) and 1 for (d)

How did you do?

| | |
|--------------|---|
| 0-11 | You are downright rude, giving absolutely no thought to anyone else. Perhaps it's time to stand back and take another look at yourself. Do you have many friends? Really? |
| 12-19 | You obviously know right from wrong but don't really care. You'll be polite if the mood takes you but otherwise, why bother? |
| 20-27 | You can be polite when you remember but can sometimes do the wrong thing, although you don't see it this way. Maybe you should count to 10 before acting or saying anything? That way you can think about how it sounds or looks to other people. |
| 28-32 | You know the importance of manners and always try to use them. You are probably quite popular among family and friends and well thought of. Your colleagues at work will appreciate your considerate approach. |

Showing consideration for your colleagues helps to develop effective working relationships. This provides many benefits as shown below¹²

| Benefits of productive working relationships | |
|--|--|
| To you and your colleagues | <ul style="list-style-type: none"> ● Work is far more enjoyable ● You feel supported and appreciated ● You can concentrate on the job in hand, rather than personal issues ● You can share expertise and information ● You learn from each other ● You help each other |
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Manners and courtesy are important in all aspects of life – not just at work. Your manners will affect your relationships, both professional and personal, and there are many things that influence this. The differences in these relationships are shown below¹

| Working relationships | Social relationships |
|--|---|
| Contact is often daily; no choice | Frequency of contact is a matter of choice |
| People may have disparate interests, ages, backgrounds and views | Usually formed with people with common interests |
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| Focus is on task achievement | Focus is on enjoyment |
| Individuals are paid to act professionally at all times | Individuals can display emotions more freely |
| Major conflict must be resolved unless one person is willing to change job | Major conflict can mean end of relationship by mutual agreement |

¹² Source: Carysforth, Rawlinson & Chadwick - Business & Administration NVQ Level 3, Heinemann

ACTIVITY 2 – Anecdotes¹³

Discuss these with your tutor, considering which ones demonstrate good manners or bad manners. Which story interested you most, and why? Did any of these stories make you think about your own manners?

1) Pea Soup

Cecil B. De Mille was once so busy that he asked Pauline Kessinger, the head of the studio commissary, to make his lunch selections for him. She agreed and began serving him a bowl of split-pea soup, a piece of custard pie, and a glass of milk every Monday - until, one day, the kitchen ran out of peas.

When De Mille arrived with his entourage, Pauline approached their table in a panic. "I'm very sorry, Mr. De Mille," she said, "but I'll have to give you something else today. I think I'm going to have to fire the chef because we ran out of peas."

De Mille smiled and gave her an enormous hug. "Honey, may I tell you something?" he asked. "I hate split-pea soup." Kessinger was stunned. "But Mr. De Mille," she exclaimed, "why have you let me serve it to you for twenty years!?" "You seemed to be so pleased with that choice," he gently replied, "I didn't want to hurt your feelings."

2) Cakes and Ale?

During a tour of Canada in the early years of their marriage, Prince Philip and Princess Elizabeth had a rather turbulent crossing to Vancouver Island on a Canadian destroyer. As a young petty officer entered the royal suite with a large tray of cakes, the ship lurched violently, spilling the cakes on the floor. To the officer's amazement, Prince Philip immediately fell to his hands and knees and, crawling around, retrieved several cakes before returning to his seat.

"I've got mine," he then declared, smiling triumphantly at Elizabeth. "Yours are down there."

3) Top Tip?

One day a theatre manager visited Alexandre Dumas and, without removing his hat, asked whether the famous playwright had indeed sold his latest play to a smaller rival company.

When Dumas replied that he had, the manager made a sizable counter-offer, which the playwright immediately rejected: "Your competitor," Dumas declared, "got the play much more cheaply by a very simple procedure." "And that was?" "While enjoying the honour of conversing with me," Dumas replied, "he took off his hat."

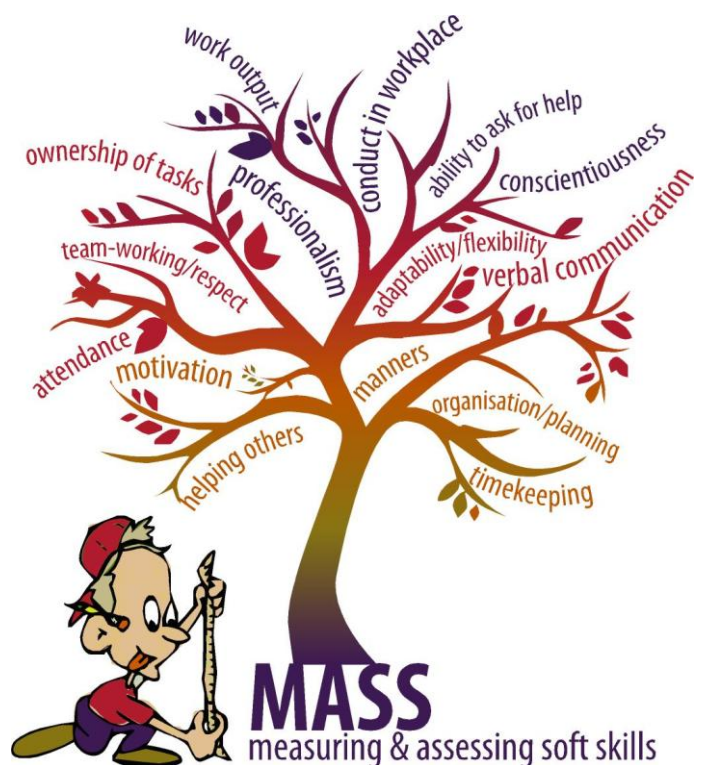
¹³ Source - <http://www.anecdotage.com>

STUDENT PACK

Student name.....

LEARNING BYTE 6

Manners



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Discuss these with your tutor, considering which ones demonstrate good manners or bad manners. Which story interested you most, and why? Did any of these stories make you think about your own manners?

1) Pea Soup

Cecil B. De Mille was once so busy that he asked Pauline Kessinger, the head of the studio commissary, to make his lunch selections for him. She agreed and began serving him a bowl of split-pea soup, a piece of custard pie, and a glass of milk every Monday - until, one day, the kitchen ran out of peas.

When De Mille arrived with his entourage, Pauline approached their table in a panic. "I'm very sorry, Mr. De Mille," she said, "but I'll have to give you something else today. I think I'm going to have to fire the chef because we ran out of peas."

De Mille smiled and gave her an enormous hug. "Honey, may I tell you something?" he asked. "I hate split-pea soup." Kessinger was stunned. "But Mr. De Mille," she exclaimed, "why have you let me serve it to you for twenty years!?" "You seemed to be so pleased with that choice," he gently replied, "I didn't want to hurt your feelings."

2) Cakes and Ale?

During a tour of Canada in the early years of their marriage, Prince Philip and Princess Elizabeth had a rather turbulent crossing to Vancouver Island on a Canadian destroyer. As a young petty officer entered the royal suite with a large tray of cakes, the ship lurched violently, spilling the cakes on the floor. To the officer's amazement, Prince Philip immediately fell to his hands and knees and, crawling around, retrieved several cakes before returning to his seat.

"I've got mine," he then declared, smiling triumphantly at Elizabeth. "Yours are down there."

3) Top Tip?

One day a theatre manager visited Alexandre Dumas and, without removing his hat, asked whether the famous playwright had indeed sold his latest play to a smaller rival company.

When Dumas replied that he had, the manager made a sizable counter-offer, which the playwright immediately rejected: "Your competitor," Dumas declared, "got the play much more cheaply by a very simple procedure." "And that was?" "While enjoying the honour of conversing with me," Dumas replied, "he took off his hat."

¹⁵ Source - <http://www.anecdotage.com>

ACTIVITY 3 – Double Puzzle

Unscramble the following words. Take the letter from each numbered box and insert it into the grid at the bottom to reveal a quotation about manners by Emily Post.

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TITQETEUE

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32 47 34 50 13 40 46 29

MNINASRE

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1 11 22 35 23 20 12

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|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | |

Unscramble each of the clue words.
 Copy the letters in the numbered cells to other cells with the same number.

Hopefully are now more aware of the important of manners and how they can help or hinder your progression through life and work.

Congratulations! You have now completed Learning Byte 6.

Learning Byte 7

LEARNING BYTE 7

RESOURCE LIST

Lesson Plans (5)

Introductory PowerPoint Presentation

Tutor Pack

Student Pack

3 Picture handouts (Activity 1)

3 Telephone Message Transcripts (Activity 2)

2 Scenarios Body Language Roleplays (Activity 6)



Education and Culture DG

Lifelong Learning Programme



MASS
measuring & assessing soft skills

MASS – LESSON PLAN

| | | |
|---|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 7 | Lesson: 1 | Location: |
| Subject: VERBAL COMMUNICATION | | Duration: GUIDANCE OF ONE HOUR |

Aim and Learning Objective:

RAISING AWARENESS OF DIFFICULTIES IN DESCRIBING THINGS VERBALLY

Resources for Delivery:

LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK, 3 PICTURES

| Teaching Activity/ Learner Activity | Resource |
|---|---|
| <p>Tutor – Deliver introductory PowerPoint – This gives an overview of everything that will be covered in the learning byte. Slide 4 is an opportunity to introduce and discuss things that can influence what you are saying (including the language or jargon you may use). Time allocated for discussion dependant on class interaction and time limitation.</p> | <p>Computer/ projector Powerpoint Presentation (10 mins)</p> |
| <p>Tutor - Hand out student pack- Students to write name on front cover - Tutor read the introductory paragraph and then move straight onto the first activity. Put students into pairs and sit them back to back. It is important that they cannot see each other. One person will describe a picture and the other will attempt to draw it from that description. No questions or clarification may be asked. Allow only 10 minutes for the activity. When done, let students compare their drawings to the actual picture. No discussion at this stage – just awareness raising.</p> | <p>Student pack Picture 1 Pen/Paper (15 mins)</p> |
| <p>Now swap roles and issue new picture to the person who drew last time. They will now describe the picture to their partner. Again, no questions allowed and they still must not be able to see each other. Allow 10 more minutes and then let students compare their drawings to the actual picture. Consider the questions and discuss in class.</p> | <p>Student pack Picture 2 Pen/Paper (15 mins)</p> |
| <p>Now the tutor will describe picture 3 to the whole class. This time all students attempt to draw the picture from the description. The students may also ask questions if clarification is needed but on no account should they see the original picture. Allow 10 minutes for description. Compare the student questions to picture 3. How similar are they? Students to write answers to questions on page 1 of pack.</p> | <p>Student pack Picture 3 Pen/Paper (15 mins)</p> |
| <p>Summarise lesson and evaluation. Ask students to move to one side of the room if they a “liked” this lesson and the other side if they “disliked” this lesson. This will give an indication of the success of the first activity.</p> | <p>(5 mins)</p> |

MASS – LESSON PLAN

| | | |
|---|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 7 | Lesson: 2 | Location: |
| Subject: VERBAL COMMUNICATION | | Duration: GUIDANCE OF ONE HOUR |

Aim and Learning Objective:

RAISING AWARENESS OF DIFFICULTIES IN EXTRACTING IMPORTANT INFORMATION FROM VERBAL COMMUNICATION

Resources for Delivery:

LESSON PLAN, STUDENT PACK, TUTOR PACK, 3 MESSAGES (1 PAGE)

| Teaching Activity/ Learner Activity | Resource |
|--|--|
| Tutor – Recap of previous session and introduction to this one (listening). | (5 mins) |
| Tutor – Introduce “how we communicate” at top of page 2. Use hand gestures to demonstrate each one (eg write, phone, type, sing etc). Use this as an opportunity to help students identify how your gestures helped them to picture what you were describing. An optional activity is to ask a student to repeat what you said, using the same gestures. You will probably find that they remember them all! This shows that we can use our body language and suitable gestures to reinforce our words and enhance learning! | Student pack Picture 1 Pen/Paper (15 mins) |
| Move onto activity 2, page 2. Tutor to read one message at a time. Please do this with your back to the students. Students may “rewind” you and have you repeat it no more than twice. They must then fill in the telephone message form for each message. Go over answers. Did they miss anything? Were they able to extract the important information? How difficult was it to listen only to your words and not see your facial expression? This is a basic simulation of the difficulties faced when listening to telephone answer machines. | Student pack Message Transcripts (3) (15 mins) |
| Now moving onto a role play (Activity 3). Two volunteers can do this, or you can read it as a script. Read introductory “scene setting” paragraph. Then direct students to the advert on page 6. Go over this with the students and then ask them to answer the 7 questions that follow. Go over answers. Did anyone miss anything? Did they come up with anything different to tutor notes? | Student pack (20 mins) |
| Summarise lesson and evaluation. Ask students to pick which of the two activities in this lesson was best. Ask for reasons. | (5 mins) |

MASS – LESSON PLAN

| | | |
|---|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 7 | Lesson: 3 | Location: |
| Subject: VERBAL COMMUNICATION | | Duration: GUIDANCE OF ONE HOUR |

Aim and Learning Objective:

RAISING AWARENESS OF HOW REACTIONS AND OWN PERSONALITIES CAN AFFECT US
RAISING AWARENESS OF THE INTERPRETATION OF BODY LANGUAGE

Resources for Delivery:

LESSON PLAN, STUDENT PACK, TUTOR PACK

| Teaching Activity/ Learner Activity | Resource |
|---|----------------------------------|
| Tutor – Recap of previous sessions and explain we will be continuing with listening | (5 mins) |
| Tutor – Activity 4 is a partial script from a popular UK comedy sketch show named THE CATHERINE TATE SHOW. The video of this activity can be seen on YOUTUBE if internet access is available. Full details are shown in the tutor pack. It should be noted that this sketch uses Cockney slang and may be difficult to interpret or translate. However, it should give a general basis for any substitute you wish to put in. | |
| Activity 4 , page 7. Suggested that teacher read through this. Scene is of 3 young people sitting in a train carriage on their way home. | Student pack (10 mins) |
| Students to re-read script and then complete questions posed on page 9 (this can be done as a tutor led discussion with all students writing class answers in their own packs). | Student pack (15 mins) |
| Summarise LISTENING by reading through paragraph at top of page 10. Reinforce that hearing and listening are two different things. | Student pack (5 mins) |
| Introduce concept of “body language”. Students to go into pairs and complete Activity 5 based on the body language shown in each photograph. Write in bubbles shown. Discuss all contributions at the end. These are open to interpretation but some typical answers are given in the tutor pack for guidance. | Student pack (20 mins) |
| Summarise lesson and evaluation. Ask students to highlight one particular thing they have learned today. Tutor to take note of responses. What was the main point picked up by the students? Tell class what it was. | (5 mins) |

MASS – LESSON PLAN

| | | |
|---|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 7 | Lesson: 4 | Location: |
| Subject: VERBAL COMMUNICATION | | Duration: GUIDANCE OF ONE HOUR |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS OF BODY LANGUAGE AND HOW THIS AFFECTS THE INTERPRETATION OF THE SPOKEN WORD</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK, SCENARIOS FOR ROLE PLAY (2)</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|---|----------------------------------|
| Tutor – Recap of previous sessions and explain we will be continuing with body language. | (5 mins) |
| Tutor – Activity 6 has accompanying scripts (there are two role plays with two persons in each). Ask for volunteers from class to perform these. It is important that they exaggerate their body language when lying or being honest. | |
| Activity 6 , page 15. Short role play with 2 students (2 role plays). Pause after 1 st role play and ask students to discuss. Reveal if person was lying or not. Now do role play 2 and repeat the process. Discuss. Have students ever been caught out lying? What gave them away? | Student pack (20 mins) |
| Move onto Activity 7 to identify if the spoken word matches the body language displayed. Students should complete this individually. They should tick in the appropriate column if the words match the picture or not (right or wrong) and then must give reasons for their choices. Go over answers at the end. Did anyone disagree with tutor answers? Was it for a valid reason/argument? | Student pack (25 mins) |
| Summarise by reading page 25 (down to “tone of voice”). Ask for questions. | Student pack (5 mins) |
| Evaluation. Did students enjoy methods used today? Did they learn anything new? | (5 mins) |

MASS – LESSON PLAN

| | | |
|---|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 7 | Lesson: 5 | Location: |
| Subject: VERBAL COMMUNICATION | | Duration: GUIDANCE OF ONE HOUR |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS OF HOW INFLECTION AND TONE OF VOICE CAN AFFECT THE SPOKEN WORD WHEN TO USE OPEN AND CLOSED QUESTIONING TECHNIQUES</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|--|----------------------------------|
| Tutor – Recap of previous sessions and different aspects of communication that have been covered. Any questions? | (5 mins) |
| Go over diagram of 3 elements of communication. Ask for class comments. Move straight on to activity 8 . Put students into pairs. As they take turns to say the phrases listed, they should discuss how it sounded when the inflection was on the word in italics and then select the emotion that may be behind the reason for the inflection (circling as many as may apply in each instance). Finally, each phrase should be said with a neutral inflection. How did that change anything? Which sounded best? | Student pack (20 mins) |
| Activity 9 , page 27. Short role play with 2 students (2 role plays). Students must do the first role play as per situation 1 instructions. Discuss as a class. Repeat the same script but using situation 2 instructions. How did it differ? Which one was best? | Student pack (20 mins) |
| Introduce “questioning skills” page 28. Read over with students. Refer back to introductory powerpoint open and closed question example given. Go over advantages and disadvantages of each type of question and summarise by reading through the keys to good practice on page 29. | Student pack (10 mins) |
| Conclusion: What have students learned about verbal communication and things that can affect it? Have they got any personal goals to improve their own communication skills? | (5 mins) |



TALKING

We use verbal communication to:

- Ask questions
- Tell stories
- Describe something
- Relay information
- Request information
- Sing songs
- Learn



LISTENING

We listen to:

- Take messages
- Learn
- Gain information
- Hear music
- Get instructions
- Understand



BODY LANGUAGE



Affects your verbal communication. How?

- 70% of messages are communicated through our body language
- Reading others' body language can help a situation
- Failing to read their body language can hinder a situation
- Body language + words = the difference between that successful job interview or that failed interview!

TONE OF VOICE

The tone or inflection we use can:

- Mislead people
- Offend people
- Cause confusion
- Change the *meaning* of what we say
- Bore people – if we use a monotone!



QUESTIONING SKILLS

There are two main types of questions:

- **OPEN QUESTIONS** which require more than one word for an answer, such as a description or opinion.

FOR EXAMPLE:

Why did you decide to become a doctor?



QUESTIONING SKILLS Contd

The second type of question is:

- **CLOSED QUESTION** which requires no more than one word for an answer, such as “Yes” or “No”.

FOR EXAMPLE:

Do you like popcorn?



Tutor pack

LEARNING BYTE 7

Verbal Communication



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What did you say?

Do people often say this to you? Do you mumble? Do you speak too quickly? Do you use long words when there's no need to? What about jargon and slang?

When communicating verbally it is important that all of this is taken into consideration. How are your manners? Is your tone right? Are your words supported by your attitude?

ACTIVITY 1 – DESCRIBING

The three pictures required for this activity are provided as separate files

Before we look at this in detail, let's try an experiment. Pair up and turn your chairs so you are sitting back to back and cannot see each other. One of you will describe something to the other person who will then attempt to draw it. Decide now which one of you will describe and which one will draw – you will be switching roles later.

Your tutor will give the describer the picture handout. The describer must relay to the drawer what the picture looks like – no other communication or gestures can take place. No questions may be asked and you must not let the drawer see the picture. This is a timed exercise – you have 10 minutes.

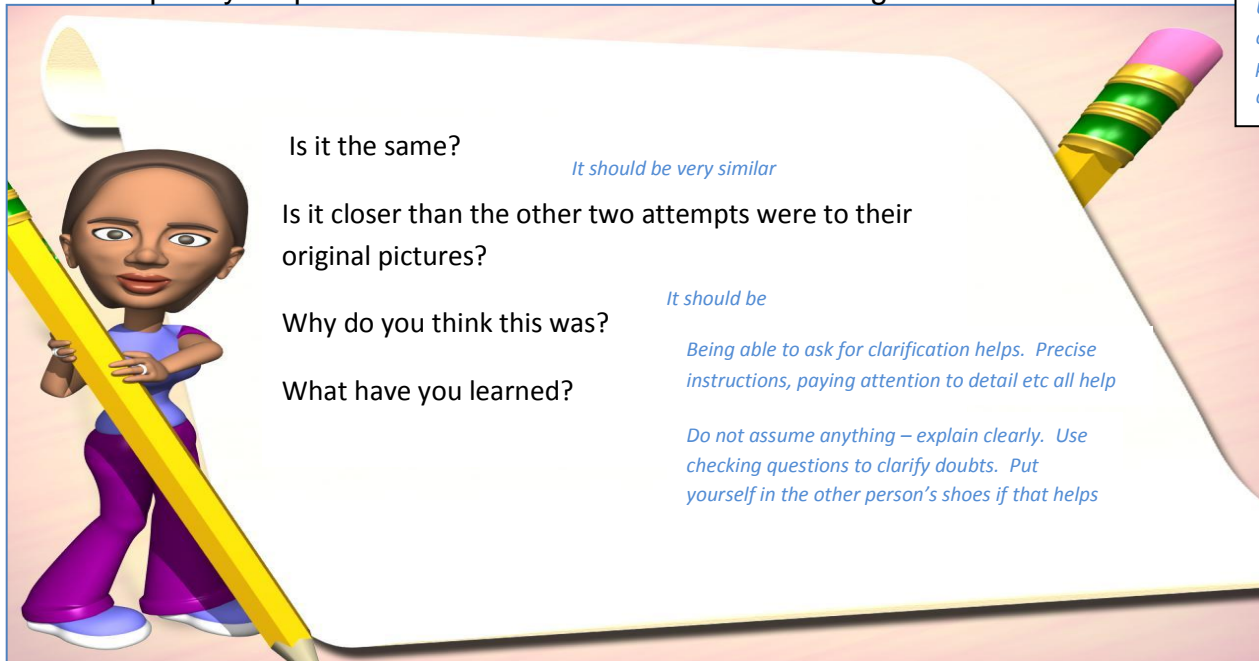
Now compare your pictures. Are they the same? Don't discuss it, but think about what went wrong (assuming something did). Switch roles. Your tutor will now issue another picture to be drawn. Same rules. Another 10 minutes.

Look at the pictures. Was it better second time around? If so, why do you think this was? Did you learn anything?

For a final time, we'll describe one more picture. This time the tutor will describe the picture to the class and you will all attempt to draw it. You may ask questions. Do not look at each other – concentrate on your own. Another 10 minutes.

Now compare your picture to the one the tutor was describing.

Tutor: give approximate measurements and positioning in relation to page margins. Use clock face or compass points for directions.



Is it the same? *It should be very similar*

Is it closer than the other two attempts were to their original pictures?

Why do you think this was? *It should be*

What have you learned? *Being able to ask for clarification helps. Precise instructions, paying attention to detail etc all help*

Do not assume anything – explain clearly. Use checking questions to clarify doubts. Put yourself in the other person's shoes if that helps

How do we communicate?

Communication takes many forms. We talk, write, phone, instant message, sing, dance, watch and listen. These are only some forms of communication.

ACTIVITY 2 - LISTENING

Tutor: The telephone message transcripts are provided as a separate file

Now let's see how good you are at listening to what other people are saying. Your tutor will play the role of an office "telephone answering machine". Your task is to write down the messages that have been left on the machine. You may listen to each message twice. Complete the following form for each message.



Message 1

| | |
|---|--|
| Message for <i>MR SMITH</i> | Telephone No <i>NONE GIVEN</i> |
| Date <i>TODAY'S DATE</i> | Urgent <input type="checkbox"/> Non – Urgent <input type="checkbox"/> <i>NON-URGENT</i> |
| Caller <i>MRS JONES</i> | Company Name <i>RAINBOW HOLDINGS</i> |
| Time <i>10AM</i> | Taken By <i>STUDENT NAME</i> |
| Message | |
| <i>HAS MEETING WITH YOU TOMORROW BUT NEEDS TO CANCEL IT AND WOULD LIKE YOU TO CALL BACK AS SOON AS POSSIBLE TO ARRANGE ANOTHER ONE.</i> | |
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Message 2

Arja and Samantha have only recently started working in the office of the newly formed Tattler Newspaper. Their duties include taking obituaries, adverts, wedding announcements and other “personals” over the phone from members of the public. Occasionally people come into the main reception of the newspaper to place their orders etc in person.

Two days ago a woman phoned in. The following is a transcript of the telephone conversation:

Caller: Hello. Is that the Tatler?

Arja: Yes. Can I help you?

Caller: I've lost my hat. Could I put in an ad for it please?

Arja: Sure. No problem. What's its name?

Caller: Name? I'm not sure what you mean. It doesn't have a name.

Arja: That's okay. What colour is it?

Caller: Brown with a white bit around the edges. I had a flower attached to it with a pin, but that could have fallen off by now but might be worth mentioning.

Arja: Probably will have. Never mind. I'll mention it. What's your name?

Caller: Mrs Beeter.

Arja: Right. That's fine. We don't charge for lost and found so that's free.

Caller: Really? That's brilliant. I'm a pensioner see, and every penny counts. That's why I was so upset when I lost it. I can't easily afford to get another and it was my favourite...

Arja (Getting impatient with the old woman's ramblings):

Well that's okay then. I have to go as I have another call coming in. Thanks for phoning. Your ad will be in the paper tomorrow. Bye.

(Hanging up)

The following advert appeared under the LOST AND FOUND section of the paper the next day.

LOST!

Cat. Brown with white trim. No name but might have flower pinned to collar. Sole companion of elderly lady. If found, please contact this office quoting "Mrs Peater".

Looking at the above advertisement, and the transcript of the phone call, please discuss the following questions within your group:

Q1. What is the immediate problem here?

Advertisement is for a lost cat, not hat

Q2. What should Arja have done to avoid this?

Been more patient and repeated back everything he was putting into the advertisement

Q3. What assumptions/conclusions did Arja make?

He assumed it was a cat. He assumed it was her "sole" companion. He assumed the flower was "pinned to the collar". Spelling of surname incorrect.

Q4. What do you think was Mrs Beeter's reaction when she saw the ad in the paper?

She would be shocked, upset and annoyed, not to say confused.

Q5. List below the precise errors you notice:

Cat, not hat
Flower pinned to collar
Name – Mrs Peater instead of Mrs Beeter

Q6. What should Mrs Beeter do about it and what should the newspaper's response be?

She should immediately contact the newspaper and point out the errors. The newspaper should re-run the advert (maybe even bigger than usual as a gesture of good will)

Q7. What other information should Arja have asked for? Why?

Customer address and phone number. So he can contact her if they get a response to the advertisement.

ACTIVITY 4 - Mispronunciation

Can be role played (Lauren – taken from the Catherine Tate show, courtesy of www.youtube.com and BBC). If accessible, video can be seen at <http://tinyurl.com/5wbv kf>.

Script

Lauren: Did you see Beyonce last night on the television?

Boy: Yeah man. She is well fit!

Lauren: It's a well nice song.

Boy: Yeah. She's fit as well

Girl: She's better now she's left Destiny's, don't you think?

Boy: Much better. But the other two were fit man.

Girl: Yeah. I loved that tune.

Lauren: Yeah right. She's well bing bing.

Boy (laughing): What?

Lauren: I said Beyonce's well bing bing.

Girl (laughing): What is she mate?

Lauren (getting annoyed): She's bing bing.

Boy (laughing): It's bling bling mate. Bling bling.

Lauren: What?

Girl (laughing): Bling bling!

Boy (sarcastically): Bing bing! That is bad!

Lauren (upset): Am I bothered?

Boy: That is funny, man.

Lauren (haughtily): Am I bothered though?

Boy (laughing): Take the shame man.

Lauren: No, cos I ain't bothered!

Boy: You really set yourself up there though.

Lauren: No, I ain't cos I ain't bothered.

Boy: But that is funny though, innit?

Lauren (annoyed): No it ain't actually.

Boy: Well look, just relax all right?

Lauren: Don't tell me what to do!

Boy: Come on. Relax about it.

Lauren: Are you telling me what to do?

Boy: No I'm just saying don't worry about it.

Lauren: Are you disrespecting me?

Boy: No I'm not. I'm just saying...

Lauren: Are you disrespecting me though?

Boy: No I'm not disrespecting you, I.....

Lauren: You are disrespecting me!

Boy: No, wait a minute, I....

Lauren: No, because you're disrespecting me.

Boy (amazed): I'm not disrespecting you. Just chill out man.

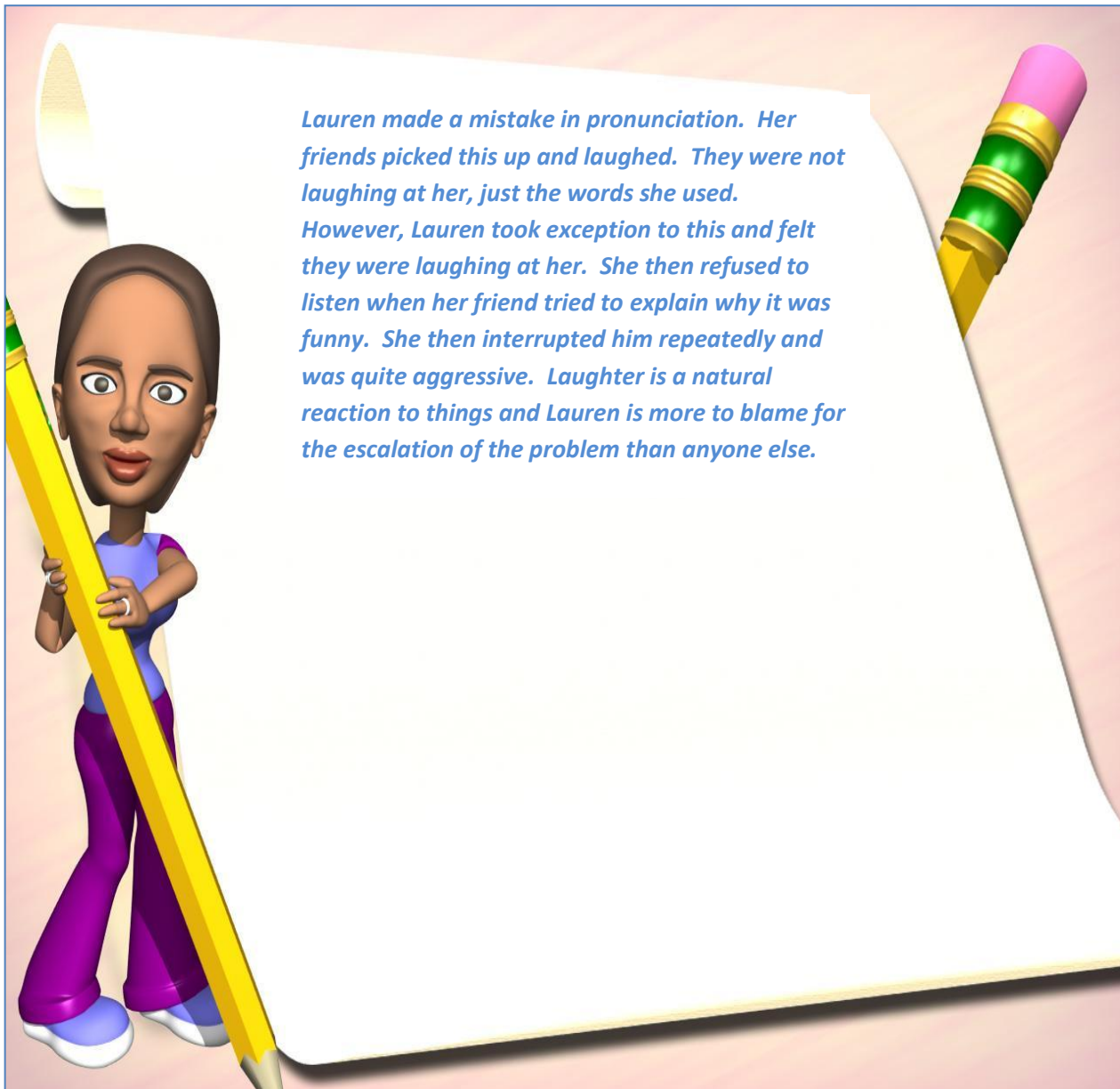
After continued conversation following the same vein as above, Lauren's mobile phone starts to ring.

Boy (smiling): I think I can hear your phone binging mate!

Boy and girl laugh but Lauren is very annoyed!

Now read over the script again and complete the following:

List all of the problems you can identify. Think about when the problem started, how it continued, who could have prevented it, was anyone to blame more than anyone else?



Summary - So what is listening?

Listening is NOT hearing. We hear lots of things going on all the time, but we don't listen to them all. For example - busy roads, background music, birds singing. We get used to hearing these noises and so shut them out. Listening is a form of communication and how successfully you listen will affect the way you understand and so respond.

We listen for pleasure (music is a good example of this).

We listen for information (news or travel times are good examples of this).

We listen for instructions (eg how to use the photocopier).

Body Language

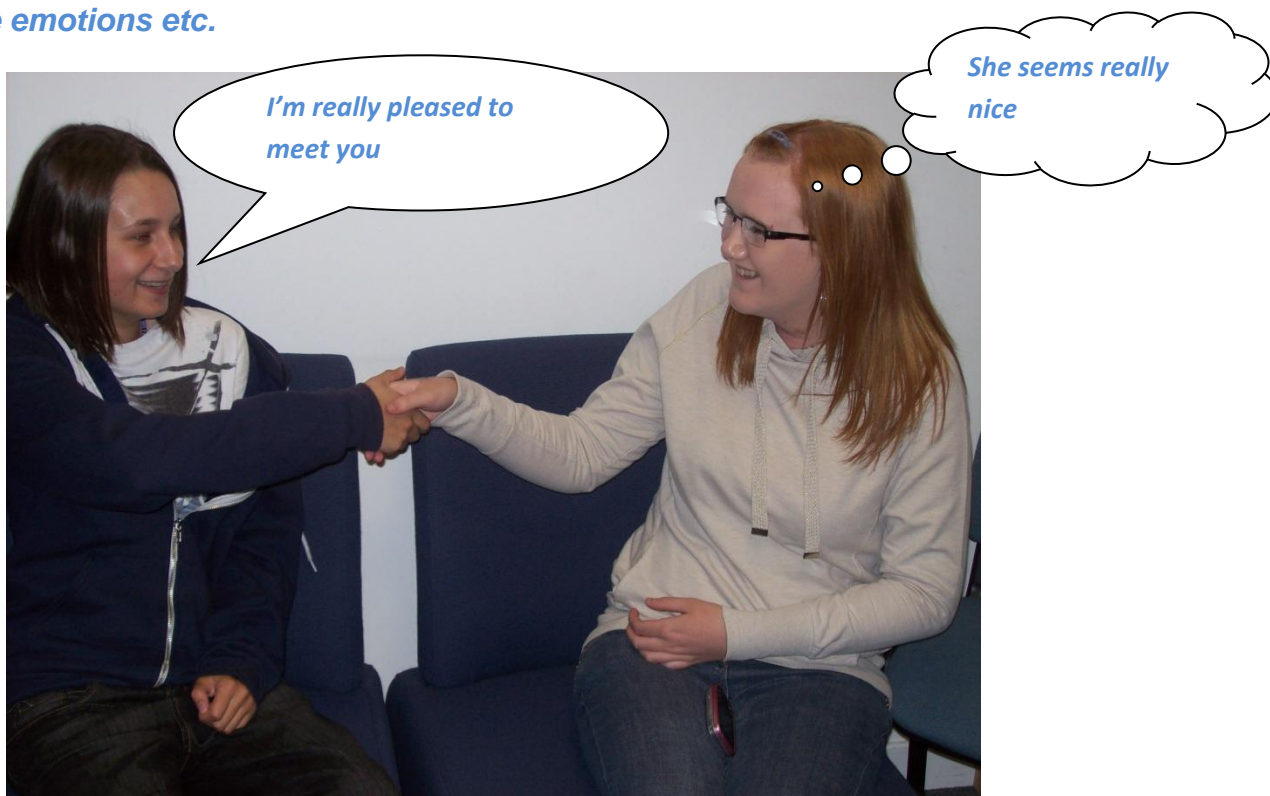
What is this? How can it affect what we are seeing or hearing? Approximately 70% of our message is communicated through our Body Language, rather than the actual words of a conversation. Your ability to read and understand your own and others' Body Language can mean the difference between making a great impression or a very bad one! This can change the result of a job interview or even a special date.

How good are you at reading other people's body language and controlling your own?

ACTIVITY 5 – Body Language

What do you think the people in each of these photographs are really saying?

Tutor: These are suggested answers only but whatever your students enter should reflect the same emotions etc.



Well, I didn't actually remember to do it. I got distracted by someone else and forgot to pass the message on. Sorry.



I just want to get out of here. I'm fed up with the whole thing.



If I hear him say "it's for your own good" once again, I swear I'll go mad.



Just what do you think you're looking at?



I just wish she would take the hint and understand that I don't

Hi. I've been trying to get hold of you all day. Do you fancy coming out tonight with the rest of the gang?



*I'm telling the truth. Honest!
You can check if you like.*



*Oh, what am I going to do
if the pregnancy test comes
back "positive"?*



ACTIVITY 6 – Body Language Role Play

Tutor: The role play scenario cards are provided as a separate file.

Your tutor will need two volunteers for this activity to participate in a couple of short role plays. The rest of the group will observe. The observers have to try and gauge whether the person being questioned is telling the truth. Reasons for decision must be clearly explained. Think about your knowledge of body language. Use this to help with your analysis.

Your tutor will hand out scenario cards to each conversationalist. You must role play this conversation following the instructions on the cards as to whether or not you are lying.

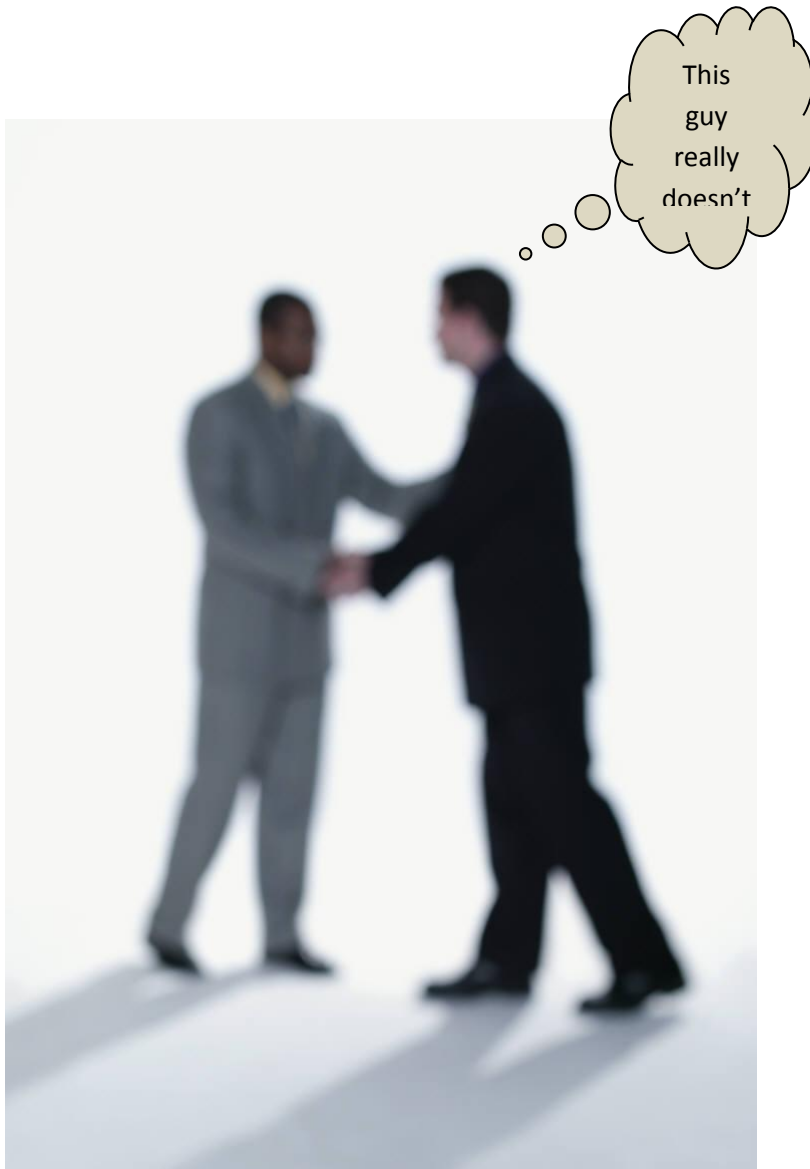
ACTIVITY 7 – Putting it all together

Look at the following pictures and script. Do the body language and words match? Is there anything wrong with them?



| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|---|
| ✓ | | <i>Open mouth, wide eyes, raised eyebrows all express pleasure and surprise</i> |





| Right (✓) | Wrong (✓) | Reason |
|-----------|---|--------|
| ✓ | <p><i>John is obviously not sure about body language. The greeter is using both hands in the shake and is leaning towards John – this indicates that he likes him and is being genuine.</i></p> | |





| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|---|
| | ✓ | <i>Lowered eyebrows, pursed lips, clenched jaw indicate anger</i> |



| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|---|
| ✓ | | <i>Folded arms, body weight and head to one side, mouth sneer and not making eye contact indicate annoyance or boredom.</i> |



I love being with you. You make me so happy

| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|---|
| | ✓ | <i>Neither party is happy in this relationship. He is pointing at her and she has hands on hips. This relationship will not last much longer!</i> |

I can't wait to go to Yasmine's birthday party!

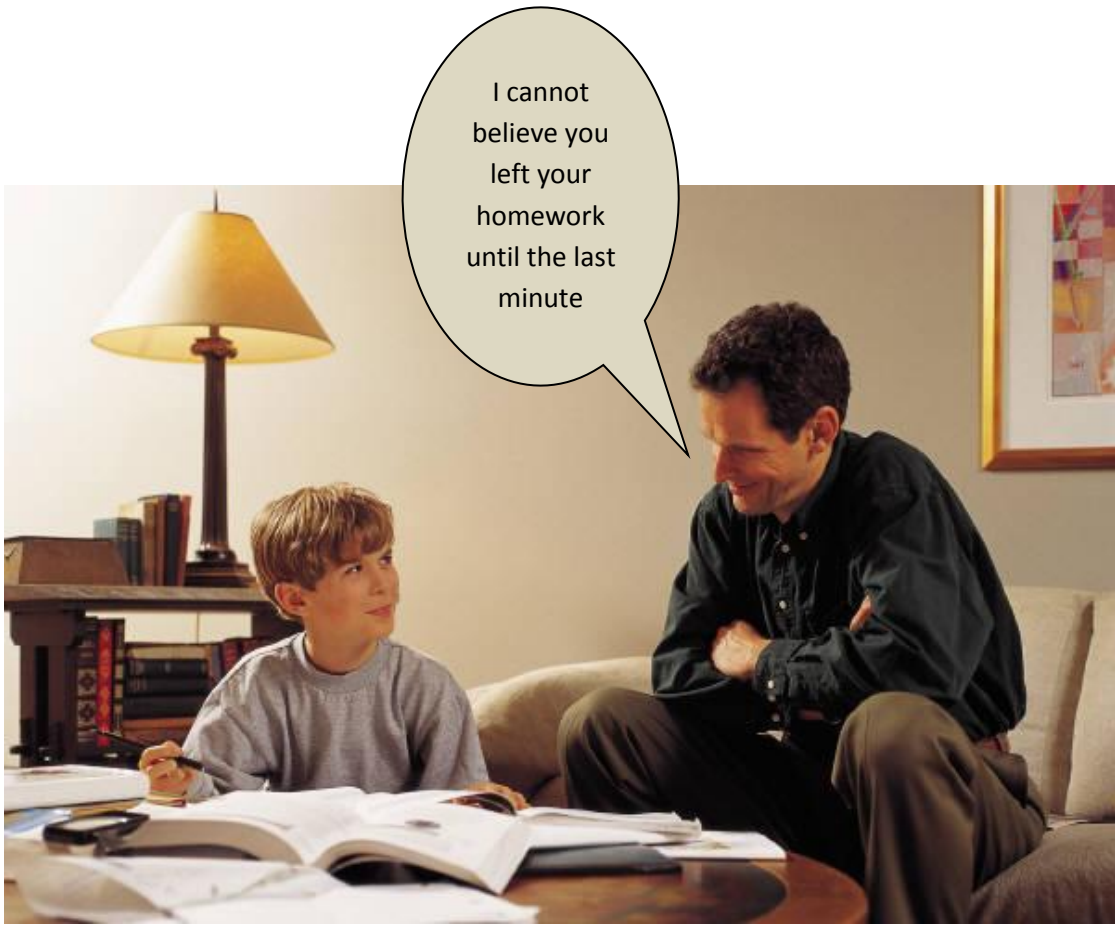


| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|---|
| | ✓ | <i>Hiding behind hands, pouting bottom lip, splayed fingers all express sadness and fear. This child really doesn't want to go!</i> |



Please keep
that dog away
from me!

| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|--|
| ✓ | | <i>Wide spread mouth but lips closed, eyes obviously looking at something to the side. This child is scared.</i> |



I cannot believe you left your homework until the last minute

| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|---|
| | ✓ | <p><i>Looking at each other with open and smiling expressions. This father is proud of his son, not angry with him.</i></p> |



I am really a princess trapped in a high tower of a castle and my prince is riding to save me! Sigh!

| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|--|
| ✓ | | <i>This little girl is daydreaming about her knight in shining armour who will come and rescue her – every little princess’s dream! Bright, shiny eyes, small smile around the lips and head supported by relaxed hands.</i> |



| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|--|
| | ✓ | <i>Looking down and to the side with serious expression. Biting nail – obviously introverted and absorbed in her own thoughts. This face reveals doubt and nerves.</i> |

So remember....

You will be sending signals, verbal and non-verbal, about yourself whether you are aware of it or not. How you dress, sit, stand and walk all tell other people about you. So it is important to give the messages you might want to give, and how to give them. Equally you want to make sure that you are not giving out one message with your words and another with your face and body.

As you communicate you are likely to be able to tell from the other person's face how your message is being received – whether your ideas, views and questions are being listened to, understood, agreed with and so on. You can observe when you might need to repeat or rephrase something, when it might be better to withdraw and what effect your spoken words are having on the listener's feelings.

As a listener or receiver you will need to be aware of using non-verbal signals which show interest: eye contact, nodding, appropriate facial expressions, turning towards the speaker, leaning forward if you are sitting down and so on.

Your body is always communicating. Remember that effective signals in talking and listening to someone are:

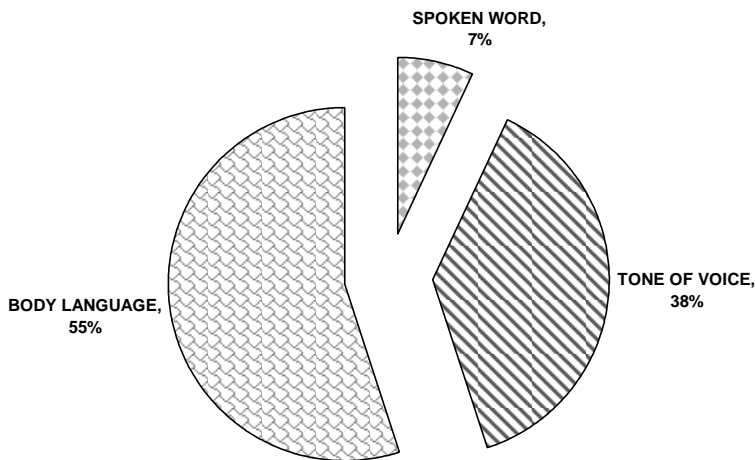
- * face the person;
- * have an open posture;
- * lean towards the person;
- * keep good eye contact;
- * be relaxed.

Tone of Voice

As well as your body language and the words you speak, your tone of voice or inflection on certain words can totally change the message you are conveying.

The reported statistics for the order of importance of these 3 elements are shown overleaf:

THREE ELEMENTS OF COMMUNICATION



ACTIVITY 8 – Test it out

Tutor – open to interpretation. Student answers may vary in different contexts.

With a partner, try out the following phrases, putting the emphasis on the words shown in italics each time. Next to each phrase, identify the “emotion” behind the words.

| Phrase | Emotion (circle which applies) |
|------------------------------|--|
| You <i>look</i> clever | <u>Sarcasm</u> /happiness/praise/self-criticism/ hope/fear/sadness/surprise/jealousy/irritation |
| You look <i>clever</i> | Sarcasm/happiness/praise/ <u>self-criticism</u> / <u>hope</u> /fear/sadness/surprise/jealousy/irritation |
| You look <i>clever</i> | <u>Sarcasm</u> /happiness/ <u>praise</u> /self-criticism/ hope/fear/sadness/ <u>surprise</u> / <u>jealousy</u> /irritation |
| I <i>love</i> you | Sarcasm/happiness/praise/self-criticism/ <u>hope</u> /fear/sadness/surprise/jealousy/irritation |
| I love <i>you</i> | Sarcasm/happiness/praise/self-criticism/ hope/fear/sadness/surprise/jealousy/ <u>irritation</u> |
| I love you | Sarcasm/happiness/praise/self-criticism/ hope/ <u>fear</u> /sadness/surprise/ <u>jealousy</u> /irritation |
| Do you <i>want</i> this job? | <u>Sarcasm</u> /happiness/praise/self-criticism/ <u>hope</u> /fear/sadness/ <u>surprise</u> / <u>jealousy</u> / <u>irritation</u> |
| Do you want this job? | Sarcasm/happiness/praise/self-criticism/ <u>hope</u> /fear/sadness/surprise/jealousy/irritation |



| Phrase | Emotion (circle which applies) |
|------------------------------|--|
| | hope/fear/sadness/surprise/jealousy/irritation |
| Do you want <i>this</i> job? | Sarcasm/happiness/praise/self-criticism/ hope/fear/sadness/surprise/jealousy/irritation |

ACTIVITY 9 – Role Play

Complete the following role play twice as per instructions for each situation.

Tutor: Instruct them to do the role play once following body language as per situation 1. Repeat the process using situation 2 body language.

SITUATION 1 – USE OPEN BODY LANGUAGE, SMILE, MAKE EYE CONTACT, USE A PLEASANT TONE

SITUATION 2 – USE SULLEN BODY LANGUAGE, NO SMILING, LITTLE EYE CONTACT, AGGRESSIVE TONE

Scene: A busy electrical shop. Sales assistant at the customer information desk. A customer approaches.

Assistant: Yes, can I help you?

Customer: I hope so! I bought this new kettle last week and it's all of a sudden leaking water all over the place.

Assistant: Where exactly is it leaking from?

Customer (showing): Here – you can see there's a small break in the seal.

Assistant: You say it's only just started leaking. That means the break wasn't always there.

Customer: I know. It just seems to have come apart.

Assistant: Are you sure it wasn't dropped or anything?

Customer: Positive! I want a refund please.

Assistant: I could certainly refund you, but wouldn't you prefer a replacement kettle?

Customer: I'm not sure.

Assistant: I'll show you the range we have. You might want a different model. If you still want a refund after that, we can discuss it.

Customer: Okay.

Discuss each situation based on the customer and the assistant's attitudes, body language, tone of voice etc. Which would you prefer to deal with or like?

Questioning Skills

Some people have a hard time expressing themselves. When dealing with colleagues or customers you can help them by knowing some questioning techniques to use.

Closed Questions - call for a YES or NO answer or for specific facts; for example, a date of birth, an account number or a telephone number. They are the kinds of questions you would use to confirm your understanding of the facts given by the customer is correct.

Open Questions – call for someone to offer their own understanding of a situation. You use these questions when you need more information. For example you might ask the customer ‘What do you think.....?’

Both types of questions have advantages and disadvantages as shown below:

| Closed Questions | |
|---|---|
| Advantages | Disadvantages |
| You get the facts | You have no way of confirming your understanding |
| Can be used to bring the conversation to a close | They do not allow you to clarify the situation |
| They allow you to control the conversation | The customer doesn't know if you are really listening |
| Open Questions | |
| Advantages | Disadvantages |
| You get a more accurate picture of what the customer wants | They take longer to ask and may take longer to answer |
| They help to improve your understanding | The customer's conversation may drift from the question in hand |
| They open up the possibility of thinking about alternatives | You can lose control of the conversation |

Keys to Good Practice

Ask open not closed questions if you want the maximum amount of information.

👉 Ask only one question at a time.

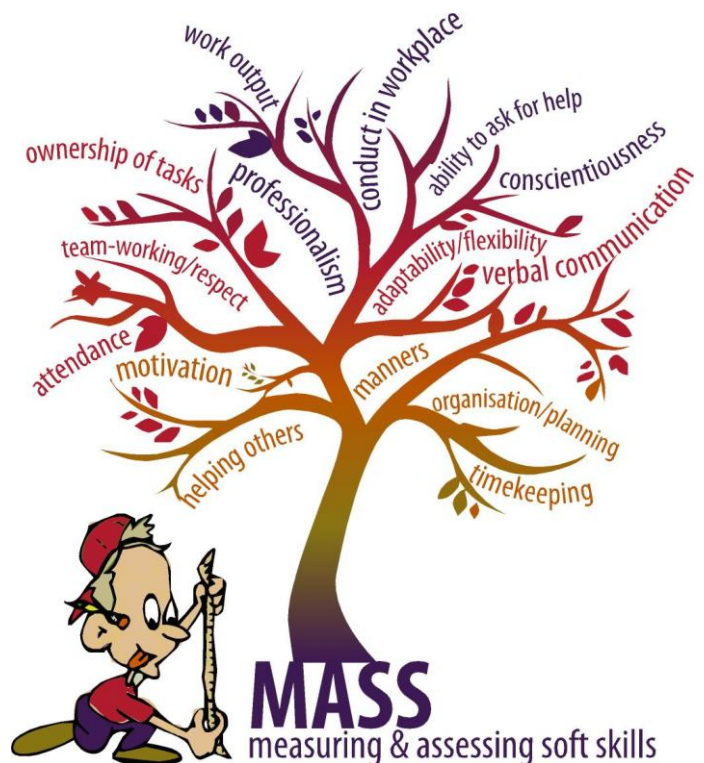
- ↪ Give the customer time to answer.
- ↪ Speak firmly and confidently.
- ↪ Don't make the question longer than the answer.
- ↪ Wait until the customer has answered the question before jumping in.
- ↪ Don't make assumptions. Don't assume you know where the customer's answers are leading, let them tell you.

Congratulations! You have now completed Learning Byte 7

STUDENT PACK

Student name.....

LEARNING BYTE 7 Verbal Communication



What did you say?

Do people often say this to you? Do you mumble? Do you speak too quickly? Do you use long words when there's no need to? What about jargon and slang?

When communicating verbally it is important that all of this is taken into consideration. How are your manners? Is your tone right? Are your words supported by your attitude?

ACTIVITY 1 – DESCRIBING

Before we look at this in detail, let's try an experiment. Pair up and turn your chairs so you are sitting back to back and cannot see each other. One of you will describe something to the other person who will then attempt to draw it. Decide now which one of you will describe and which one will draw – you will be switching roles later.

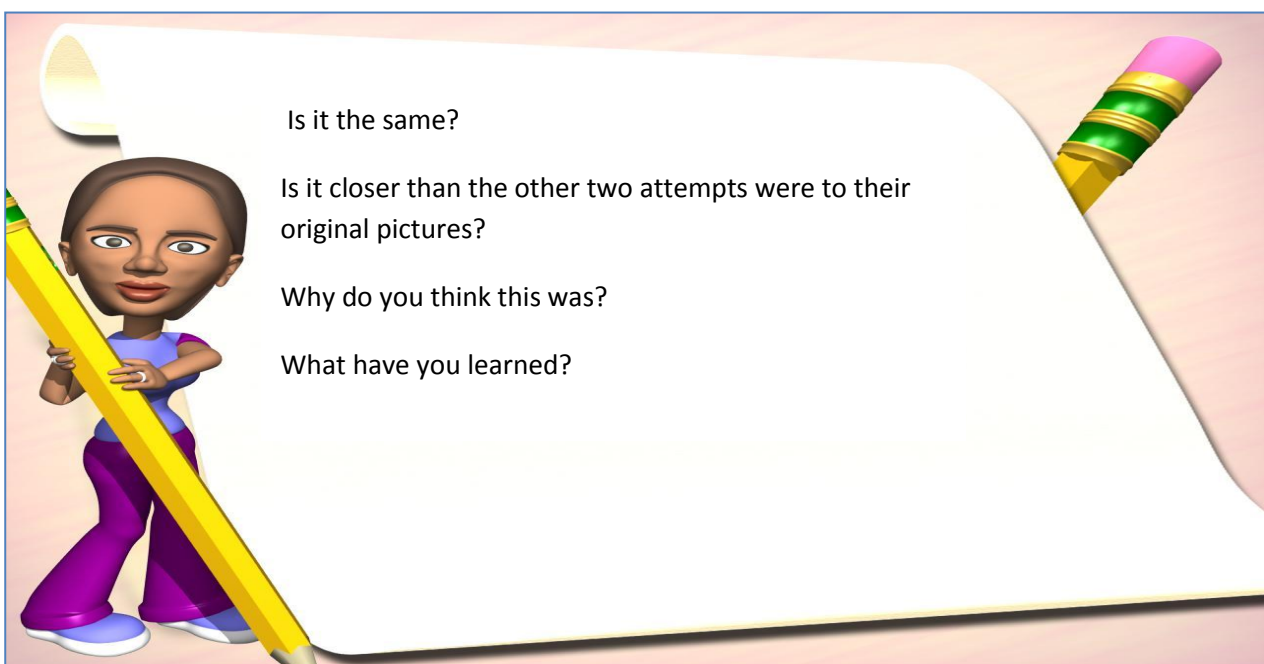
Your tutor will give the describer the picture handout. The describer must relay to the drawer what the picture looks like – no other communication or gestures can take place. No questions may be asked and you must not let the drawer see the picture. This is a timed exercise – you have 10 minutes.

Now compare your pictures. Are they the same? Don't discuss it, but think about what went wrong (assuming something did). Switch roles. Your tutor will now issue another picture to be drawn. Same rules. Another 10 minutes.

Look at the pictures. Was it better second time around? If so, why do you think this was? Did you learn anything?

For a final time, we'll describe one more picture. This time the tutor will describe the picture to the class and you will all attempt to draw it. You may ask questions. Do not look at each other's pictures – concentrate on your own. Another 10 minutes.

Now compare your picture to the one the tutor was describing.



ACTIVITY 3 – More Listening Skills

Arja and Samantha have only recently started working in the office of the newly formed Tattler Newspaper. Their duties include taking obituaries, adverts, wedding announcements and other “personals” over the phone from members of the public. Occasionally people come into the main reception of the newspaper to place their orders etc in person.

Two days ago a woman phoned in. The following is a transcript of the telephone conversation:

Caller: Hello. Is that the Tatler?

Arja: Yes. Can I help you?

Caller: I've lost my hat. Could I put in an ad for it please?

Arja: Sure. No problem. What's its name?

Caller: Name? I'm not sure what you mean. It doesn't have a name.

Arja: That's okay. What colour is it?

Caller: Brown with a white bit around the edges. I had a flower attached to it with a pin, but that could have fallen off by now but might be worth mentioning.

Arja: Probably will have. Never mind. I'll mention it. What's your name?

Caller: Mrs Beeter.

Arja: Right. That's fine. We don't charge for lost and found so that's free.

Caller: Really? That's brilliant. I'm a pensioner see, and every penny counts. That's why I was so upset when I lost it. I can't easily afford to get another and it was my favourite...

Arja (Getting impatient with the old woman's ramblings):

Well that's okay then. I have to go as I have another call coming in.
Thanks for phoning. Your ad will be in the paper tomorrow. Bye.

(Hanging up)

The following advert appeared under the LOST AND FOUND section of the paper the next day.

LOST!

Cat. Brown with white trim. No name but might have flower pinned to collar. Sole companion of elderly lady. If found, please contact this office quoting "Mrs Peater".

Looking at the above advertisement, and the transcript of the phone call, please discuss the following questions within your group:

Q1. What is the immediate problem here?

Q2. What should Arja have done to avoid this?

Q3. What assumptions/conclusions did Arja make?

Q4. What do you think was Mrs Beeter's reaction when she saw the ad in the paper?

Q5. List below the precise errors you notice:

Q6. What should Mrs Beeter do about it and what should the newspaper's response be?

Q7. What other information should Joe have asked for? Why?

ACTIVITY 4 - Mispronunciation

Can be role played (Lauren – taken from the Catherine Tate show, courtesy of www.youtube.com and BBC). If accessible, video can be seen at <http://tinyurl.com/5wbv kf>.

Script

Lauren: Did you see Beyonce last night on the television?

Boy: Yeah man. She is well fit!

Lauren: It's a well nice song.

Boy: Yeah. She's fit as well

Girl: She's better now she's left Destiny's, don't you think?

Boy: Much better. But the other two were fit man.

Girl: Yeah. I loved that tune.

Lauren: Yeah right. She's well bing bing.

Boy (laughing): What?

Lauren: I said Beyonce's well bing bing.

Girl (laughing): What is she mate?

Lauren (getting annoyed): She's bing bing.

Boy (laughing): It's bling bling mate. Bling bling.

Lauren: What?

Girl (laughing): Bling bling!

Boy (sarcastically): Bing bing! That is bad!

Lauren (upset): Am I bothered?

Boy: That is funny, man.

Lauren (haughtily): Am I bothered though?

Boy (laughing): Take the shame man.

Lauren: No, cos I ain't bothered!

Boy: You really set yourself up there though.

Lauren: No, I ain't cos I ain't bothered.

Boy: But that is funny though, innit?

Lauren (annoyed): No it ain't actually.

Boy: Well look, just relax all right?

Lauren: Don't tell me what to do!

Boy: Come on. Relax about it.

Lauren: Are you telling me what to do?

Boy: No I'm just saying don't worry about it.

Lauren: Are you disrespecting me?

Boy: No I'm not. I'm just saying...

Lauren: Are you disrespecting me though?

Boy: No I'm not disrespecting you, I.....

Lauren: You are disrespecting me!

Boy: No, wait a minute, I....

Lauren: No, because you're disrespecting me.

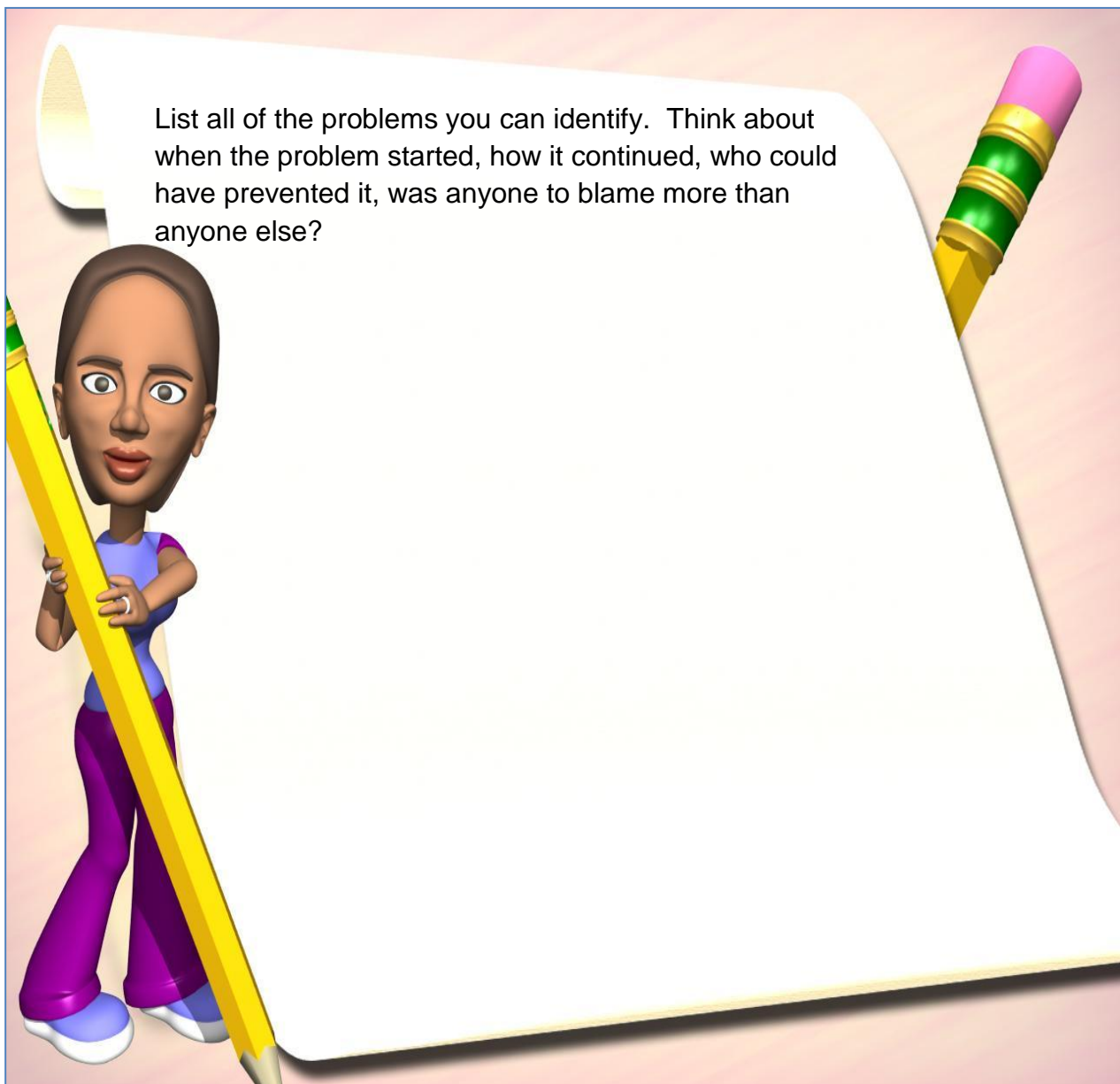
Boy (amazed): I'm not disrespecting you. Just chill out man.

After continued conversation following the same vein as above, Lauren's mobile phone starts to ring.

Boy (smiling): I think I can hear your phone binging mate!

Boy and girl laugh but Lauren is very annoyed!

Now read over the script again and complete the following:



Summary - So what is listening?

Listening is NOT hearing. We hear lots of things going on all the time, but we don't listen to them all. For example - busy roads, background music, birds singing. We get used to hearing these noises and so shut them out. Listening is a form of communication and how successfully you listen will affect the way you understand and so respond.

We listen for pleasure (music is a good example of this).

We listen for information (news or travel times are good examples of this).

We listen for instructions (eg how to use the photocopier).

Body Language

What is this? How can it affect what we are seeing or hearing? Approximately 70% of our message is communicated through our Body Language, rather than the actual words of a conversation. Your ability to read and understand your own and others' Body Language can mean the difference between making a great impression or a very bad one! This can change the result of a job interview or even a special date.

How good are you at reading other people's body language and controlling your own?

ACTIVITY 5 – Body Language

What do you think the people in each of these photographs are really saying?











ACTIVITY 6 – Body Language Role Play

Your tutor will need two volunteers for this activity to participate in a short role play. The rest of the group will observe. The observers have to try and gauge whether the person being questioned is telling the truth. Reasons for decision must be clearly explained. Think about your knowledge of body language. Use this to help with your analysis.

Your tutor will hand out scenario cards to each conversationalist. You must role play this conversation following the instructions on the card as to whether or not you are lying.

ACTIVITY 7 – Putting it all together

Look at the following pictures and script. Do the body language and words match? Is there anything wrong with them?

I can't believe you bought me that.
Thank you so much!



| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|--------|
| | | |

Hi John – it's really nice to see you again

This guy really doesn't



| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|--------|
| | | |

I'm really not upset that I never got that promotion. Steve deserved it more



| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|--------|
| | | |



| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|--------|
| | | |



I love being with you. You make me so happy

| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|--------|
| | | |

I can't wait to go to Yasmine's birthday party!



| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|--------|
| | | |



Please keep
that dog away
from me!

| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|--------|
| | | |



| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|--------|
| | | |



I am really a princess trapped in a high tower of a castle and my prince is riding to save me! Sigh!

| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|--------|
| | | |



| Right (✓) | Wrong (✓) | Reason |
|-----------|-----------|--------|
| | | |

So remember....

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Your body is always communicating. Remember that effective signals in talking and listening to someone are:

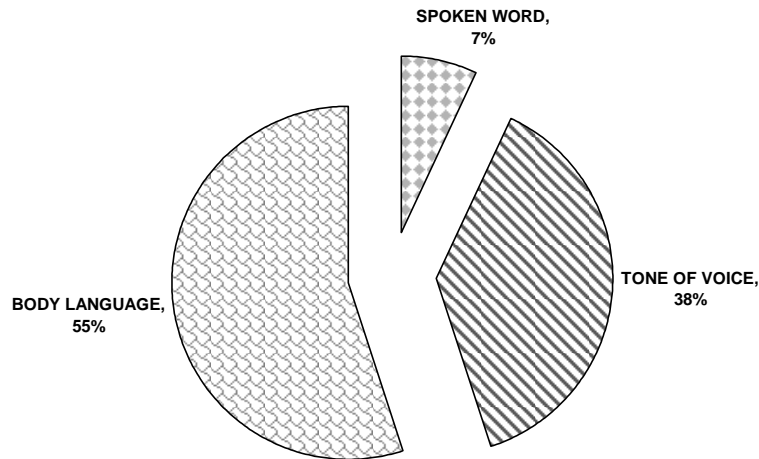
- * face the person;
- * have an open posture;
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Tone of Voice

As well as your body language and the words you speak, your tone of voice or inflection on certain words can totally change the message you are conveying.

The reported statistics for the order of importance of these 3 elements are shown overleaf:

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ACTIVITY 8 – Test it out

With a partner, try out the following phrases, putting the emphasis on the words shown in italics each time. Next to each phrase, identify the “emotion” behind the words.

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|------------------------------|--|
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| <i>I</i> love you | Sarcasm/happiness/praise/self-criticism/ hope/fear/sadness/surprise/jealousy/irritation |
| Do you <i>want</i> this job? | Sarcasm/happiness/praise/self-criticism/ hope/fear/sadness/surprise/jealousy/irritation |

| Phrase | Emotion (circle which applies) |
|------------------------------|--|
| Do <i>you</i> want this job? | Sarcasm/happiness/praise/self-criticism/ hope/fear/sadness/surprise/jealousy/irritation |
| Do you want <i>this</i> job? | Sarcasm/happiness/praise/self-criticism/ hope/fear/sadness/surprise/jealousy/irritation |

ACTIVITY 9 – Role Play

Complete the following role play twice as per instructions for each situation.

SITUATION 1 – USE OPEN BODY LANGUAGE, SMILE, MAKE EYE CONTACT, USE A PLEASANT TONE

SITUATION 2 – USE SULLEN BODY LANGUAGE, NO SMILING, LITTLE EYE CONTACT, AGGRESSIVE TONE

Scene: A busy electrical shop. Sales assistant at the customer information desk. A customer approaches.

Assistant: Yes, can I help you?

Customer: I hope so! I bought this new kettle last week and it's all of a sudden leaking water all over the place.

Assistant: Where exactly is it leaking from?

Customer (showing): Here – you can see there's a small break in the seal.

Assistant: You say it's only just started leaking. That means the break wasn't always there.

Customer: I know. It just seems to have come apart.

Assistant: Are you sure it wasn't dropped or anything?

Customer: Positive! I want a refund please.

Assistant: I could certainly refund you, but wouldn't you prefer a replacement kettle?

Customer: I'm not sure.

Assistant: I'll show you the range we have. You might want a different model. If you still want a refund after that, we can discuss it.

Customer: Okay.

Discuss each situation based on the customer and the assistant's attitudes, body language, tone of voice etc. Which would you prefer to deal with or like?

Questioning Skills

Some people have a hard time expressing themselves. When dealing with colleagues or customers you can help them by knowing some questioning techniques to use.

Closed Questions - call for a YES or NO answer or for specific facts; for example, a date of birth, an account number or a telephone number. They are the kinds of questions you would use to confirm your understanding of the facts given by the customer is correct.

Open Questions – call for someone to offer their own understanding of a situation. You use these questions when you need more information. For example you might ask the customer ‘What do you think.....?’

Both types of questions have advantages and disadvantages as shown below:

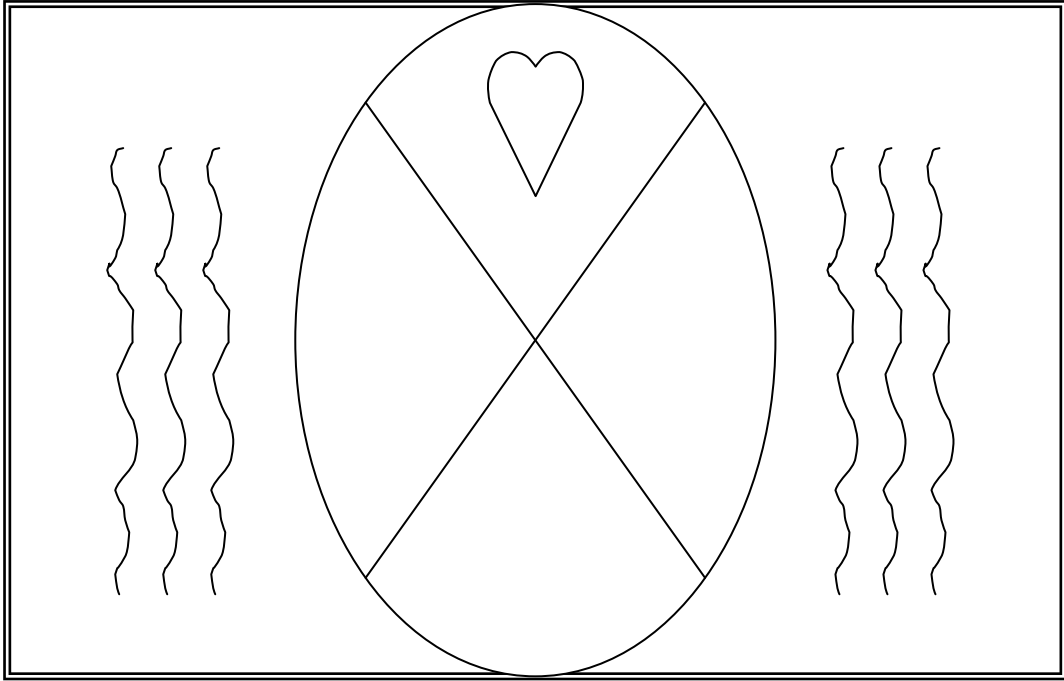
| Closed Questions | |
|---|---|
| Advantages | Disadvantages |
| You get the facts | You have no way of confirming your understanding |
| Can be used to bring the conversation to a close | They do not allow you to clarify the situation |
| They allow you to control the conversation | The customer doesn't know if you are really listening |
| Open Questions | |
| Advantages | Disadvantages |
| You get a more accurate picture of what the customer wants | They take longer to ask and may take longer to answer |
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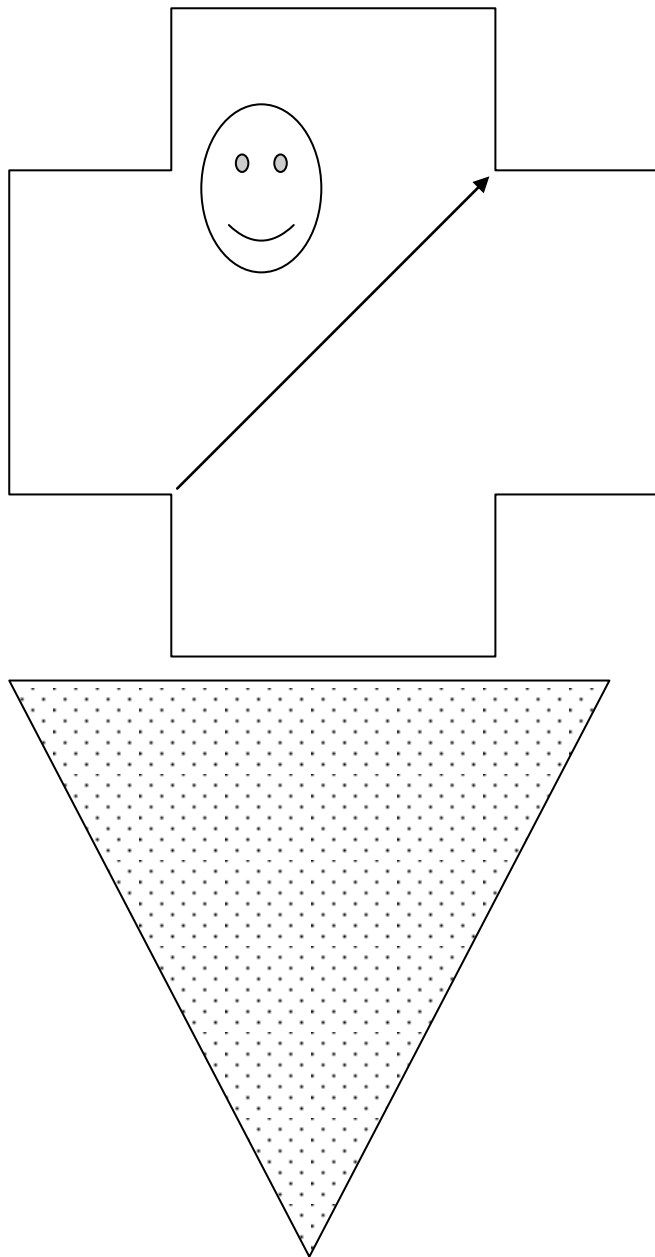
Keys to Good Practice

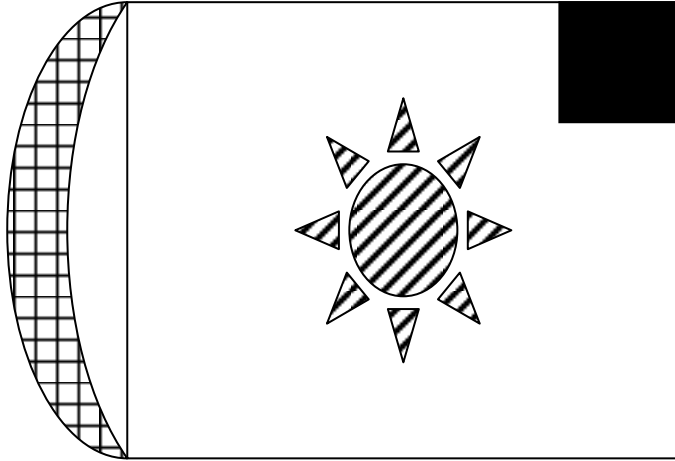
Ask open not closed questions if you want the maximum amount of information.

- ↪ Ask only one question at a time.
- ↪ Give the customer time to answer.
- ↪ Speak firmly and confidently.
- ↪ Don't make the question longer than the answer.
- ↪ Wait until the customer has answered the question before jumping in.
- ↪ Don't make assumptions. Don't assume you know where the customer's answers are leading, let them tell you.

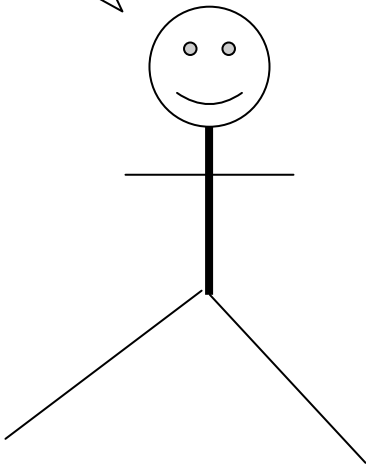
Congratulations! You have now completed Learning Byte 7.







Did the tutor get it right?



TELEPHONE MESSAGE TRANSCRIPT 1

Eh, hello. It's 10am. This is Mrs Jones from Rainbow Holdings. I have a meeting tomorrow with Mr Smith but need to cancel it. Can he phone me back as soon as possible please to arrange another one?

TELEPHONE MESSAGE TRANSCRIPT 2

Mr Bartholomew here from 44 Atkins Court. One of your engineers was meant to come and fix my radiator this morning but he never showed. It's now 3pm and I have to go to work so am not a happy man! I have taken time off work for nothing and will probably have to do the same again when you get your act together and rearrange his visit. My phone number is 09876 667543 and I expect a call back tomorrow morning before 10am!

TELEPHONE MESSAGE TRANSCRIPT 3

I am interested in the job vacancy for receptionist and would like to get some more information about it. Could someone phone me on 09843 519234 today so that I can get my application off to you by last post? My name is Anna and it's 8.30am just now. Thank you.

SCENARIO 1 FOR BODY LANGUAGE ROLE PLAY

Player 1

Your mum has just found a £10 note in your school jacket. She knows you don't have any money in your bank account and it isn't your birthday. You actually found it on the floor of the bathroom in the house but know that if she finds this out, she'll go mad at you. You need to come up with a good reason why you have this money. Lie.

SCENARIO 1 FOR BODY LANGUAGE ROLE PLAY

Player 2

You've found £10 in your son's school jacket. It hasn't been his birthday recently and he's hopeless at saving. You know he's been hanging around with a shady bunch of boys from the rough side of town and you're worried he's been up to no good. Tackle him.

SCENARIO 2 FOR BODY LANGUAGE ROLE PLAY

Player 1

You've been out with your friends and some of them have been drinking in the park. You are all under-age and, whilst you've done this yourself in the past, you haven't been drinking tonight. The police have been around and taken your name and said they will be contacting your parents. You now need to tell your dad what has happened. Tell the truth.

SCENARIO 2 FOR BODY LANGUAGE ROLE PLAY

Player 2

Your daughter has been worrying you lately. Last week she'd been drinking. She's only 15. She had been grounded for the week due to this and tonight was her first night out since then. She's going to tell you something. Do you believe her?

Learning Byte 8

MASS – LESSON PLAN

| | | |
|--|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 8 | Lesson: 1 | Location: |
| Subject: ORGANISATION/PLANNING | | Duration: GUIDANCE OF 80 MINUTES |

Aim and Learning Objective:

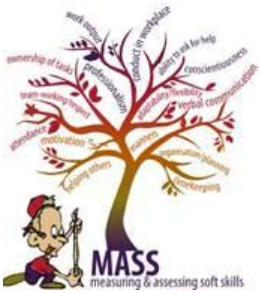
RAISING AWARENESS OF STRATEGIES TO ORGANISE WORK AND LIFE

Resources for Delivery:

LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK

| Teaching Activity/ Learner Activity | Resource |
|---|---|
| <p>Tutor – Deliver introductory PowerPoint – This gives an overview of everything that will be covered in the learning byte. Slide 2 is an opportunity to introduce and discuss things that can help with planning dates, activities and work. Slide 3 should raise awareness of the things to consider to help with prioritisation. Slide 4 looks at a simple way to get through a large task. This could, if time allows, be further explored by giving an example – eg planning a birthday party. Things to consider here (and to put in the right order) would be venue, date, time, how many people, music, food, special access for wheelchairs if necessary etc etc.</p> | <p>Computer/ projector Powerpoint Presentation (10 mins)</p> |
| <p>Tutor – Activity 1 page 1 asks students to write down some tools to help with organisation. Link this to the presentation and encourage discussion. Go over everyone's answers and praise for the range of ideas they have (which will be undoubtedly large).</p> | <p>Student pack (5 mins)</p> |
| <p>Put students into pairs for Activity 2 page 1. This is a desk into which students should place objects listed. There are no exact answers here, but logic should prevail. Discuss answers and whether or not practical.</p> | <p>Student pack (15 mins)</p> |
| <p>Introduce concept of prioritisation (if birthday party example done during introductory presentation, link it back to this). Ensure students understand the concept and then move onto Activity 3 page 2. Students can do this individually or in groups. Go over answers.</p> | <p>Student pack (15 mins)</p> |
| <p>Time Management is next. If possible Activity 4 could be done with real items (although could be messy!). Ask students to complete the task in pairs. Go over answers as indicated in tutor pack. Symbolise as follows: The big rocks represent the important things in your life, God, family and friends. If you don't fit them into your life first, there won't be room for them later. Get students to identify what would be the pebbles, sand and water in their lives.</p> | <p>Student pack (20 mins)</p> |
| <p>Students to move onto Activity 5 page 6 and score themselves. Ask for show of hands for each "category". There may be some personal action planning here for some students.</p> | <p>Student pack (10 mins)</p> |
| <p>Summarise lesson and evaluation. What have students learned? Is there anything they would like to explore more of? What activities did they enjoy and why?</p> | <p>(5 mins)</p> |

ORGANISATION AND PLANNING



TOOLS TO HELP YOU PLAN

- Systems are important to help you organise your daily activities.
 - This is true for home, work and your social life.
 - Imagine how harassed you would be without your alarm clock!
 - How many times have you been late for things?
 - How often have you forgotten to do something?
- What is in your TOOLBOX to help you with these things?



PRIORITISATION

Before you can prioritise, you will need to know certain things, such as:

- 1.** How big is the task?
- 2.** When does it need to be done by?
- 3.** Who is asking you to do it?
- 4.** What if it's not done on time?
- 5.** What else do you have to do?



PLANNING ACTIVITIES

- Sometimes the task just seems too big!
- So break it down into smaller activities
- Do one thing at a time
- Follow a logical sequence (ie you would not put a name and address on an envelope until you had typed the letter)

- Then you'll get things done!



Tutor pack

LEARNING BYTE 8

Organisation/Planning



Education and Culture DG

Lifelong Learning Programme

MASS

measuring & assessing soft skills

Are you organised?

Organising work involves good planning – and discipline! It's easy to forget about tasks or things you "meant" to do if you don't have a system to help you remember or plan.

Activity 1- Planning/Scheduling

Can you think of commonly used systems for planning/organising work or your social life? List them below:

Diary

Mobile Phone

To-Do List

Personal Digital Assistant (PDA)

In/Out Trays

Wall Scheduler/Work Planner

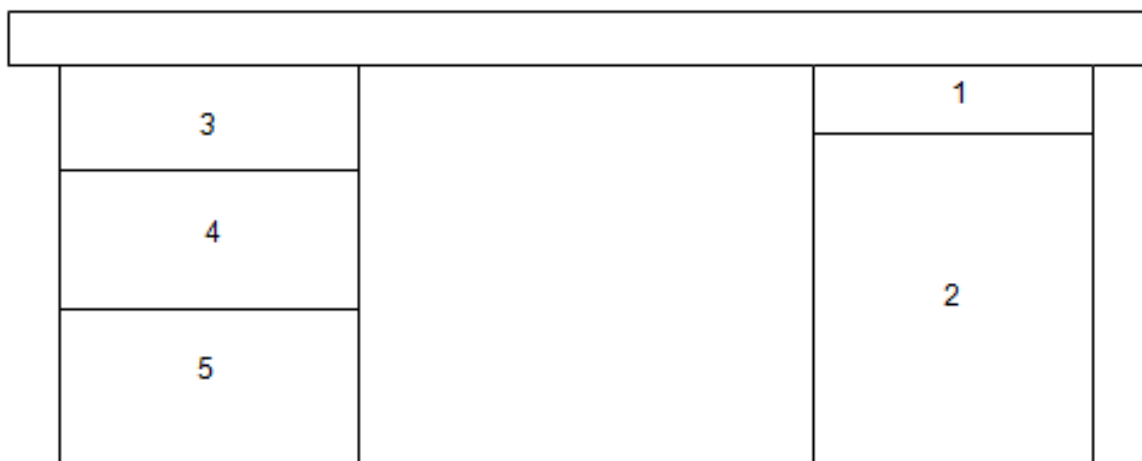
The above are just a few examples. The students may come up with other things such as desk tidies, folders or files, filing cabinets etc.

At work, it is difficult to plan or be organised if your desk area is a mess or your toolbox is all over the place. It's not enough to throw things into a drawer or the box – how will you find them later?

ACTIVITY 2 – Organisation of Resources

You have just been allocated a desk in the sales office. The top right hand drawer is lockable and the bottom right hand drawer will hold vertical files. You have the following items to store.

- Identify which items you would keep on top of your desk.
- State which drawer you would choose to store the others in.



| ITEM | STORAGE LOCATION |
|---|------------------|
| Letter headed paper | 5 |
| Stapler | <i>On desk</i> |
| Pens and pencils | <i>On desk</i> |
| File containing representatives names and addresses | 2 |
| Postage stamps | 1 |
| Spare file folders | 2 |
| Spare staples | 3 |
| Pencil sharpener | 3 |
| Scissors | 3 |
| File containing representatives current monthly sales reports | 1 |
| Shorthand pad | <i>On desk</i> |
| Sellotape | 3 |
| Staple remover | 3 |
| Ruler | 3 |
| Paper clips | 3 |

Can you prioritise?

Making sure tasks get done in the correct order makes all the difference between you being a successful employee or someone who will not last very long! You can be helped with prioritising tasks if you know:

- a) Why the task is needed
- b) Who needs the task
- c) When it needs to be completed by (and consequences if not done on time)
- d) Roughly how long it is going to take you
- e) Any additional resources you might need (eg special paper)

ACTIVITY 3 - Prioritisation

Taking all of the above into account, look at the following list of tasks and decide which

- a) *must* be done today
- b) *should* be done today
- c) *could* be done today if you are really well organised

1. Receiving visitors
2. Producing 6 business letters
3. Filing
4. Ringing a hotel to check the date of a business conference
5. Checking the telephone answering system
6. Ordering some fax rolls from your local supplier
7. Sending 3 fax messages
8. Opening and distributing the mail
9. Watering the plants
10. Making arrangements for your boss's trip to England next month
11. Clearing out some old files
12. Sending out 3 catalogues in response to general enquiries
13. Adding 2 new customers to your customer name and address list on database

Use the table overleaf to do this.

| TASK | PRIORITY (A, B, C or combination) |
|---|---|
| Receiving visitors | A |
| Producing 6 business letters | A or B depending on content |
| Filing | B or C |
| Ringing a hotel to check the date of a business conference | A or B depending on date |
| Checking the telephone answering system | A |
| Ordering some fax rolls from your local supplier | B – depending on stock level |
| Sending 3 fax messages | A |
| Opening and distributing the mail | A |
| Watering the plants | C |
| Making arrangements for your boss's trip to England next month | B or C |
| Clearing out some old files | C |
| Sending out 3 catalogues in response to general enquiries | B |
| Adding 2 new customers to your customer name and address list on the database | B or C |

Can you manage your time?

How often do you get distracted by people, phone calls, friends, problem and mood? Do you sometimes look at tasks and get overwhelmed by the work involved? Do you often find yourself “juggling” just to keep on top of the most urgent tasks? If so, think about this:

ACTIVITY 4 – Planning Activities

Planning is the key to time management. How will you fit all of the following items into the bucket?



| Item | Order put in the bucket |
|-----------------|-------------------------|
| Bottle of water | 4 |
| Sand | 3 |
| Large rocks | 1 |
| Pebbles | 2 |

Put the big rocks in the bucket - is it full? Put the pebbles in around the big rocks - is it full? Put the sand in and give it a shake - is it full? Put the water in. Now it's full.

The point is: unless you put the big rocks in first, you won't get them in at all. In other words: Plan time-slots for your big issues before anything else, or the inevitable sand and water issues will fill up your days and you won't fit the big issues in (a big issue doesn't necessarily have to be a work task - it could be your child's sports-day, or a holiday).

ACTIVITY 5 – Quiz¹⁶

How often do you ...

| | Sometimes | Often | Never | Score (see below) |
|--|-----------|-------|-------|-------------------|
| Get distracted reading irrelevant items when you are looking for information online? | | | | |
| Put off doing jobs you don't want to do | | | | |
| Stop doing a job because you're bored, not because you've finished it? | | | | |
| Have to spend ages looking for what you need because your desk is such a tip? | | | | |
| Chat to people who pass by your desk? | | | | |
| Make a mess of a job and then have to start it again? | | | | |
| Have to retrace your steps because you forgot something the first time? | | | | |
| Find yourself running late for some reason? | | | | |
| Spend more time trying to decide what to do than actually doing it? | | | | |
| Find yourself half way through an urgent job when it's time to leave for the day? | | | | |
| TOTAL SCORE | | | | |

Score yourself: 0 points for each 'often', 1 point if you chose 'sometimes' and 2 points each time you said 'never'. Add up your score and see how you fared below:

- 16–20 You certainly have no need to worry about being under-confident! You might, though, want to think whether you are sometimes seen as overbearing and sometimes you don't take enough care over what you are doing or think about your effect on other people. It can be difficult for your friends and colleagues if they are shy or quiet, because you may sometimes overwhelm them.
- 11–15 You nearly always get the balance right. You are confident enough to do your job effectively and take care to check things when you are not certain what to do. You are also considerate of other people's feelings.
- 0–10 You really struggle on many occasions when you feel you are on show. You need to work at trying to conquer your nerves by concentrating on the event or the other person, rather than yourself. Start by trying to put other people at their ease whenever you are in an unfamiliar situation.

You should take the above definition and put any actions into your own personal development plan to help you become a better time manager.

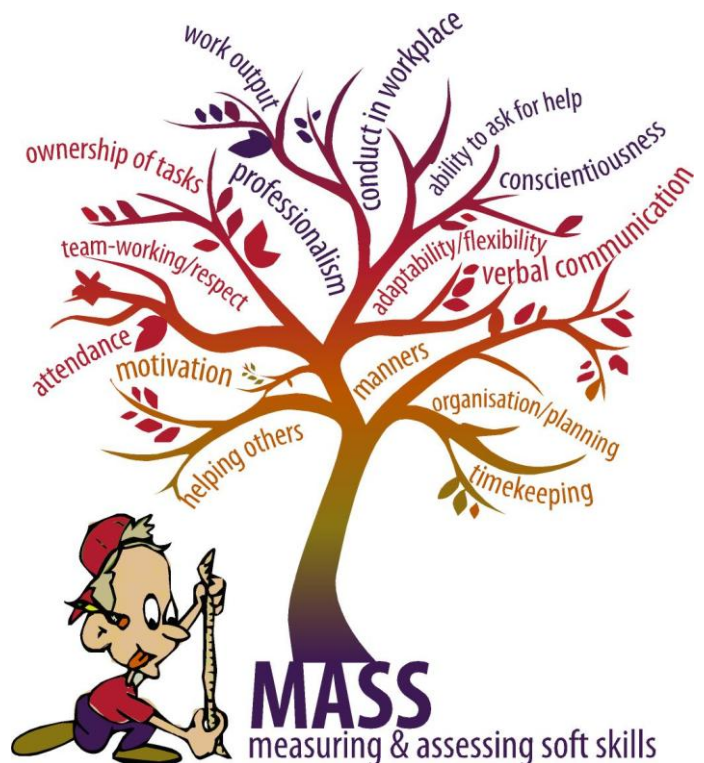
Congratulations! You have now completed Learning Byte 8.

¹⁶ Source: Carysforth C, SVQ2 Business & Administration

STUDENT PACK

Student name.....

LEARNING BYTE 8 Organisation/Planning



Are you organised?

Organising work involves good planning – and discipline! It's easy to forget about tasks or things you "meant" to do if you don't have a system to help you remember or plan.

ACTIVITY 1 - Planning/Scheduling Tools

Can you think of commonly used systems for planning/organising work or your social life? List them below:

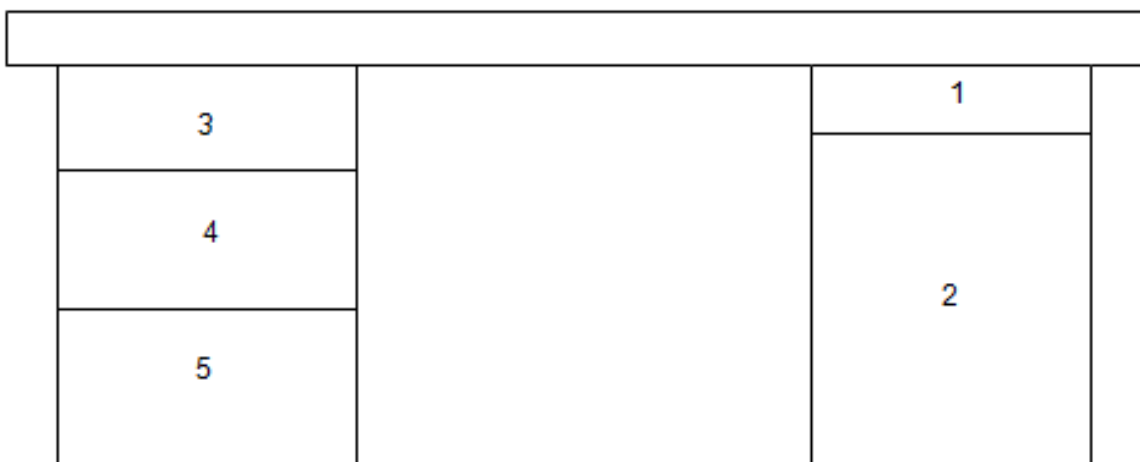
| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

At work, it is difficult to plan or be organised if your desk area is a mess or your toolbox is all over the place. It's not enough to throw things into a drawer or the box – how will you find them later?

ACTIVITY 2 – Organisation of Resources

You have just been allocated a desk in the sales office. The top right hand drawer is lockable and the bottom right hand drawer will hold vertical files. You have the following items to store.

- c) Identify which items you would keep on top of your desk.
- d) State which drawer you would choose to store the others in.



| ITEM | STORAGE LOCATION |
|---|------------------|
| Letter headed paper | |
| Stapler | |
| Pens and pencils | |
| File containing representatives names and addresses | |
| Postage stamps | |
| Spare file folders | |
| Spare staples | |
| Pencil sharpener | |
| Scissors | |
| File containing representatives current monthly sales reports | |
| Shorthand pad | |
| Sellotape | |
| Staple remover | |
| Ruler | |
| Paper clips | |

Can you prioritise?

Making sure tasks get done in the correct order makes all the difference between you being a successful employee or someone who will not last very long! You can be helped with prioritising tasks if you know:

- f) Why the task is needed
- g) Who needs the task
- h) When it needs to be completed by (and consequences if not done on time)
- i) Roughly how long it is going to take you
- j) Any additional resources you might need (eg special paper)

ACTIVITY 3 - Prioritisation

Taking all of the above into account, look at the following list of tasks and decide which

- d) *must* be done today
- e) *should* be done today
- f) *could* be done today if you are really well organised

14. Receiving visitors
15. Producing 6 business letters
16. Filing
17. Ringing a hotel to check the date of a business conference
18. Checking the telephone answering system
19. Ordering some fax rolls from your local supplier
20. Sending 3 fax messages
21. Opening and distributing the mail
22. Watering the plants
23. Making arrangements for your boss's trip to England next month
24. Clearing out some old files
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|---|---|
| Receiving visitors | |
| Producing 6 business letters | |
| Filing | |
| Ringing a hotel to check the date of a business conference | |
| Checking the telephone answering system | |
| Ordering some fax rolls from your local supplier | |
| Sending 3 fax messages | |
| Opening and distributing the mail | |
| Watering the plants | |
| Making arrangements for your boss's trip to England next month | |
| Clearing out some old files | |
| Sending out 3 catalogues in response to general enquiries | |
| Adding 2 new customers to your customer name and address list on the database | |

Can you manage your time?

How often do you get distracted by people, phone calls, friends, problem and mood? Do you sometimes look at tasks and get overwhelmed by the work involved? Do you often find yourself “juggling” just to keep on top of the most urgent tasks? If so, think about this:

ACTIVITY 4 – Planning Activities

Planning is the key to time management. The importance of planning can be demonstrated by this activity. How will you fit all of the following items into the bucket?



| Item | Order put in the bucket |
|-----------------|-------------------------|
| Bottle of water | |
| Sand | |
| Large rocks | |
| Pebbles | |

Your tutor will go over your answers with you and explain the symbolism attached to each of the items. Try doing this prioritisation/planning activity with your life – again, your tutor will attach symbols to the items to help with this.

ACTIVITY 5 – Quiz¹⁷

How often do you ...

| | Sometimes | Often | Never | Score (see below) |
|--|-----------|-------|-------|-------------------|
| Get distracted reading irrelevant items when you are looking for information online? | | | | |
| Put off doing jobs you don't want to do | | | | |
| Stop doing a job because you're bored, not because you've finished it? | | | | |
| Have to spend ages looking for what you need because your desk is such a tip? | | | | |
| Chat to people who pass by your desk? | | | | |
| Make a mess of a job and then have to start it again? | | | | |
| Have to retrace your steps because you forgot something the first time? | | | | |
| Find yourself running late for some reason? | | | | |
| Spend more time trying to decide what to do than actually doing it? | | | | |
| Find yourself half way through an urgent job when it's time to leave for the day? | | | | |
| TOTAL SCORE | | | | |

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¹⁷ Source: Carysforth C, SVQ2 Business & Administration

Learning Byte 9

MASS – LESSON PLAN

| | | |
|--------------------------------|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 9 | Lesson: 1 | Location: |
| Subject: TIMEKEEPING | | Duration: GUIDANCE OF 60 MINUTES |

Aim and Learning Objective:

RAISING AWARENESS OF THE CONSEQUENCES OF POOR TIMEKEEPING

Resources for Delivery:

LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK

| Teaching Activity/ Learner Activity | Resource |
|--|--|
| Tutor – Deliver introductory PowerPoint – This gives an overview of everything that will be covered in the learning byte. Slide 5 is an opportunity for class discussion/debate. | Computer/ projector Powerpoint Presentation (10 mins) |
| Work through page 1 – King Canute reference is used to demonstrate futility of trying to beat time. Discuss questions posed re Monday morning blues. Invite contributions and experiences from students | Student pack (10 mins) |
| Activity 1 – Divide class into groups of 3. You can then either read through the case study to the whole class, or elect one member in each group to read it to the others (the latter way ensures interaction but it can be a problem for some students to read out loud). | Student pack (10 mins) |
| In their groups students should answer the questions posed on page 2 (all of them writing in their packs). | Student pack (10 mins) |
| Discuss class findings and suggestions. What about question 3? Students should list the things they themselves do that are similar to Andre's habits. What can they then do to prevent lateness? What good things do they already do? Share these with the class. | Student pack (10 mins) |
| Summarise lesson so far. Ask students to comment on own experiences of being late for something, or someone else being late and how it affected them. Discuss. | (10 mins) |

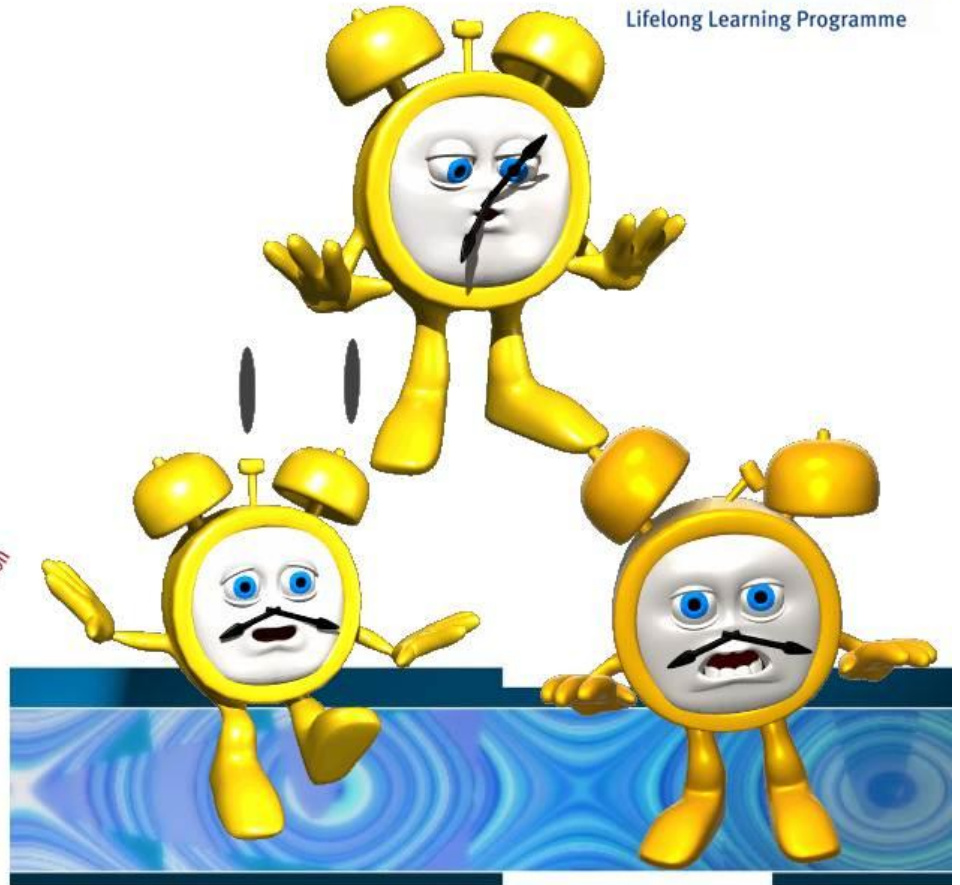
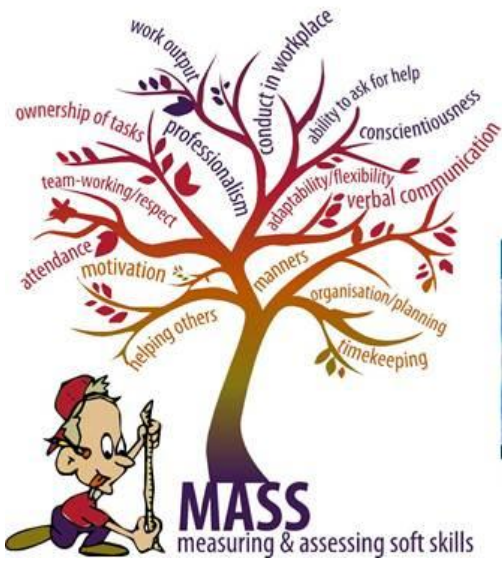
MASS – LESSON PLAN

| | | |
|--------------------------------|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 9 | Lesson: 2 | Location: |
| Subject: TIMEKEEPING | | Duration: GUIDANCE OF 60 MINUTES |

| |
|---|
| <p>Aim and Learning Objective: RAISING AWARENESS OF THE CONSEQUENCES OF POOR TIMEKEEPING DEVELOPING STRATEGIES TO IMPROVE OWN TIMEKEEPING</p> <p>Resources for Delivery: LESSON PLAN, STUDENT PACK, TUTOR PACK</p> |
|---|

| Teaching Activity/ Learner Activity | Resource | | | | | | |
|---|--|------------------|-----------|-----------|-----------|-----------|---|
| <p>Tutor – Recap of previous lesson. Ask class how many people have been late for something since that lesson. What were the consequences?</p> | (10 mins) | | | | | | |
| <p>Move on to Activity 2. Start case study. Stop after initial explanation of Monica’s job (up to “fit the air valve”). Ask class to try and identify steps or stations in the assembly line that will PRECEDE Monica (use board to visually demonstrate assembly line idea as you do – example shown here:</p> <p>??????????????</p> <table border="1" style="display: inline-table; margin-left: 20px;"> <tr> <td style="padding: 2px;">Skin injection</td> <td style="padding: 2px;">Valve fitting</td> <td style="padding: 2px;">Inflation</td> <td style="padding: 2px;">Measuring</td> <td style="padding: 2px;">Stamping</td> <td style="padding: 2px;">Packaging</td> </tr> </table> | Skin injection | Valve fitting | Inflation | Measuring | Stamping | Packaging | <p>Student pack (5 mins)</p> |
| Skin injection | Valve fitting | Inflation | Measuring | Stamping | Packaging | | |
| <p>Continue with case study. Ask students to write their responses to the questions posed in their packs.</p> | <p>Student pack (10 mins)</p> | | | | | | |
| <p>Go over answers - refer to tutor notes when discussing them and give breakdown of lost production.</p> | <p>Student pack (5 mins)</p> | | | | | | |
| <p>Reinforce need to be on time. Go over interesting fact on page 4. Pair students up and proceed with Activity 3. This is a fun activity. Each pair will then read out their chosen responses to each letter of the alphabet and the best response voted for.</p> | <p>(20 mins)</p> | | | | | | |
| <p>Summarise unit – discuss ideas on page 5 for better timekeeping. Can students add to this? Evaluate lesson – favourite activity and reason.</p> | <p>(10 mins)</p> | | | | | | |

Time Keeping



Reasons for being occasionally late

There are numerous reasons why you might be late for work/school.

- Traffic problems jams/detours/accidents/lost car keys.
- Minor family crisis.
- Childcare problems, child sickness.
- Alarm clock not going off.
- Oversleeping because of a late night.

These are reasons why you may **occasionally** be late.



Reasons for being habitually late

- You cannot seem to get yourself organised and keep to a schedule.
- You just don't care if you're late.
- You cannot leave your house in the morning until you have done certain tasks (e.g. 15 minute workout, laid the tea table, checked your emails).
- You cannot leave your house in the morning until you have 30 minutes to sit with a coffee & read the news-paper (or 30 minutes to sit in the bath)
- You stop to chat to people you meet on your way to work.



Are you aware of your own timekeeping?

When you have to be someplace at a certain time
do you:

Plan and prepare ahead

OR

Leave things to the last minute



It's what you do with your time

Your morning routine for work takes you exactly 1½ hours - you get up – have a shower – get dressed - prepare and eat breakfast – make your bed - wash breakfast dishes - travel to work.

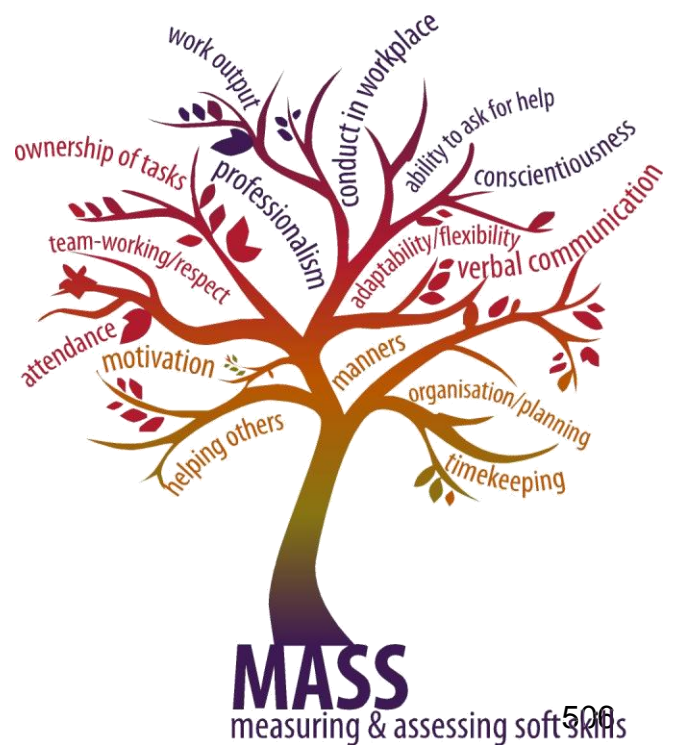
- This morning as you are leaving for work you meet your next door neighbour who wants to talk to you about a recent vandalism incident – what do you do?.



Tutor pack

LEARNING BYTE 9

Timekeeping



Time

As the proverb says – “time and tide wait for no man”. But what does this mean? Quite literally, the translation is that time will march on regardless of what we try to do to slow it down. Similarly, as King Canute demonstrated so effectively to his courtiers, no-one can control the tide which in itself is related to time and the related gravitational pull of the moon.



Where Does your Time Go?

We are all familiar with the “Monday morning blues” – that sensation of the weekend having passed by too quickly and a busy week at work or school looming. How often has your alarm clock gone off and you’ve hit the ‘snooze’ button repeatedly until you are then running late? How many times have you run into school or work after your official start time? What has happened as a result of turning up late? What did you miss? Who noticed you were gone? Who else did it affect?



These are all questions we need to consider when it comes to being late. Besides being extremely ill-mannered and rude, persistent lateness is disrespectful and inconsiderate.

ACTIVITY 1 – Case Study 1

In groups of 3, discuss the following case study and then answer the questions posed.

André wakes up at 6am every morning. He doesn’t need an alarm clock as this seems to be his natural wake-up time. He takes great pride in this fact as many young people his age seem to have difficulty even getting out of bed.

As he lies there metaphorically ‘patting himself on the back’ for being so good at waking up, 30 minutes pass. He smiles to himself smugly and rises from bed. “Now what will I wear today?”, he asks himself. Pulling open his wardrobe door he surveys the variety of jeans and other trousers hanging there. He pulls out some black jeans and holds them up against himself, looking at his reflection in the mirror. He shakes his head and tosses them onto the bed, then pulls out some blue cargo pants. These also get discarded onto the bed. A third pair of trousers (blue drainpipe jeans) is examined – and put into a ‘maybe’ pile. This goes on for 20 minutes until eventually André has a large pile of ‘maybe’ clothes and an even larger pile of ‘definitely not’. Sighing with frustration, he goes for a shower.

30 minutes later André emerges and proceeds to blow dry his hair. This takes precision and great care with each ‘spike’ being immaculately gelled into place. After 25 minutes he moves over to the pile of ‘maybe’ clothes and selects the blue drainpipe jeans. Putting them on, he then moves back to the wardrobe to find a shirt to wear. This takes another 15 minutes of trial and error. At last, he is ready to go. He glances at his watch – school starts at 9am and it takes 15 minutes to walk there. He wanders down to the kitchen – plenty of time for breakfast.

The post has arrived and André collects it on his way to the kitchen. Shuffling through the envelopes he finds one addressed to him – it is his monthly music magazine. “Fantastic”, he thinks, “I’m dying to find out if that band is splitting up”. He sits down at the kitchen table and begins to read. There are lots of interesting stories and bits of gossip. He pictures himself going into school and sharing his information with his friends. He chuckles to himself. This will make him really popular today – everyone will want to talk to him.

Rising, he pours himself a bowl of muesli and selects some yoghurt from the fridge. Continuing to read whilst he eats André manages to get through all the important information in the magazine. Putting his bowl into the sink for his mother to clean later, André leaves for school.

15 minutes later he arrives at the school yard; it is extremely quiet. "Where is everyone?" he wonders. He looks around, glancing up at the large clock on the front of the building and sucks in his breath in horror. It is 9.45! "How on earth did that happen?" he asked. He checked his watch. The time matched. André is really, really late for school.

Questions



1. List 5 things André did that caused him to be late
 - a. *Daydreaming*
 - b. *Fussing over clothes*
 - c. *Too long in the shower*
 - d. *Too long to blow dry hair*
 - e. *Reading magazine*
2. Make 2 suggestions to help André with his time-keeping
 - a. *Prepare clothes the night before*
 - b. *Take less time in shower*
 - c. *Get up as soon as he wakes*
 - d. *Keep focused – keep an eye on the time etc etc*
3. Do you recognise any of these behaviours in yourself?

ACTIVITY 2 – Case Study 2

Monica works on an assembly line in a factory that makes rugby balls. Her job is to check the quality of the skin once it has been stitched into shape and then fit the air valve. Once checked the skin goes to an 'inflation operator' who places the valve over a high pressure air compressor and inflates the ball. The ball is then measured for precise dimensions (in accordance with Rugby Union directions) and then printed on by another special machine in the assembly line to complete the process.

Monica's hours are 8am until 4pm, Monday to Friday. The factory produces 10,000 rugby balls every week, totalling 2,000 every day. In order to work effectively, everyone has to be in place and do their bit within a given timescale.

In the past week Monica has arrived late for work on 3 occasions. In the space below outline what you think the consequences of Monica's lateness might be. For example, who else will it affect? Give full details. Think things through and note possible results below – including what might happen to Monica!



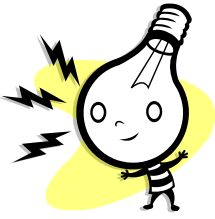
If the skin quality is not checked there could be 2 consequences:

- 1. If the company decide to just proceed and get someone else to fit the valve, the ball may split when being inflated due to poor quality OR*
- 2. If they cannot proceed to the next point on the assembly line there will be a delay or stoppage in work further down the line. This affects wages, jobs, profit, production and ultimately the company future.*

An estimate is: Approximately 285 balls are processed every hour. If Monica is only 15 minutes late this would reduce the number of balls processed by 71. Late 3 times, this amounts to 214 balls! A lot of lost profit for the company.

MONICA RUNS THE RISK OF BEING SACKED!

Hopefully you will understand that being late not only affect how people think of you, but may be costly and inconvenient for your employer, your teacher, your workmates or your classmates.



If you add up the time lost when you are 10 minutes late everyday – that is an astonishing 2400 minutes per year, which is in fact a full week, based on an 8 hour working day!! The result of being late affects your company’s productivity if you are not there – so try not to make being late a regular occurrence!

ACTIVITY 3 – Class Game

This is a fun activity only. In pairs, try and come up with excuses or reasons for being late that start with each letter of the alphabet as shown. Remember – this is for fun only so humour is allowed, but make sure you don’t say anything that can be construed as offensive or upsetting to others! A few examples have been put in for you – can you better them?

| LETTER | EXCUSE/REASON |
|----------|--|
| A | |
| B | Baseball came through my window and I had to wait for the police |
| C | <i>Answers have not been inserted here as the possibilities are too diverse and immense!</i> |
| D | |
| E | |
| F | |
| G | |
| H | |
| I | |
| J | |
| K | |
| L | |
| M | Mouse ate my socks |
| N | |
| O | |

| LETTER | EXCUSE/REASON |
|----------|--|
| P | |
| Q | |
| R | |
| S | |
| T | |
| U | |
| V | |
| W | Washing machine flooded the kitchen and I had to clean it up |
| X | |
| Y | |
| Z | |

Now vote for the best answers for each letter.

Summary: Being late can sometimes not be avoided. If this is the case, be honest. Don't make up fancy or false excuses like the ones you probably entered above. If possible, offer to make up the time lost such as working through a break or lunch to catch up.

It is, of course, better not to be late at all. Take every precaution to help you arrive at work or school on time, such as:

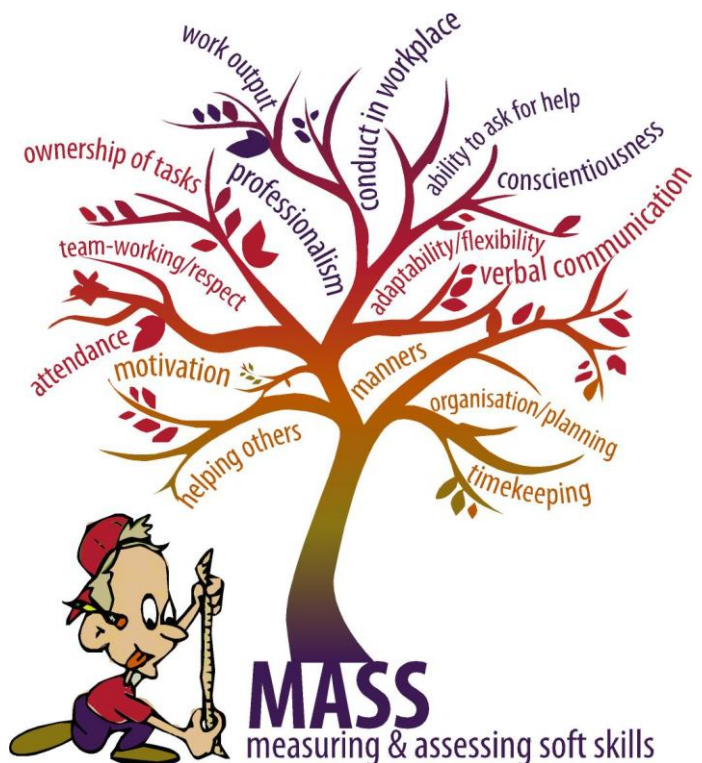
- a) Organise your clothes for the next day the night before
- b) Make sure you have everything packed and ready to go – handbag, briefcase, schoolbag – the night before
- c) Get plenty of sleep – don't stay up all night playing X-Box games or similar
- d) Keep your room tidy. A messy bedroom can prevent you relaxing and so cause a restless night!
- e) Don't eat too much late at night – this can affect your digestion and cause nightmares!

Congratulations! You have now completed learning byte 9.

STUDENT PACK

Student name.....

LEARNING BYTE 9 Timekeeping



Time

As the proverb says – “time and tide wait for no man”. But what does this mean? Quite literally, the translation is that time will march on regardless of what we try to do to slow it down. Similarly, as King Canute demonstrated so effectively to his courtiers, no-one can control the tide which in itself is related to time and the related gravitational pull of the moon.



Where Does your Time Go?

We are all familiar with the “Monday morning blues” – that sensation of the weekend having passed by too quickly and a busy week at work or school looming. How often has your alarm clock gone off and you’ve hit the ‘snooze’ button repeatedly until you are then running late? How many times have you run into school or work after your official start time? What has happened as a result of turning up late? What did you miss? Who noticed you were gone? Who else did it affect?



These are all questions we need to consider when it comes to being late. Besides being extremely ill-mannered and rude, persistent lateness is disrespectful and inconsiderate.

ACTIVITY 1 – Case Study 1

In groups of 3, discuss the following case study and then answer the questions posed.

André wakes up at 6am every morning. He doesn’t need an alarm clock as this seems to be his natural wake-up time. He takes great pride in this fact as many young people his age seem to have difficulty even getting out of bed.

As he lies there metaphorically ‘patting himself on the back’ for being so good at waking up, 30 minutes pass. He smiles to himself smugly and rises from bed. “Now what will I wear today?”, he asks himself. Pulling open his wardrobe door he surveys the variety of jeans and other trousers hanging there. He pulls out some black jeans and holds them up against himself, looking at his reflection in the mirror. He shakes his head and tosses them onto the bed, then pulls out some blue cargo pants. These also get discarded onto the bed. A third pair of trousers (blue drainpipe jeans) is examined – and put into a ‘maybe’ pile. This goes on for 20 minutes until eventually André has a large pile of ‘maybe’ clothes and an even larger pile of ‘definitely not’. Sighing with frustration, he goes for a shower.

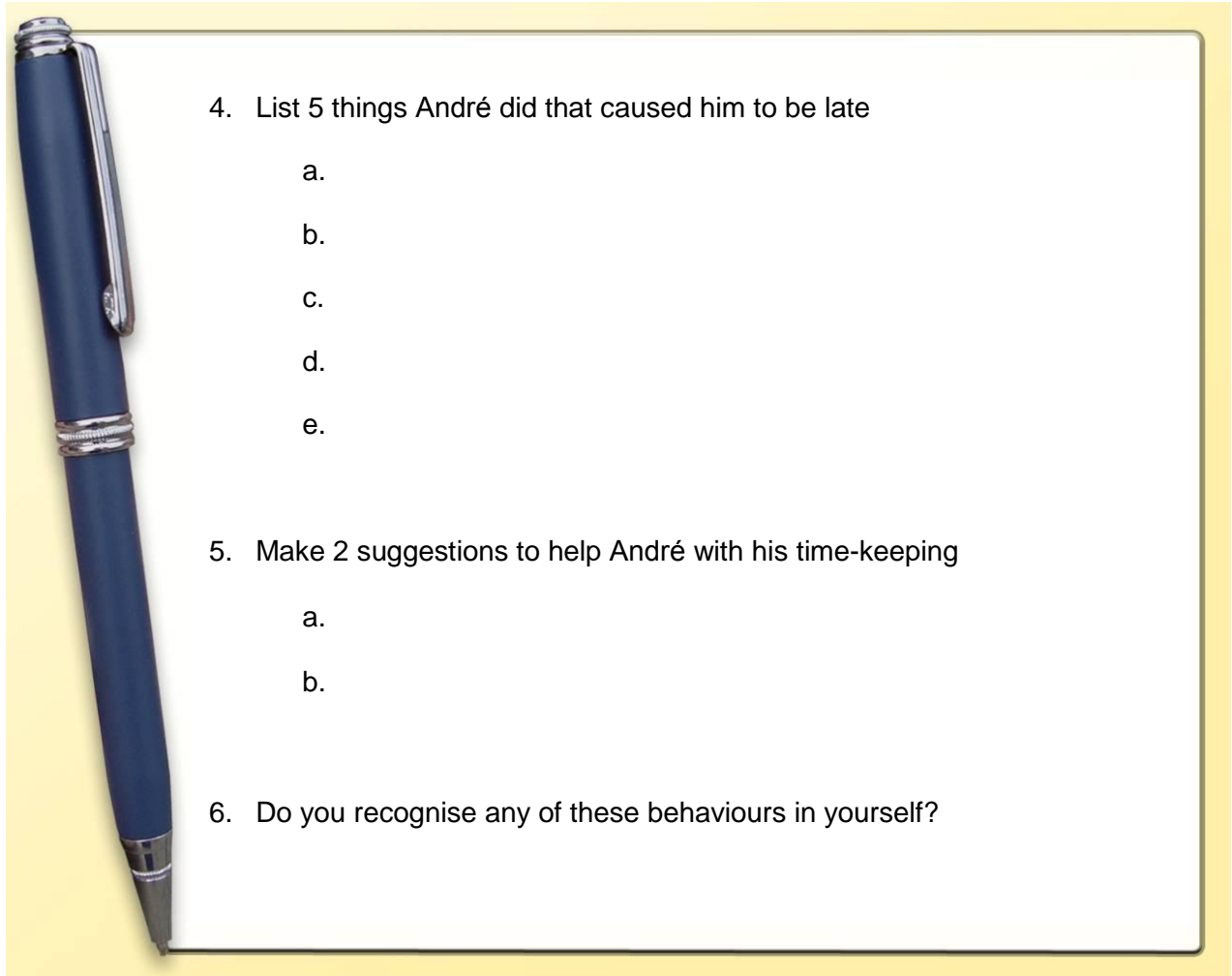
30 minutes later André emerges and proceeds to blow dry his hair. This takes precision and great care with each ‘spike’ being immaculately gelled into place. After 25 minutes he moves over to the pile of ‘maybe’ clothes and selects the blue drainpipe jeans. Putting them on, he then moves back to the wardrobe to find a shirt to wear. This takes another 15 minutes of trial and error. At last, he is ready to go. He glances at his watch – school starts at 9am and it takes 15 minutes to walk there. He wanders down to the kitchen – plenty of time for breakfast.

The post has arrived and André collects it on his way to the kitchen. Shuffling through the envelopes he finds one addressed to him – it is his monthly music magazine. “Fantastic”, he thinks, “I’m dying to find out if that band is splitting up”. He sits down at the kitchen table and begins to read. There are lots of interesting stories and bits of gossip. He pictures himself going into school and sharing his information with his friends. He chuckles to himself. This will make him really popular today – everyone will want to talk to him.

Rising, he pours himself a bowl of muesli and selects some yoghurt from the fridge. Continuing to read whilst he eats André manages to get through all the important information in the magazine. Putting his bowl into the sink for his mother to clean later, André leaves for school.

15 minutes later he arrives at the school yard; it is extremely quiet. "Where is everyone?" he wonders. He looks around, glancing up at the large clock on the front of the building and sucks in his breath in horror. It is 9.45! "How on earth did that happen?" he asked. He checked his watch. The time matched. André is really, really late for school.

Questions



4. List 5 things André did that caused him to be late

- a.
- b.
- c.
- d.
- e.

5. Make 2 suggestions to help André with his time-keeping

- a.
- b.

6. Do you recognise any of these behaviours in yourself?

ACTIVITY 2 – Case Study 2

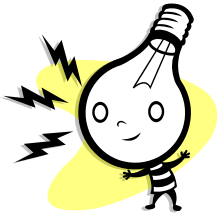
Monica works on an assembly line in a factory that makes rugby balls. Her job is to check the quality of the skin once it has been stitched into shape and then fit the air valve. Once checked the skin goes to an 'inflation operator' who places the valve over a high pressure air compressor and inflates the ball. The ball is then measured for precise dimensions (in accordance with Rugby Union directions) and then printed on by another special machine in the assembly line to complete the process.

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|----------|--|
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| C | |
| D | |
| E | |
| F | |
| G | |
| H | |
| I | |
| J | |
| K | |
| L | |
| M | Mouse ate my socks |
| N | |
| O | |

| LETTER | EXCUSE/REASON |
|----------|--|
| P | |
| Q | |
| R | |
| S | |
| T | |
| U | |
| V | |
| W | Washing machine flooded the kitchen and I had to clean it up |
| X | |
| Y | |
| Z | |

Now vote for the best answers for each letter.

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- d) Keep your room tidy. A messy bedroom can prevent you relaxing and so cause a restless night!
- e) Don't eat too much late at night – this can affect your digestion and cause nightmares!

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Learning Byte 10

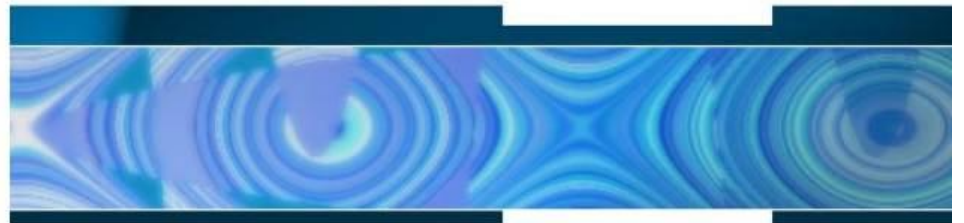
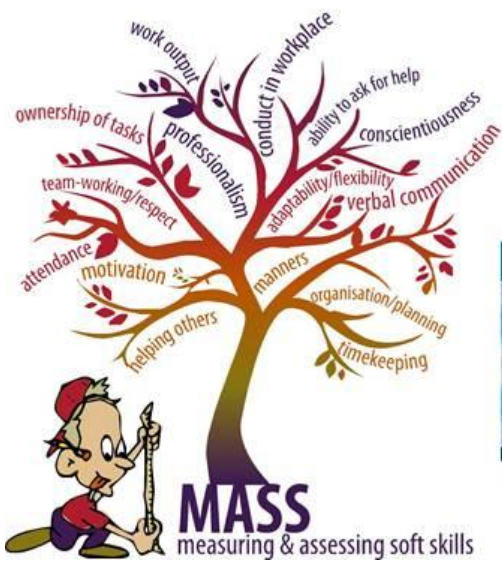
MASS – LESSON PLAN

| | | |
|---|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 10 | Lesson: 1 | Location: |
| Subject: CONDUCT IN THE WORKPLACE | | Duration: GUIDANCE OF 70 MINUTES |

| |
|---|
| <p>Aim and Learning Objective: RAISING AWARENESS OF OWN CONDUCT AND PERSONALITY TRAITS</p> <p>Resources for Delivery: LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK</p> |
|---|

| Teaching Activity/ Learner Activity | Resource |
|--|---|
| <p>Tutor – Deliver introductory PowerPoint – This gives an overview of everything that will be covered in the learning byte. Each slide can be further explored in conversation and experiences as suitable.</p> | <p>Computer/ projector Powerpoint Presentation (10 mins)</p> |
| <p>Work through page 1 – Introduce employment rights and ask class if they can list some common rights (eg sick pay, holidays, welfare facilities, equal pay etc). Write them up on the board and expand as appropriate. Ask students for any experiences they have had regarding employment rights – from the employer’s viewpoint and from the employee’s. (typical response to this might be something along the lines of a friend getting sacked for stealing or having a bad attitude).</p> | <p>Student pack (10 mins) Board</p> |
| <p>Move onto Activity 1 – discuss each question and answer fully (ask class to vote on which answer they think is correct and discuss).</p> | <p>Student pack (10 mins)</p> |
| <p>Move onto Activity 2 – students to tick appropriate column and then score themselves. Create a chart on the board of score ranges and number of students who fall into each category (eg ask them to raise their hands if they scored 0-10, 11-20 etc). Is this a true reflection? Do they agree with their individual scores?</p> | <p>Student pack (10 mins) Board</p> |
| <p>Discuss conduct rules. Invite comment and discussion.</p> | <p>Student pack (10 mins)</p> |
| <p>Move onto Activity 3. Student to extract data from activity 2 and identify actions to take. Make note in calendar to review this in 2 weeks’ time to see if any progress has been made.</p> | <p>Student pack (15 mins)</p> |
| <p>Summarise unit and evaluate lesson.</p> | <p>(5 mins)</p> |

Conduct in the workplace



What is a code of conduct?

- A code of conduct is your employer's expectations of how you should behave.
- It can be written rules/regulations outlining what is acceptable and what is not.
- Alternatively, it can be an unspoken expectation - you are expected to act professionally in an appropriate manner.
- It is the "do's and don'ts" in the workplace.



Why are codes of conduct needed?

- They provide guidance on how to act in certain situations, what is acceptable and what is not.
- They help to ensure that you treat other people with respect and courtesy.
- They help raise your awareness and respect of other people's cultures and customs.



Misconduct

Misconduct is behaviour that can lead to a warning or disciplinary action.

Examples of misconduct:

- Shouting and swearing.
- Rudeness.
- Constant absences/lateness.
- Misuse of company resources/property.



Constant misconduct can result in your dismissal

Gross misconduct

Gross misconduct is when your employer can dismiss you on a first offence.

Examples of gross misconduct:

- Theft.
- Fraud.
- Violence.
- Under the influence of drugs/alcohol.
- Actions risk the safety of yourself or others.
- Employers will differ in what they regard as gross misconduct.



Tutor pack

LEARNING BYTE 10

Conduct in Workplace



Education and Culture DG

Lifelong Learning Programme

MASS

measuring & assessing soft skills

Conduct in the Workplace – Are you a Child or an Adult?

In school allowances are made for certain reactions and behaviours – youth, inexperience and immaturity are a few of these allowances.

However, when you leave school you will be expected to behave differently. No longer will young people be in the majority – you may even be the only young person in your workplace! This naturally changes everything.

The same may apply if you move from school to a further education institution such as a college or university. There you are expected to take responsibility for your own learning – no-one is going to hold your hand. They are preparing you for the world of work and it is a highly competitive, hard world – there are lots of unemployed people out there from which employers can choose. There is therefore no need to be tolerant of bad or immature behaviour so your conduct in the workplace is very important, not only to ensure your own success but also to comply with legal requirements.

As a starting point, let's see how much you know about employment rights and legislation:

ACTIVITY 1 – Quiz

- 1) Bibiana and Fabian from Poland have recently started work in your office. Fabian is great fun. He has a really good sense of humour and has what appears to be an endless supply of jokes about his own race. At first Bibiana joins in. A lot of these jokes have a foundation of truth about Polish traditions and beliefs. However, it's now beginning to annoy Bibiana who has asked him to stop. She feels he is being offensive and disrespectful and this is upsetting her. When she said this to him, he replied "how can I possibly be disrespectful when I'm also Polish? It's not offending me!".

Fabian's behaviour is:

a) *Inappropriate*

b) Alright as he is making fun of his own culture

c) Making him very popular with everyone

d) Illegal

- 2) Mr Martin is the new English teacher at school. He feels he can communicate very well with younger people and that he is very popular due to his friendly and open nature. He regularly places his hands on the students' shoulders whilst showing them how to do things. Mr Henderson, the Maths teacher, feels that this is too tactile and should not be allowed. He has reported the matter to the headmaster who has spoken to Mr Martin and feels confident that, as no student has complained, there is no problem with his way of working with the students.

Should a parent or student complain:

- a) ***A charge of harassment could be filed and upheld***
 - b) Nothing would be done as he's only being friendly
- 3) If someone offends someone by their words or behaviour but did so totally without malice or intent
- a) Any charges would not be upheld in court
 - b) ***They can be held liable for their actions in court***
- 4) You see a job advertised for a male lorry driver. There is nothing specific about the job description that excludes women from doing the same job. When you phone to ask for an application form for your sister, you are told she cannot apply because she would be uncomfortable working with all the other men drivers at the depot. This is an example of:
- a) The employer being considerate and not wanting a female to get harassed at work
 - b) ***Sexual discrimination***
 - c) Sexual harassment
 - d) Inappropriate workplace behaviour from the male drivers
- 5) Bridget works in a local supermarket. She has only recently started and is being treated very well by the boss who is always nice to her. However, she has noticed that he always speaks nastily to Angela and gives her all the dirty and heavy work to do. The other employees don't say anything about it and Bridget is scared to cause trouble. However, yesterday Bridget found Angela crying because the boss had been shouting at her in front of some customers because a shelf was low on stock. She had tried explaining that she was not on shelf-duty that day but he took no notice and said that she would be receiving a disciplinary warning for not doing her job properly. Bridget thinks that:
- a) The boss is just being customer focused
 - b) ***The boss is bullying Angela***
 - c) It is none of her business
 - d) This is sexual harassment

Your tutor will now go over the answers with you. Has this made you more aware of the consequences of your own and others' actions in relation to employment legislation?

ACTIVITY 2 – Self-Assessment

How well do you behave at work or school?

| How often do you? | Always | Sometimes | Never |
|--|--------|-----------|-------|
| Shout across the room to others | | | |
| Arrive late for a meeting | | | |
| Sing whilst you are working | | | |
| Become irritated with others | | | |
| Sigh | | | |
| Laugh at others | | | |
| Use work or school email for personal things | | | |
| Interrupt others | | | |
| Fall behind with tasks | | | |
| Leave early or arrive late | | | |
| Disrupt others | | | |
| Bring your problems into school/work | | | |
| Take things too personally | | | |
| Lose your temper | | | |
| Leave your dirty coffee cup around for others to clean | | | |

Score

For every 'Always' score 0

For every 'Sometimes' score 1

For every 'Never' score 2

Now add up your score and read the definition overleaf. Is this a true reflection of your behaviour and attitude at work?

| SCORE | RESULT |
|-------|--|
| 0-10 | You really do not consider others and the way your behaviour and conduct affects them, and you probably don't even care. Unless you change your ways you may find difficulty retaining that job or keeping that friend! |
| 11-20 | You are generally well behaved but can sometimes be influenced by things and people around you, reacting to situations, incidents or distractions |
| 21-30 | You are an effective employee who is aware of the need to conduct yourself in an appropriate manner. If you scored less than 30, read over the questions again and then make a positive effort to change your 'always' and 'sometimes' answers to 'never'! |

Conduct rules to ensure you are an effective employee:

- 1) Don't gossip. If you do happen to overhear something, keep it to yourself and do not comment on it or pass it on to others.
- 2) Be dependable. If you say you will do something, then do it! There's nothing worse than failing to keep your promises and letting others down.
- 3) Remember your manners! Say please and thank you. Ask, don't just take. Don't interrupt others just because you are busy – they obviously are too!
- 4) Be considerate of others. If you notice they are busy and you have some spare time, offer to help. Don't overload others by throwing tasks at them – check if they can manage them first or even better, do some yourself!
- 5) Do your share of the work and don't expect others to do it for you!
- 6) Treat **everyone** with respect.
- 7) Don't take sides in conflicts.
- 8) Don't pass on confidential information.
- 9) Own up to your mistakes – never blame others.
- 10) Solve problems – don't create them!

ACTIVITY 3 – Personal Action Plan

Look again at your answers to activity 2. For all the “Always” and “Sometimes” answers you gave, you need to make an action plan on how you will work on these faults. Transfer the things you need to improve on to the table below and then identify one action you can take to make a difference and then one person who can help you meet your goals. Finally, your tutor will review your goals with you at a later date to see how you are progressing.

ACTION PLAN

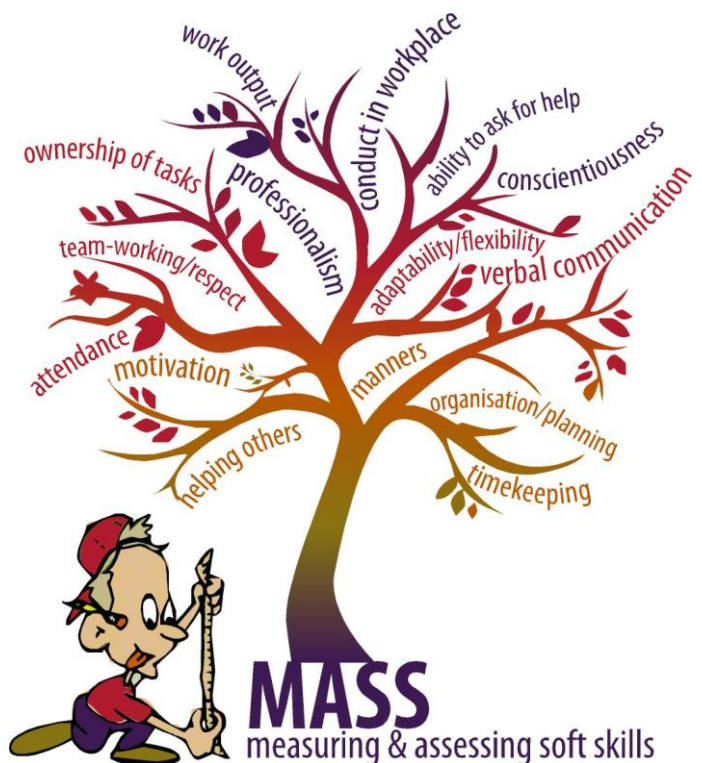
| Things I want to improve | How I can improve it (1 action) | Who can help me (1 person) |
|-------------------------------|--|---|
| Eg Take things too personally | Pause before reacting and think things through objectively | My mum – she’s always good at seeing both sides |
| | | |
| | | |
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| | | |

| Things I want to improve | How I can improve it (1 action) | Who can help me (1 person) |
|--------------------------|---------------------------------|----------------------------|
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STUDENT PACK

Student name.....

LEARNING BYTE 10 Conduct in Workplace



Conduct in the Workplace – Are you a Child or an Adult?

In school allowances are made for certain reactions and behaviours – youth, inexperience and immaturity are a few of these allowances.

However, when you leave school you will be expected to behave differently. No longer will young people be in the majority – you may even be the only young person in your workplace! This naturally changes everything.

The same may apply if you move from school to a further education institution such as a college or university. There you are expected to take responsibility for your own learning – no-one is going to hold your hand. They are preparing you for the world of work and it is a highly competitive, hard world – there are lots of unemployed people out there from which employers can choose. There is therefore no need to be tolerant of bad or immature behaviour so your conduct in the workplace is very important, not only to ensure your own success but also to comply with legal requirements.

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- 7) Mr Martin is the new English teacher at school. He feels he can communicate very well with younger people and that he is very popular due to his friendly and open nature. He regularly places his hands on the students' shoulders whilst showing them how to do things. Mr Henderson, the Maths teacher, feels that this is too tactile and should not be allowed. He has reported the matter to the headmaster who has spoken to Mr Martin and feels confident that, as no student has complained, there is no problem with his way of working with the students.

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- 12) Be dependable. If you say you will do something, then do it! There's nothing worse than failing to keep your promises and letting others down.
- 13) Remember your manners! Say please and thank you. Ask, don't just take. Don't interrupt others just because you are busy – they obviously are too!
- 14) Be considerate of others. If you notice they are busy and you have some spare time, offer to help. Don't overload others by throwing tasks at them – check if they can manage them first or even better, do some yourself!
- 15) Do your share of the work and don't expect others to do it for you!
- 16) Treat **everyone** with respect.
- 17) Don't take sides in conflicts.
- 18) Don't pass on confidential information.
- 19) Own up to your mistakes – never blame others.
- 20) Solve problems – don't create them!

ACTIVITY 3 – Personal Action Plan

Look again at your answers to activity 2. For all the “Always” and “Sometimes” answers you gave, you need to make an action plan on how you will work on these faults. Transfer the things you need to improve on to the table below and then identify one action you can take to make a difference and then one person who can help you meet your goals. Finally, your tutor will review your goals with you at a later date to see how you are progressing.

ACTION PLAN

| Things I want to improve | How I can improve it (1 action) | Who can help me (1 person) |
|-------------------------------|--|---|
| Eg Take things too personally | Pause before reacting and think things through objectively | My mum – she’s always good at seeing both sides |
| | | |
| | | |
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| | | |

| Things I want to improve | How I can improve it (1 action) | Who can help me (1 person) |
|--------------------------|---------------------------------|----------------------------|
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Learning Byte 11

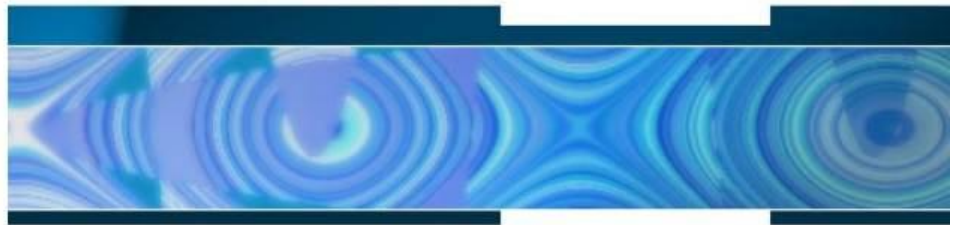
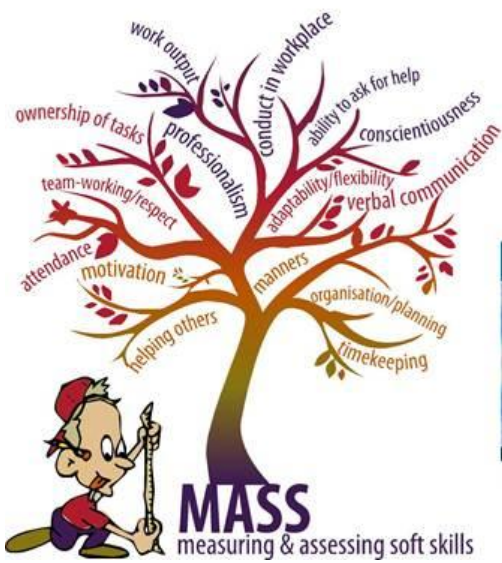
MASS – LESSON PLAN

| | | |
|--------------------------------------|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 11 | Lesson: 1 | Location: |
| Subject: CONSCIENTIOUSNESS | | Duration: GUIDANCE OF 55 MINUTES |

| |
|--|
| <p>Aim and Learning Objective: DEFINE CONSCIENTIOUSNESS RECOGNISE THE LINK BETWEEN CONSCIENTIOUSNESS AND JOB SUCCESS</p> <p>Resources for Delivery: LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|---|---|
| Tutor – Deliver introductory PowerPoint – This gives an overview of everything that will be covered in the learning byte. Each slide can be further explored in conversation and experiences as suitable. | Computer/ projector Powerpoint Presentation (5 mins) |
| Read through page 1 introduction – ensure students understand definition and how this trait ties in to job success and other soft skills. | Student pack (10 mins) |
| Activity 1 – self assessment. This is in 2 parts. Students to grade themselves using scale given. They should then transfer results into SWOT analysis grid on next page. Opportunities and Threats will constitute a personal action plan regarding conscientiousness. Ask class for volunteers to share their own points. This will hopefully encourage others to think bigger and take in more areas of personality in weaknesses and strengths. | Student pack (20 mins) |
| Final activity – word search. These are synonyms that define “conscientious”. Ask students to reveal which synonym they personally relate to. | Student pack (15 mins) |
| Summary of lesson and evaluation. | (5 mins) |

Conscientiousness



What is it?

- Being careful in your work
- Having self-discipline
- Working hard
- Being thorough
- Double-Checking things
- Being organised



- Staying late if necessary
- Asking for help
- Keeping things and information safe
- Meeting deadlines
- Taking pride in your work



EXCELLENT 

Tutor pack

LEARNING BYTE 11

Conscientiousness



Education and Culture DG

Lifelong Learning Programme

MASS

measuring & assessing soft skills

What is conscientiousness?

According to Wikipedia, **Conscientiousness** is the trait of being painstaking and careful, or the quality of acting according to the dictates of one's conscience. It includes such elements as self-discipline, carefulness, thoroughness, organisation, deliberation (the tendency to think carefully before acting), and need for achievement.

So what does this mean in the workplace or at school? Well, quite simply a conscientious person is seen as hard-working and reliable. So that means you can be expected to complete your homework or work task on time and to a required standard. If that means putting in extra hours or staying late to do something, then so be it. A truly conscientious person would be happy to do it.

So what about you? Are you a conscientious person?

ACTIVITY 1 – Self-Assessment

Read each description below and grade yourself as follows:

- 1 – This is very like me
- 2 – This is somewhat like me
- 3 – This is nothing like me

| DESCRIPTION | GRADE (✓) | | |
|--|-----------|---|---|
| | 1 | 2 | 3 |
| I take pride in my work | | | |
| I double check everything for accuracy | | | |
| I will put in extra time and effort to make sure a task is done on time | | | |
| If I need help to complete something, I will not hesitate to ask | | | |
| I never miss my mistakes | | | |
| I work quickly, and always accurately | | | |
| I never forget to pass on information to others | | | |
| I always check my work | | | |
| I never lose things | | | |
| I always meet a deadline | | | |

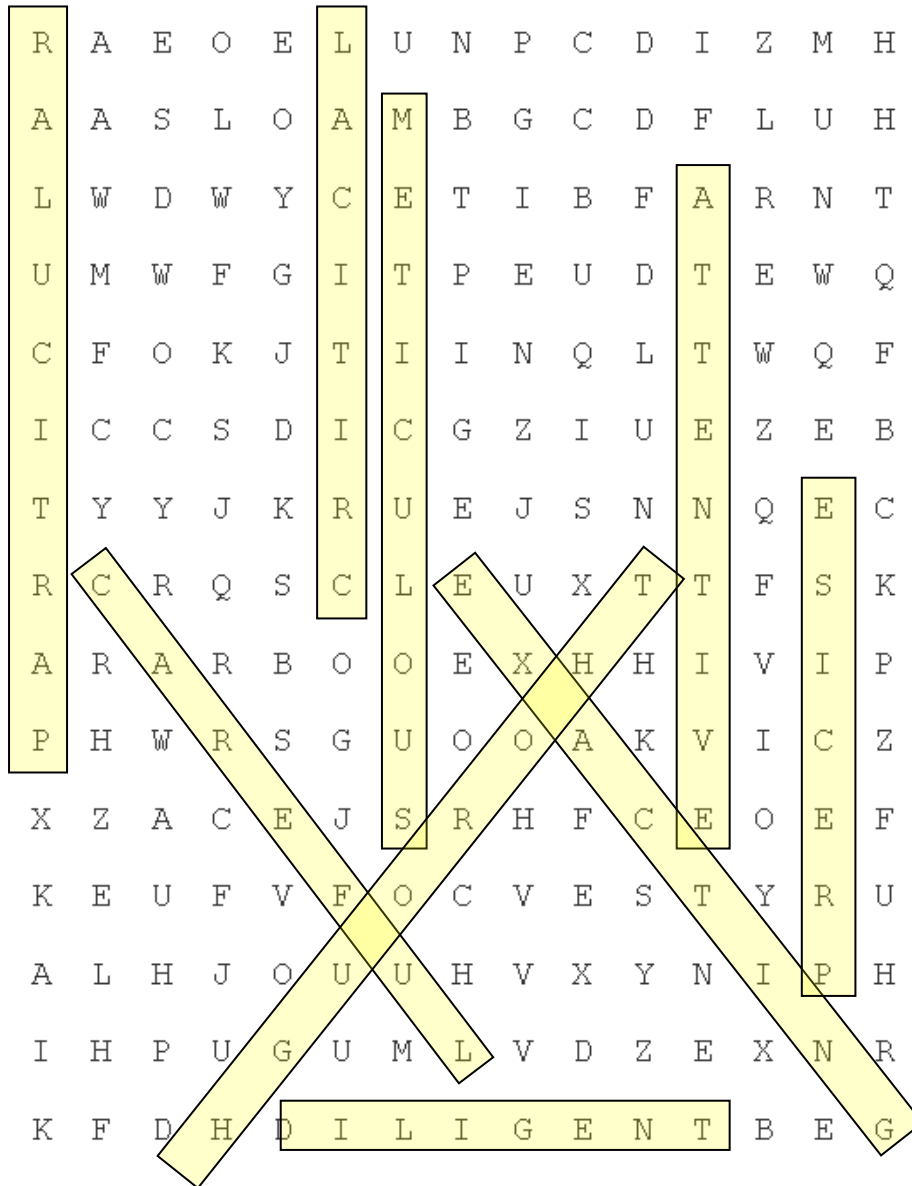
Now transfer this into the table overleaf. This is known as a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats). Put everything graded as a 1 into the STRENGTHS box and the others into the WEAKNESSES box. You should then identify OPPORTUNITIES to further develop your weaknesses and list THREATS that may prevent you from achieving your goals.

| | |
|--|---|
| STRENGTHS | WEAKNESSES |
| OPPORTUNITIES <i>EG Use spell check on computer to reduce number of mistakes</i> | THREATS <i>EG I get easily distracted and so lose track of where I am with a task</i> |

ACTIVITY 2 - Wordsearch

Can you find the words at the bottom of this page in the grid below?

CONSCIENTIOUSNESS



ATTENTIVE
DILIGENT
PARTICULAR

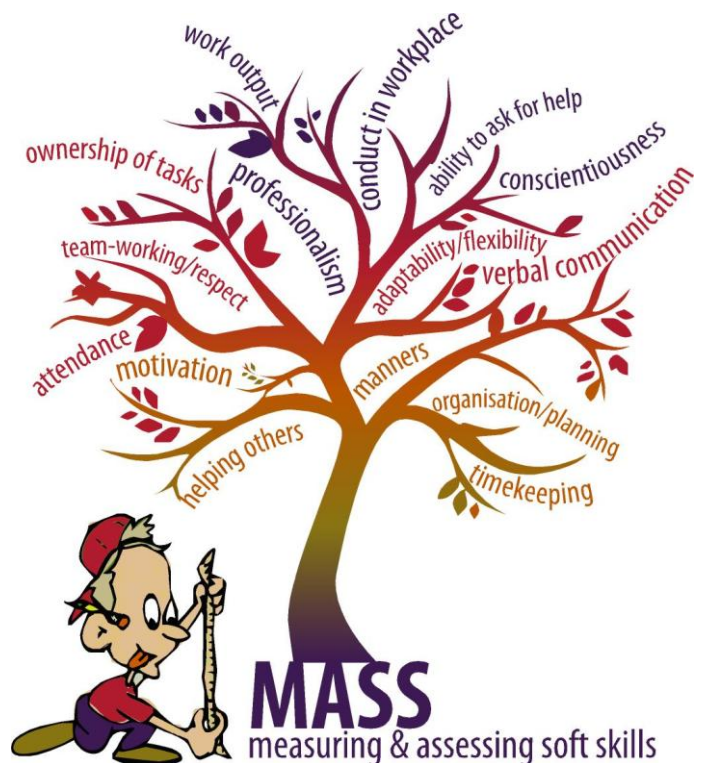
CAREFUL
EXACTING
PRECISE

CRITICAL
METICULOUS
THOROUGH

STUDENT PACK

Student name.....

LEARNING BYTE 11 Conscientiousness



What is conscientiousness?

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| DESCRIPTION | GRADE (✓) | | |
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| | 1 | 2 | 3 |
| | | | |
| I take pride in my work | | | |
| I double check everything for accuracy | | | |
| I will put in extra time and effort to make sure a task is done on time | | | |
| If I need help to complete something, I will not hesitate to ask | | | |
| I never miss my mistakes | | | |
| I work quickly, and always accurately | | | |
| I never forget to pass on information to others | | | |
| I always check my work | | | |
| I never lose things | | | |
| I always meet a deadline | | | |

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|--|---|
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| OPPORTUNITIES <i>EG Use spell check on computer to reduce number of mistakes</i> | THREATS <i>EG I get easily distracted and so lose track of where I am with a task</i> |

ACTIVITY 2 - Wordsearch

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CONSCIENTIOUSNESS

R A E O E L U N P C D I Z M H
A A S L O A M B G C D F L U H
L W D W Y C E T I B F A R N T
U M W F G I T P E U D T E W Q
C F O K J T I I N Q L T W Q F
I C C S D I C G Z I U E Z E B
T Y Y J K R U E J S N N Q E C
R C R Q S C L E U X T T F S K
A R A R B O O E X H H I V I P
P H W R S G U O O A K V I C Z
X Z A C E J S R H F C E O E F
K E U F V F O C V E S T Y R U
A L H J O U U H V X Y N I P H
I H P U G U M L V D Z E X N R
K F D H D I L I G E N T B E G

ATTENTIVE
DILIGENT
PARTICULAR

CAREFUL
EXACTING
PRECISE

CRITICAL
METICULOUS
THOROUGH

Learning Byte 12

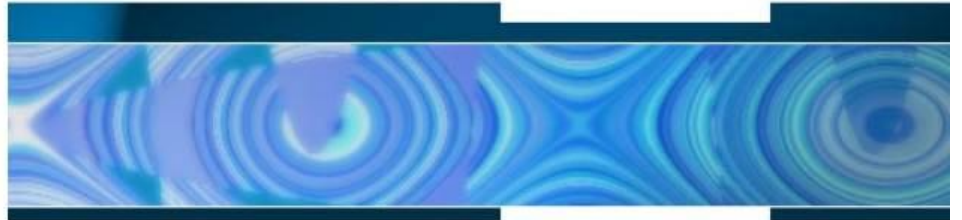
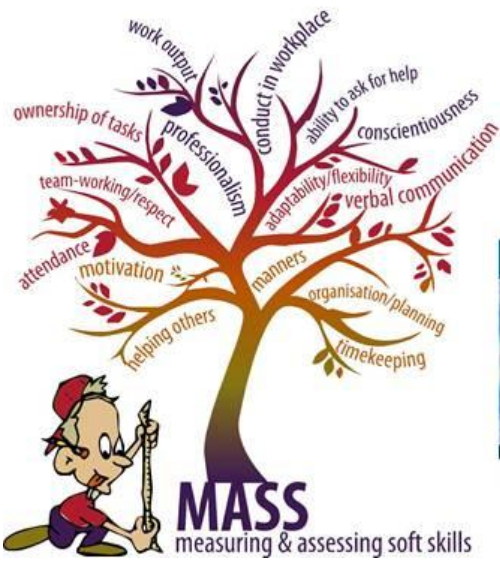
MASS – LESSON PLAN

| | | |
|--------------------------------|------------------|---|
| Tutor: | | Class/Group |
| Learning Byte: 12 | Lesson: 1 | Location: |
| Subject: WORK OUTPUT | | Duration: GUIDANCE OF APPROX 60 MINUTES |

| |
|--|
| <p>Aim and Learning Objective: RAISING AWARENESS ON HOW TO INCREASE WORK OUTPUT</p> <p>Resources for Delivery: LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK</p> |
|--|

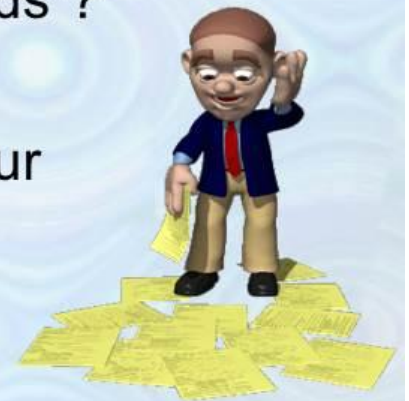
| Teaching Activity/ Learner Activity | Resource |
|--|---|
| <p>Tutor – Deliver introductory PowerPoint – This gives an overview of everything that will be covered in the learning byte. - Slide 2 is an opportunity to introduce and discuss how you may feel if you are not managing your work output. - Slide 3 opportunity to put students into pairs to think of examples on how time can be wasted at work; ask one person to feedback their findings to the class, discuss answers (Additional examples included in the notes of slide 3). –Slide 4 ask students, discussion on various types of planners (weekly, daily, diaries, notepads, electronic, I-pod)</p> | <p>Computer/ projector PowerPoint Presentation (15/20 mins) dependant on discussion</p> |
| <p>Tutor hand out student pack – students to write their name on front cover. Students to read the first four paragraphs.</p> | <p>Student pack</p> |
| <p>Activity 1 students then answer the true/false quiz. Tutor and student feedback on the answers – this is an opportunity for further discussion and questioning, Tutor to decide from class participation which questions would require further discussions, Example: - Question 1 - How can you meet deadliness (ask other to help, working lunch). Question 2 - Should you be expected to work through your lunch or work late. Question 3 - What is the consequences for others if you regularly phone in sick, (they may have to take on your tasks).</p> | <p>(25/30 mins) dependant on discussion</p> |
| <p>Activity 2, Students either work individually or in pairs to complete activity. (All writing in their packs). Class feedback; ask for one volunteer to write answers to the 3 question on flipchart. Ask for suggestions on what Amanda should have done</p> | <p>Flipchart Marker pen (15)</p> |
| <p>Summarise lesson and evaluate. What have the students learned? Is there anything they would like to explore more off? What activity did they enjoy and why?</p> | <p>(05 mins)</p> |

Work output



Is this you?

- Do you look back on your working day and realise that you did not achieve half the things you intended to?
- Do you sometimes feel that you have “taken one step forward and 2 steps backwards”?
- Do you work aimlessly through your tasks with no clear idea what their purpose is?



Discussion...

Have you ever thought about how much time can be wasted at work? Things such as...

- Answering and replying to personal emails
- Gossiping with colleagues
- Extended break times
- “Surfing the net” for recreational purposes

Can you think of others?



How to increase your work output

- Set yourself realistic targets and give each task a time allocation. If necessary ask for help to meet approaching deadlines.
- Keep a to-do-list and cross off each completed task. This clears your head allowing you to move on to your next task.



How to increase your work output

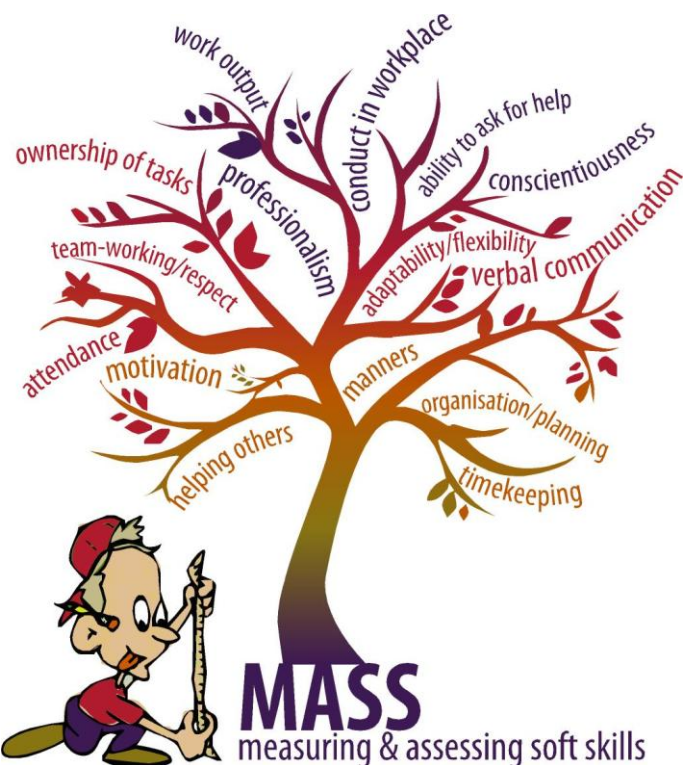
- Do not waste too much time thinking about what you have to do. Just get started and save precious time – it will probably flow.
- If you have to do a task that you do not like, get it done first. Once completed you will feel a sense of achievement... And relief!



Tutor pack

LEARNING BYE 12

Work Output



How hard do you work?

Are you a 'grafter' or do you shirk the workload? How much effort do you put into your daily activities? Does the person next to you produce more work than you do in a given time period?

Your employer or teacher will expect that you get through a certain amount of work every day. This is normally a reasonable thing, but everyone works at different speeds and has different skills and abilities. Some people are really good at working with their hands whilst others work better on mental activities. This obviously means that people work at different rates on certain tasks. It will be expected, however, that you produce a fair amount of work either in school, college or work.

Some of the other soft skills you have learned about already can be used to demonstrate that you are a 'hard worker'. For example, offering to help other people shows a willingness to put in extra effort. Likewise, sharing your ideas through effective verbal communication helps others to recognise that you are thinking about working methods and this in turn demonstrates that you have an active and hard working mind!

Hard workers get recognition from employers and educators. Hard work and effort can lead to success. As Thomas Edison said, "genius is one percent inspiration and ninety-nine percent perspiration".

So how do you rate as a hard worker?

ACTIVITY 1 – True/False

| | TRUE | FALSE |
|---|-------------------------------------|-------------------------------------|
| 1. You never or very rarely hand work in late | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. You will stay late to finish an urgent task | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. You never call in pretending to be sick | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. You take pride in your work | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. You offer to help other people with their tasks if necessary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. You try to get along with your colleagues | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. You wake up in the morning looking forward to the day | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8. You keep your work area tidy | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 9. You talk about work or school all the time | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10. You regularly dream about work or school | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Now check your answers overleaf.

Scoring

1. You never or very rarely hand work in late

TRUE?

You obviously try to meet your deadlines and probably put in the effort to make sure you do

FALSE?

If you regularly hand work in late or fail to meet a deadline you present a poor image of your work ethic. Whilst it is acceptable to very occasionally not meet a deadline (but only if you have a valid reason) this should be avoided if possible.

2. You will stay late to finish an urgent task

TRUE?

Offering to stay behind to finish a task or piece of work demonstrates that you are willing to go the extra mile and are a hard worker.

FALSE?

Sometimes urgent tasks come into a workplace or a school or college project has reached its deadline without being completed. On these occasions it is a good idea to offer to stay late to help get it done. This demonstrates that you are a hard worker and are aware of the difficulties that can be created for others if jobs are not done in time. If you don't agree to stay late, you will be remembered more for this than for any good work you do. Sometimes a little sacrifice helps you to go a long way.

3. You sometimes call in pretending to be sick

TRUE?

You will get caught! Doing this calls your integrity into question and will affect the way people think about you. If you are working, you could lose your job and it will be difficult for you to get a good reference for any other job you wish to do.

FALSE?

Hard work ties in with conscientiousness so if you are concerned about the quality or quantity of your work, you are demonstrating this soft skill also. Being conscientious means you take a pride in your work and you do not avoid the less enjoyable aspects of work by pretending to be ill. You will be valued more with an excellent attendance record too and have a better chance of promotion opportunities.

4. You take pride in your work

TRUE?

You will put in the extra effort required to make sure work is done well and on time. You will also make sure that you get through your work efficiently and effectively.

FALSE?

If you rush through work and you don't worry about the end result you might look as though you are working hard, but if it's not done correctly all you have done is waste time. Shoddy workmanship will only lead to trouble – and extra work! In the workplace, this can lead to disciplinary action. At school or college you may fail your course. Work output is not just about quantity – quality is just as important!

5. You offer to help other people with their tasks if necessary

TRUE?

Being helpful to others shows that you give extra effort to your work and that you are willing to take on more. As a good team player you are helping increase work output effectively and in a way that will be noticed by those who matter! As they say, “many hands make light work”.

FALSE?

If you ignore the fact that others are struggling to get work done (especially if you have a lighter workload yourself) you will not be popular. Sticking to your own job all the time implies that you do not like change, challenge or effort and may label you as lazy and inconsiderate.

6. You try to get along with your colleagues

TRUE?

Work output is increased when the atmosphere in which you are working is pleasant. This includes not only your environment, but also your working relationships with others. A happy workforce is a productive workforce.

FALSE?

If you don't make the effort to get along with others you will be miserable and lonely at work or in class. This can affect the quality and quantity of your work and could lead to even more misery for you.

7. You wake up in the morning looking forward to the day

TRUE?

A positive frame of mind increases the feel good endorphins that are naturally produced by your body. This leads to a happier and more productive day for you and everyone else your enthusiasm rubs off on!

FALSE?

Being unhappy at work or in study turns small problems into large obstacles. A negative attitude is detrimental to everything and will definitely affect your work output. Feelings of dread or unhappiness can cause additional problems such as poor health, stress and depression so get plenty of sleep, eat well and try to take each new day as an opportunity to improve skills, relationships and your life in general.

8. You keep your work area tidy

TRUE?

An efficient worker is well organised and keeps things tidy – especially at the end of the day. Putting things away helps to draw your work to a close and clears your mind for other things such as socialising or recreational activities. A sense of a ‘job well done’ is satisfying and will in turn lead to better work output.

FALSE?

A messy work area can slow you down. This can affect the quantity of work you output and, if you are frustrated because you can’t find equipment or information, may even affect the quality of your work. Anyone looking at your work area could easily form the opinion that a messy work area reflects a messy or uninterested mind! Not good if you are trying to impress your boss or teacher!

9. You talk about work or school all the time

TRUE?

Whilst it is good to be enthusiastic about your work or study, it is vital that you have a healthy work/life balance. Don’t exclude other things for the sake of your work – an effective employee or student has many interests and skills and too much study can create tired people become bored *and* boring. As they say, “too much work and no play makes Jack a dull boy”.

FALSE?

It is healthy to talk about this some of the time – it often helps to discuss problems or ideas with people not involved in your work or school activities. Their fresh perspective can stimulate you and make you more productive. However, ignoring your work or study outwith ‘official’ hours could indicate to others that you are not enjoying your activities and that you are bored or have no interest in the work you do.

10. You regularly dream about work or school

TRUE?

Dreams are often the mind’s way of helping you to solve problems that are at the back of your mind. They can be quite obscure or, alternatively, very clear. This is quite normal. However, if you wake up tired, feeling as though you have just completed a full day’s work, it can be detrimental to your health. If your dreams are set in the workplace or classroom but do not actually involve you doing any work, this is different. They could happen because you have friends or other interests that are not work related and these dreams can be quite therapeutic.

FALSE?

This does not mean you are not interested in your work or study – instead it could indicate a healthy work/life balance and no conflicts or problems that you are struggling to solve.

ACTIVITY 2 – Case Study

Amanda and Stefan are both studying at University to be teachers. They are in their final year and the exams are looming. Both are very popular and regularly get invited to student parties and events. Both of them accept most of these invitations but Amanda will often fail to return home straight afterwards. This weekend they were invited to another student party. Stefan refused and Amanda accepted.

On Monday morning Stefan arrived bright and early for his first exam. He was feeling confident having studied extra hard over the weekend. Ten minutes later Amanda rushed in. She looked tired and harassed, and missed the desk when she put her bag down. Stooping to pick up the spilt contents she swayed slightly. At last, she was seated at her desk ready to start and just in time – the invigilator gave the instruction to turn over their papers and begin....

Two hours later Stefan and Amanda met up outside the door. “That was quite easy, wasn’t it?” asked Stefan. “We were told to make sure we knew that particular teaching theory and I’m so glad I listened!”

“I didn’t have a clue what to write”, said Amanda. “I didn’t get in until 4 this morning and only just woke up in time to get here. I can’t remember even being taught that subject!”

Discuss:

1) Name 2 good things Stefan did

- a) *He studies over the weekend*
- b) *He did not go out the night before*
- c) *He arrived at the exam bright, early and prepared*

2) Identify a possible outcome for both Stefan and Amanda

- a) *Stefan – will pass the exam*
- b) *Amanda – will probably fail the exam*

3) List 3 problems Amanda had

- a) *She went to a party the night before the exam - did not have a peaceful relaxed night*
- b) *She rushed into the exam in a tense state - not giving herself time to settle in*
- c) *She was tired and under the influence of alcohol when she arrived at the exam*



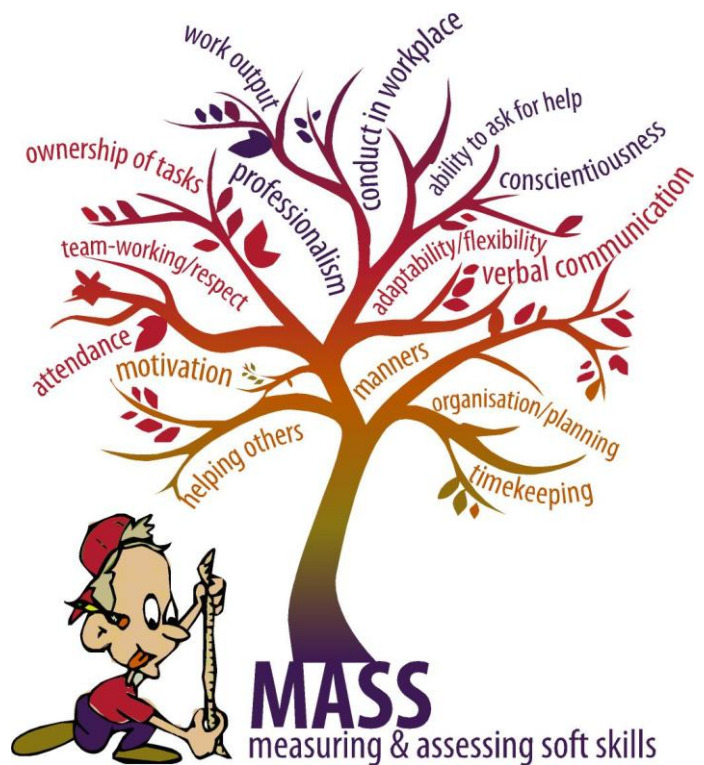
Congratulations! You have completed Learning Byte 12!

STUDENT PACK

Student name.....

LEARNING BYTE 12

Work Output



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ACTIVITY 1 – True/False

| | TRUE | FALSE |
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15. You offer to help other people with their tasks if necessary

TRUE?

Being helpful to others shows that you give extra effort to your work and that you are willing to take on more. As a good team player you are helping increase work output effectively and in a way that will be noticed by those who matter! As they say, "many hands make light work".

FALSE?

If you ignore the fact that others are struggling to get work done (especially if you have a lighter workload yourself) you will not be popular. Sticking to your own job all the time implies that you do not like change, challenge or effort and may label you as lazy and inconsiderate.

16. You try to get along with your colleagues

TRUE?

Work output is increased when the atmosphere in which you are working is pleasant. This includes not only your environment, but also your working relationships with others. A happy workforce is a productive workforce.

FALSE?

If you don't make the effort to get along with others you will be miserable and lonely at work or in class. This can affect the quality and quantity of your work and could lead to even more misery for you.

17. You wake up in the morning looking forward to the day

TRUE?

A positive frame of mind increases the feel good endorphins that are naturally produced by your body. This leads to a happier and more productive day for you and everyone else your enthusiasm rubs off on!

FALSE?

Being unhappy at work or in study turns small problems into large obstacles. A negative attitude is detrimental to everything and will definitely affect your work output. Feelings of dread or unhappiness can cause additional problems such as poor health, stress and depression so get plenty of sleep, eat well and try to take each new day as an opportunity to improve skills, relationships and your life in general.

18. You keep your work area tidy

TRUE?

An efficient worker is well organised and keeps things tidy – especially at the end of the day. Putting things away helps to draw your work to a close and clears your mind for other things such as socialising or recreational activities. A sense of a ‘job well done’ is satisfying and will in turn lead to better work output.

FALSE?

A messy work area can slow you down. This can affect the quantity of work you output and, if you are frustrated because you can’t find equipment or information, may even affect the quality of your work. Anyone looking at your work area could easily form the opinion that a messy work area reflects a messy or uninterested mind! Not good if you are trying to impress your boss or teacher!

19. You talk about work or school all the time

TRUE?

Whilst it is good to be enthusiastic about your work or study, it is vital that you have a healthy work/life balance. Don’t exclude other things for the sake of your work – an effective employee or student has many interests and skills and too much study can create tired people become bored *and* boring. As they say, “too much work and no play makes Jack a dull boy”.

FALSE?

It is healthy to talk about this some of the time – it often helps to discuss problems or ideas with people not involved in your work or school activities. Their fresh perspective can stimulate you and make you more productive. However, ignoring your work or study outwith ‘official’ hours could indicate to others that you are not enjoying your activities and that you are bored or have no interest in the work you do.

20. You regularly dream about work or school

TRUE?

Dreams are often the mind’s way of helping you to solve problems that are at the back of your mind. They can be quite obscure or, alternatively, very clear. This is quite normal. However, if you wake up tired, feeling as though you have just completed a full day’s work, it can be detrimental to your health. If your dreams are set in the workplace or classroom but do not actually involve you doing any work, this is different. They could happen because you have friends or other interests that are not work related and these dreams can be quite therapeutic.

FALSE?

This does not mean you are not interested in your work or study – instead it could indicate a healthy work/life balance and no conflicts or problems that you are struggling to solve.

ACTIVITY 2 – Case Study

Amanda and Stefan are both studying at University to be teachers. They are in their final year and the exams are looming. Both are very popular and regularly get invited to student parties and events. Both of them accept most of these invitations but Amanda will often fail to return home straight afterwards. This weekend they were invited to another student party. Stefan refused and Amanda accepted.

On Monday morning Stefan arrived bright and early for his first exam. He was feeling confident having studied extra hard over the weekend. Ten minutes later Amanda rushed in. She looked tired and harassed, and missed the desk when she put her bag down. Stooping to pick up the spilt contents she swayed slightly. At last, she was seated at her desk ready to start and just in time – the invigilator gave the instruction to turn over their papers and begin....

Two hours later Stefan and Amanda met up outside the door. “That was quite easy, wasn’t it?” asked Stefan. “We were told to make sure we knew that particular teaching theory and I’m so glad I listened!”

“I didn’t have a clue what to write”, said Amanda. “I didn’t get in until 4 this morning and only just woke up in time to get here. I can’t remember even being taught that subject!”

Discuss:

- 4) Name 2 good things Stefan did
 - a)
 - b)
- 5) Identify a possible outcome for both Stefan and Amanda
 - a) Stefan -
 - b) Amanda -
- 6) List 3 problems Amanda had
 - a)
 - b)
 - c)



Congratulations! You have completed Learning Byte 12!

Learning Byte 13

MASS – LESSON PLAN

| | | |
|------------------------------------|------------------|---|
| Tutor: | | Class/Group |
| Learning Byte: 13 | Lesson: 1 | Location: |
| Subject: PROFESSIONALISM | | Duration: GUIDANCE OF APPROX 80 MINUTES |

Aim and Learning Objective: RAISING AWARENESS OF PROFESSIONAL CONDUCT

Resources for Delivery:

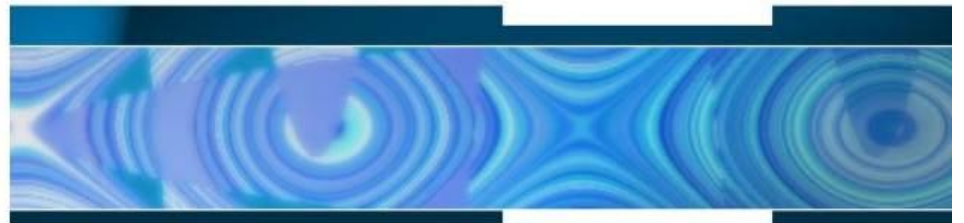
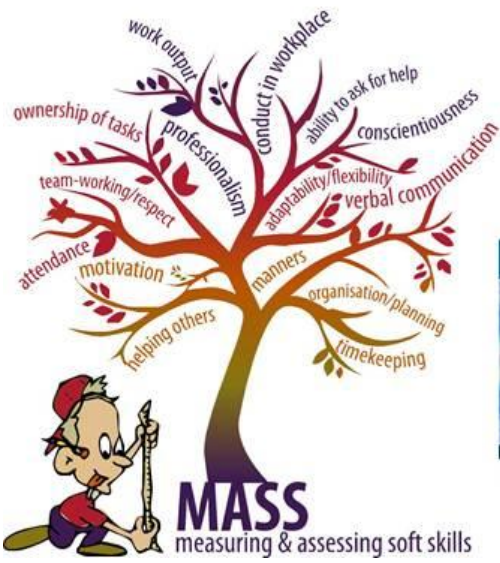
LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK

| Teaching Activity/ Learner Activity | Resource |
|--|--|
| Tutor – Deliver introductory PowerPoint – This gives an overview of everything that will be covered in the learning byte. - Slide 1 is an opportunity to introduce and discuss what professionalism is, Show first 2 bullets on the slide and ask student for more examples, after discussion show the remaining bullets on slide 1. Slide 2 show first 2 bullets in slide and ask students for more examples, after discussion show the remaining bullets on slide 1. Deliver slides 4 & 5 asking students opinion, do they agree or disagree, is there anything else they want to add. | Computer/ projector PowerPoint Presentation (15/20 mins) dependant on discussion |
| Tutor hand out student pack – students to write their name on front cover, and read introduction. | Student pack |
| Activity 1 – Students to read activity, then class discussion - Ask students to identify occasions when they have questioned a person's professionalism, either a colleague's or as a customer, (link back to slide 3) and encourage all student discussion. Ask students to identify someone they feel acts in a professional manner and what did that person do. | (10/15 mins) dependant on discussion |
| Activity 2 – Students work independently to fill in the blanks in this activity, all students to write in their packs. When students finished tutor asks students to shout out the answers. (answers in tutor pack) | (05 mins) |
| Activity 3 – Students either work individually or in pairs to identify someone they admire, (link back to slide 2 & 3, and the discussion generated from activity 1). Why do they admire and can they identify with this person (10/15 mins). Give students the opportunity to either discuss or write up their findings to this activity (05 mins) | (15/20 mins) dependant on discussion |
| Activity 4 – Opportunity for role play, ask for volunteers from class to perform. Students either work individually or in pairs answering the 5 questions in this activity, student to write in their pack. (Suggestions in tutor pack). Allow 10 minutes and then class discussion | (15 mins) |
| Summarise lesson and evaluate. What have students learned? Is there anything they would like to explore more? What activities did they enjoy and why? | (05 mins) |

MASS – LESSON PLAN

| | | |
|--|--|--|
| | | |
|--|--|--|

Professionalism



What is professionalism?

- Professionalism is acting in an appropriate manner.
- Professionalism is taking your work seriously.
- Professionalism is having the proper attitude to work.
- Professionalism is being accountable for your actions.
- Professionalism is providing the same level of service to everyone – regardless of your own mood, beliefs, opinions or personal circumstances!



Examples of the professional

- You show respect and courtesy to others.
- You never speak badly about others.
- You help and support others.
- You are always on time and ready for work.
- You learn every aspect of your job.
- You aim for excellence, taking a pride in your job.
- You identify and satisfy your customers' needs.



Why is it important?

- If you want to succeed at work you will have to act professionally.
- Being professional will help you in your career progression and provide you with the opportunity to influence others.



Why is it important?

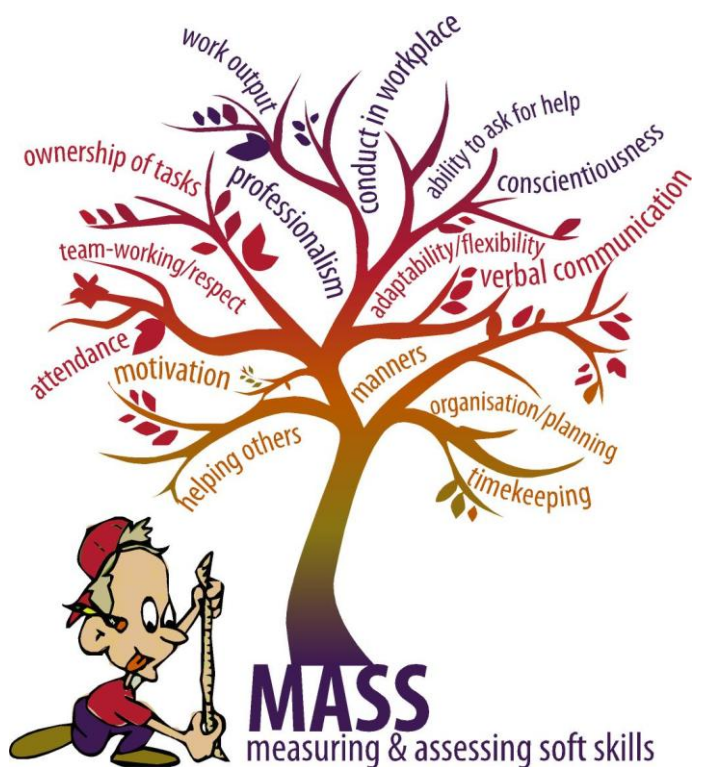
- Professionalism shows that you value your work and take pride in what you are doing.
- Other people will enjoy working with you if you act in a professional manner.
- Being professional will get you noticed and you will earn the trust and respect of others.



Tutor pack

LEARNING BYTE 13

Professionalism



What is Professionalism?

There are many definitions for this, but in a nutshell professionalism is all about your attitude and behaviour – to work, to people, to property and to information.

Professionalism is a skill to be learned like any other. No-one is born a true professional. We learn by watching how others behave – at work, at home, at play.

ACTIVITY 1 – Class Discussion

Think of a situation where you have been impressed by someone's professional approach. Then think of one where you have been appalled at someone's lack of professionalism. What made the difference?

Do you know what your job or course involves in detail? Or are you just learning? More to the point – do you know what you should *not* do? Do you just go with the flow or do you ask questions, listen, observe and take notes? This latter approach is the professional one.

True professionals listen to others and respect their opinions and experience. Communicating effectively, with due respect, separates the immature person from the focused professional. At the same time, this behaviour and attitude will command respect from others, which in turn can lead to promotion.

Never lie. If you are honest with your colleagues and customers, you will gain a reputation for integrity and professionalism.

How do others see you? Do you follow dress codes? What's your timekeeping and attendance like? Do you live up to your commitments? Some tasks are routine and you should be doing them without even thinking about them. Others are special tasks you may be asked to do such as a one-off projects or assisting others with their work. To be a true professional your commitments have to be well thought out and planned. There's no point in saying "yes, I'll do that" and having absolutely no time to do it because of all your other commitments. Above all, be honest. If your workload is too great, say so. But do so *professionally*.

ACTIVITY 2 – Fill the Gaps

Based on the information you have been given, and your own understanding of what professionalism means, complete the following sentences:

1. A professional admits mistakes; an amateur ignores or denies them.
2. A professional looks, speaks and acts appropriately.
3. A professional produces more than expected. Others produce bare minimum.
4. A professional discovers what is needed and wanted; an amateur assumes.
5. A professional gets respect and will be offered promotion.

Professionalism is the culmination of all the other soft skills discussed so far (and the ones to come). Your behaviour, manners, organisation, conscientiousness, timekeeping and communication skills all imply either professionalism or shoddy workmanship. No-one wants to work with someone who doesn't care about the work they do or the standards they demonstrate.

ACTIVITY 3 - Who is your role model?

In pairs, complete the following:

- Identify one person each that you admire – this can be a parent, teacher, pop star, actor, friend, author etc.
- Discuss and produce a brief explanation of what it is you like about them. Is it their talent? Their manners? Their looks? Their behaviour?
- Do you have any similar characteristics? List them.
- Is there one thing about them that you would like to be able to do, or a way they act that you would like to adopt?
- Discuss with your partner. What qualities make you admire these people? Are there similarities or differences in your reasons?

The word 'professional' implies that a person has been well trained, carries out work to a high standard and so, gets well paid. This latter is something that we all want – and so is worth striving for. As Red Adair said, "If you think it's expensive to hire a professional to do the job, wait until you hire an amateur". His words are so true – how often have you heard people say they found a 'cheap plumber' only to later find that the job was poorly done and the resultant water damage caused was expensive to rectify – not to mention the need to hire a professional to fix it?

Would people employ you? Do you present a professional attitude? Do you look the part? Do you treat others with respect and dignity? How do others treat you?

ACTIVITY 4 – Case Study

Pearson Electronics is a large retail chain that has stores in most major cities of the United Kingdom. They sell all forms of electrical equipment and devices to the public. Mr Harrison had recently purchased a washing machine that the salesman had told him had a 30 day money back guarantee if the customer changed his mind. Unfortunately, when the machine was delivered, it was too tall to fit beneath the work-top that formed part of his utility room work area. There was no other place it would go. He therefore loaded the machine into the back of his van and took it back to the shop the next day. When he arrived at the customer services desk, the following conversation took place:

Employee: "Good morning, sir. How can I help you?"

Mr Harrison: "I bought this washing machine yesterday but unfortunately it won't fit under my worktop so I need to return it."

Employee: "I'm afraid that won't be possible sir. We can't take it back as it would now be classed as 'used'."

Mr Harrison: "But I was told by the salesman that there would be no problem with returning it and that I had a 30 day money back guarantee."

Employee: "Well, I'm not sure who told you that, although I do have my suspicions it was Gary Mitchell as he is *always* doing things like this. Nevertheless – we can't take it back. You should have measured it, just like everyone else does!"

Mr Harrison: "I would like to speak to Gary Mitchell then please."

Employee: "That's not possible – he's on his day off. Although he seems to have so many days off it's a wonder he ever makes a sale!"

Mr Harrison: "This is ridiculous. I would like to speak to the manager then."

Employee: "The manager doesn't see customers. He's far too busy."

Mr Harrison: "What sort of place is this? I demand to see someone who can help sort this out!"

Employee: "If you are going to get angry, then I have to ask you to leave this store. We deserve to be treated with respect you know!"

The employee then turned away from Mr Harrison and proceeded to file some paperwork, ignoring the fact that he was still standing there.

Based on the above:

1. List all the unprofessional behaviour or attitudes demonstrated by everyone involved in this case study.

Disrespectful

Inconsiderate

Unprofessional

Rude

Unhelpful

Critical of colleague (creates general bad impression) and implies that poor service is the 'norm' if he has repeatedly misled customers and is still employed!

2. Who was most to blame for the situation? – *The employee started off the conversation by being polite and respectful to Mr Harrison (good morning), which Mr Harrison returned. The employee was then rude and dismissive. Instead of trying to deal with Mr Harrison’s query he was unhelpful putting up barriers to Mr Harrison’s suggestions and requests. The employee was disloyal to his colleagues.*

3. What should have been the employee’s response to the problem? – *Firstly, the employee should have kept to the facts rather than criticise his colleague. There was no need to imply that the customer had been silly (“measure it like everyone else does”). If the manager does not see customers, then the employee should have taken Mr Harrison’s name, address and telephone number with a promise that he would look into the matter for him and he would be called back. Regardless of company policy, this kind of mis-sale should be brought to the attention of the manager – probably the reason why it was “always being done” by Gary Mitchell.*

4. What could Mr Harrison do next? *He could phone and ask to speak to the manager. He could contact his local consumer advice centre for guidance. He could make a formal complaint to the store.*

5. Re-write the case study conversation where the employee acts professionally.

Employee: “Good morning, sir. How can I help you?”

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Mr Harrison: “But I was told by the salesman that there would be no problem with returning it and that I had a 30 day money back guarantee.”

Employee: “I am sorry that it did not fit under your worktop Mr...?”

Mr Harrison: “Harrison”

Employee: “Yes, we do have a 30 day money back guarantee Mr Harrison. However my understanding of the rule is that it is only for goods that have not been used.

Mr Harrison: “Well, I haven’t used it. I simply unloaded it from my van and tried to put it under the worktop. When it wouldn’t fit, I couldn’t believe it – I thought all these appliances were of standard height but this machine seems to be taller than usual.”

Employee: "Under the circumstances, I think this can be classed as 'unused ' then, but I need to get my manager to make sure this is correct. First though, I'll need some additional details from you please Mr Harrison..."

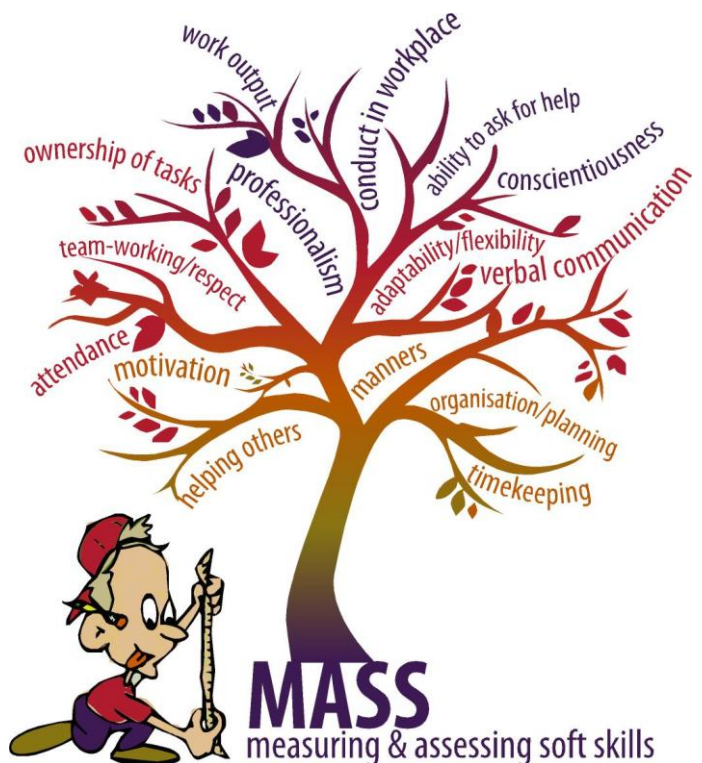
Congratulations! You have now completed Learning Byte 13!

STUDENT PACK

Student name.....

LEARNING BYTE 13

Professionalism



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Based on the above:

6. List all the unprofessional behaviour or attitudes demonstrated by everyone involved in this case study.



Learning Byte 14

MASS – LESSON PLAN

| | | |
|--------------------------------------|------------------|---|
| Tutor: | | Class/Group |
| Learning Byte: 14 | Lesson: 1 | Location: |
| Subject: MOTIVATION | | Duration: GUIDANCE OF APPROX 60 MINUTES |

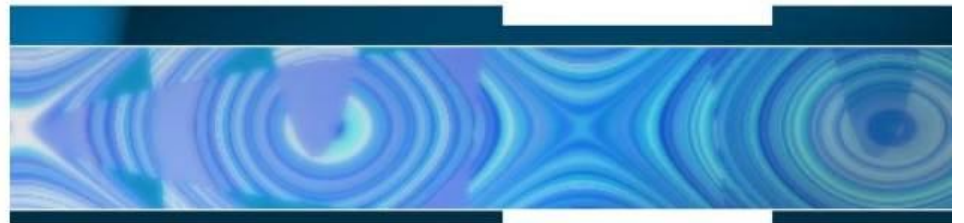
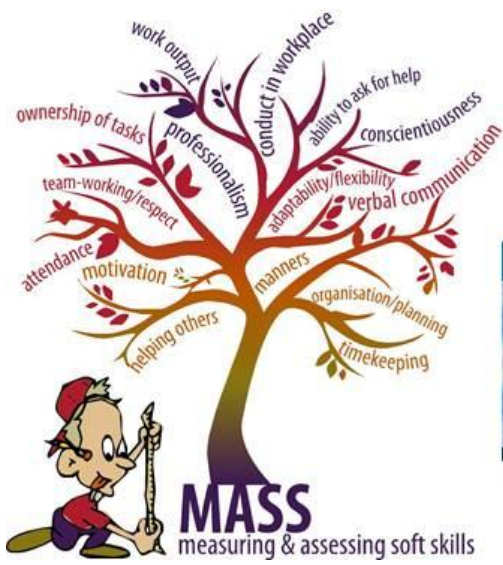
Aim and Learning Objective: RAISING AWARENESS OF STRATEGIES TO IDENTIFY AND INCREASE MOTIVATION

Resources for Delivery:

LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK

| Teaching Activity/ Learner Activity | Resource |
|--|---|
| <p>Tutor – Deliver introductory PowerPoint – This gives an overview of everything that will be covered in the learning byte. - Slide 1 is an opportunity to introduce and discuss what is motivation, show first 2 bullets on the slide and ask student for more examples, after discussion show the remaining bullets on slide. Slide 2 is an opportunity to discuss how to make a negative situation positive (e.g. learning from mistakes). Slide 3 is an opportunity to discuss rewards (e.g. meal out, week-end away, new clothes, trip). Deliver remaining 2 slides.</p> | <p>Computer/ projector PowerPoint Presentation (15/20 mins) dependent on discussion</p> |
| <p>Tutor hand out student pack – students to write their name on front cover, and read introduction. Tutor read page 1 with students and link this to the presentation just shown, and the discussions just held. Emphasis on different people have different motivational needs</p> | <p>Student pack</p> |
| <p>Activity 1 – Student to work independently answering the 6 questions, tutor to circulate and offer support to students. – explain that this activity will be revisited next week to ascertain if any strategies suggested by the student have been put in place. Emphasis to students that they should come up with realistic practical strategies (suggestion in tutor pack). All students to write answers in their packs.</p> | <p>(25/30 mins) dependent on discussion</p> |
| <p>Activity 2 – Tutor to read the introduction –discussion - ask student for examples of when they have ever had to take the lead in situations, or have been left to complete a task that others started, how did they feel? Students to work independently answering the quiz and check their results. Were they surprised? Were they happy with the result? Did they believe they were a leader?</p> | <p>(15/20 mins) dependent on discussion</p> |
| <p>Summarise lesson and evaluate. What have students learned? Is there anything they would like to explore more of? What activities did they enjoy and why?</p> | <p>(05 mins)</p> |

Motivation



What is motivation?

- Motivation is your wish to achieve your goals.
- Motivation is your energy to achieve your goals.
- Motivation is doing whatever it takes to achieve your goals.
- Motivation is what keeps you going when things get tough.



Self motivating

- Having an aim/goal/dream – gives you direction; you know what you have to do and how to get there.
- Positive thinking/attitude – you recognise negative situations, but make the decision to be positive about them.



Self motivating

- Reward yourself. When you complete a task, give yourself a treat.
- If you have to do a task you don't like, having a reward to look forward to will give you something positive to focus on.



How do we get motivated?

- We are all different and use different strategies to keep ourselves motivated.
- You may find it quite easy to motivate yourself.
- You may need rewards or encouragement to stay motivated.
- You may need to motivate others which in turn will motivate you.
- It is helpful to know and understand what makes other people feel motivated.

Consider this:

Have you heard the “Carrot And The Stick” story?
When a donkey stopped moving its owner dangled a carrot on a stick just out of reach of the donkey’s mouth.

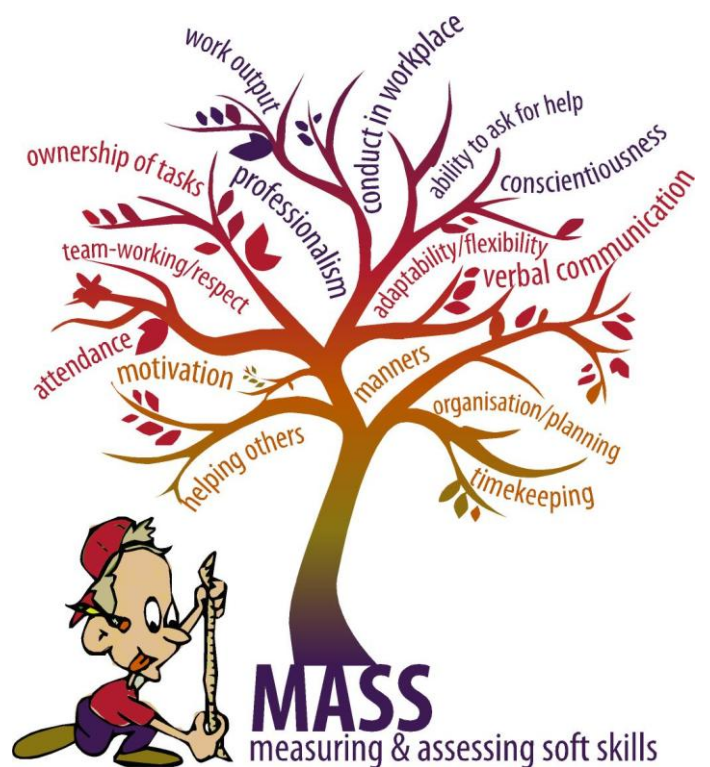


The theory is that the owner enticed the donkey to do something it did not want to do. The donkey was motivated by the thought of getting the carrot.

Tutor pack

LEARNING BYTE 14

Motivation



Education and Culture DG

Lifelong Learning Programme

How Motivated are You?

We all know that we have off days – days when you just want to lie around and do nothing. But this can't happen in the world of work! Think about the service you expect to receive when you go into a fast food restaurant such as McDonalds or Burger King. You expect the staff in there to serve you quickly and, what's more, to be smiling while they do it. Imagine if you went in and the staff ignored you – they couldn't be bothered to serve you. Obviously, they don't feel motivated. How do you, the customer, react?

The same applies no matter where you work or what you do. No matter how hard it is, we need to be motivated. We need to drive ourselves to do our work and with this effort will come natural enjoyment and job satisfaction. Being motivated gives you the power to make things better. You will be forward-thinking and keen, giving off vibes of energy and enthusiasm that rub off on those around you. Motivation is the inner-drive that stimulates us to move into action.

In every job we do there are bits we love and bits we absolutely hate. This is when our ability to motivate ourselves is strongly tested. If we ignored the bits of our job that annoy or bore us, what a mess we would soon be in. For example, if you never file, how can you check what work you have already done? How can you expect to have records of things?

Adopting a positive attitude to all aspects of our work is the best way to deal with lack of motivation. Set goals for yourself. For example, say "I'll do that little bit of filing and then I can get on the switchboard and make all those calls I love doing". Setting yourself "rewards" for doing mundane chores is just one way of spurring yourself on. Motivation and enthusiasm show emotional maturity and these soft skills are readily noticed and appreciated by all employers (not to mention your colleagues!)

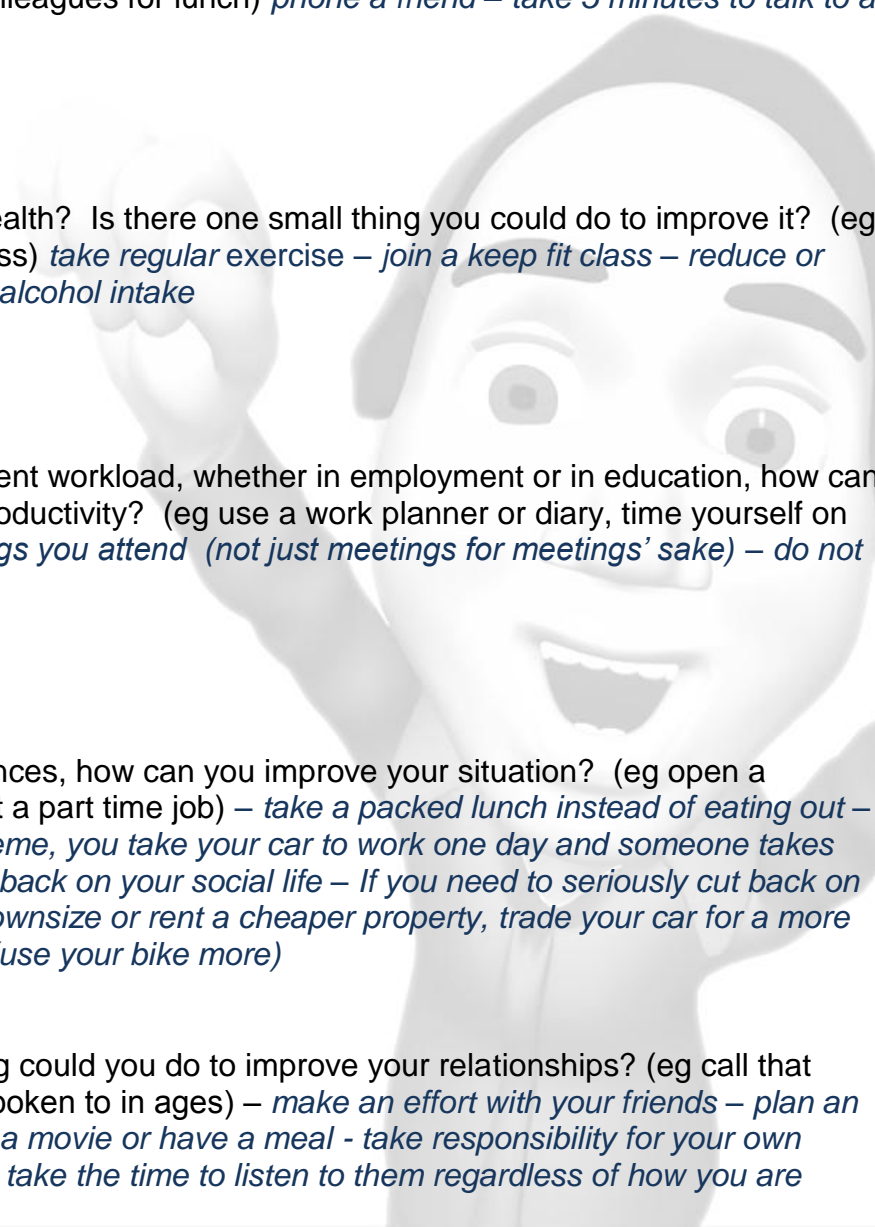
Most of us want to be successful at whatever we aim to do – for this to happen, we need motivation. What is your goal? To lose weight? To get promoted? To pass that exam? The best way to keep motivated is to visualise your goal. Imagine yourself thinner, sitting in a different office or graduating from your course.

Next, you need to work out the steps required to reach that goal – eat less and exercise more, be proactive and creative at work, study hard et cetera.

Be in control of your own destiny – be positive. Look forward to and anticipate things. This will all help to keep you motivated. But remember to switch off too – appreciate all that you have around you and the opportunities that lie ahead. Relax and participate in hobbies and interests. Share your dreams, hopes and ambitions with those you care about. They can often help you to achieve them!

ACTIVITY 1 – Motivation Level

How motivated you are depends on many things. But one of the major factors that affects motivation is your own self-confidence and self-image.

- 
1. What one small thing would you like to change about your character or personality? (eg be more patient, more sociable)
 2. What small step can you make within the next few days towards making that change? (eg join colleagues for lunch) *phone a friend – take 5 minutes to talk to a colleague -*
 3. How good is your health? Is there one small thing you could do to improve it? (eg stop smoking, eat less) *take regular exercise – join a keep fit class – reduce or better still stop your alcohol intake*
 4. Looking at your current workload, whether in employment or in education, how can you improve your productivity? (eg use a work planner or diary, time yourself on tasks) – *limit meetings you attend (not just meetings for meetings' sake) – do not procrastinate -*
 5. Looking at your finances, how can you improve your situation? (eg open a savings account, get a part time job) – *take a packed lunch instead of eating out – Join a lift share scheme, you take your car to work one day and someone takes theirs the next – Cut back on your social life – If you need to seriously cut back on your expenditure, downsize or rent a cheaper property, trade your car for a more fuel efficient model (use your bike more)*
 6. What one small thing could you do to improve your relationships? (eg call that friend you haven't spoken to in ages) – *make an effort with your friends – plan an evening out, go see a movie or have a meal - take responsibility for your own words and actions – take the time to listen to them regardless of how you are feeling*

Look at your answers to this activity and discuss them with your tutor. These will be revisited within the next week or so to measure your progress against them.

Motivation increases when we realise some of our goals. This exercise should have helped you to realise that you *can* make changes and you *can* succeed.

ACTIVITY 2 – Follower or Leader?



We all play different roles in life. Some of us are born leaders, others like to follow instructions and be guided in our activities. This is absolutely fine and is what makes the world a wonderful and varied place. If we were all leaders, for example, we would be constantly striving to be heard and obeyed over everyone else. This is a common foundation for war! Likewise, if we were all followers nothing would ever be accomplished because we would have no direction or focus. Most of us are a bit of both, however. At times we take the lead (when it is something we are particularly knowledgeable or skilled about) and at others we follow instructions or do as we are told.

There is a tendency to lean towards one or the other though and knowing which you are can seriously increase your motivation. So which are you?

1. A new style has come into fashion where trousers are extremely wide. Everyone is wearing them. Do you:
 - a. Buy them only if you feel they suit you
 - b. Rush out and buy some
2. Which of the following best describes you?
 - a. I am sometimes bossy
 - b. I hate having to make decisions
3. Your local club, of which you are a member, is putting on a charity play and the organisers insist that everyone is involved. Do you:
 - a. Direct the play
 - b. Do whatever your friend is doing
4. You are standing in a long queue at the cinema and a large man joins the queue immediately in front of you. Do you:
 - a. Point out to him that he has skipped the queue
 - b. Say nothing – he’s pretty big!
5. You have been given the task of organising a friend’s birthday party. Do you:
 - a. Phone your other friends and share ideas about what to do
 - b. Ask your mum to do it for you

See results overleaf:

If you are mostly **a** then you have a tendency to take the lead. You have strong opinions but are not afraid to seek support from others if necessary.

If you are mostly **b** then you like to receive instructions, being more confident when you have a structure to follow and someone else to lean on.

It is important to remember that, no matter what your answers to this quiz says, you will often fluctuate between being a leader and a follower. This will depend on the circumstances and the situation, who you are with, what needs done, your own strengths and weaknesses and your own inner drive or motivation.

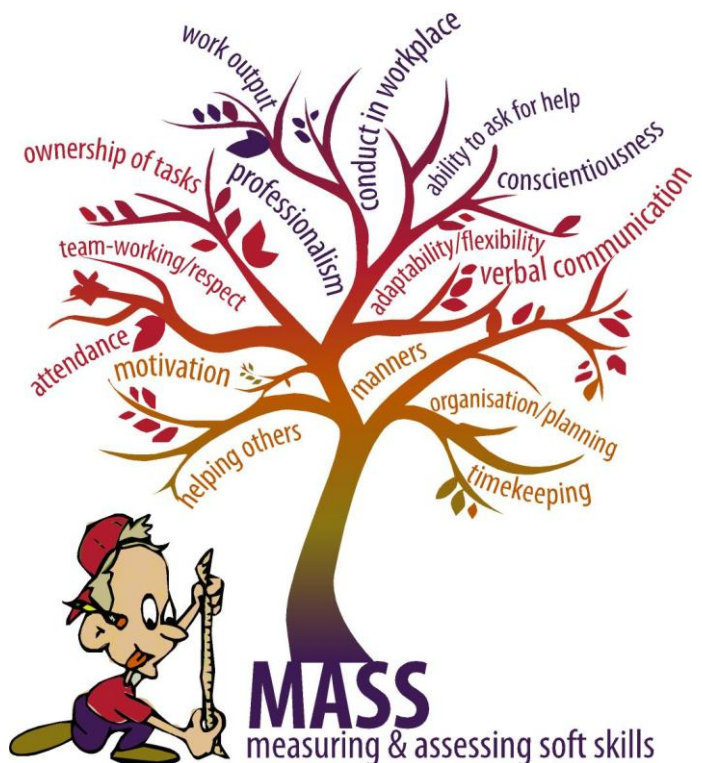
Congratulations! You have now completed Learning Byte 14!

STUDENT PACK

Student name.....

LEARNING BYTE 14

Motivation



How Motivated are You?

We all know that we have off days – days when you just want to lie around and do nothing. But this can't happen in the world of work! Think about the service you expect to receive when you go into a fast food restaurant such as McDonalds or Burger King. You expect the staff in there to serve you quickly and, what's more, to be smiling while they do it. Imagine if you went in and the staff ignored you – they couldn't be bothered to serve you. Obviously, they don't feel motivated. How do you, the customer, react?

The same applies no matter where you work or what you do. No matter how hard it is, we need to be motivated. We need to drive ourselves to do our work and with this effort will come natural enjoyment and job satisfaction. Being motivated gives you the power to make things better. You will be forward-thinking and keen, giving off vibes of energy and enthusiasm that rub off on those around you. Motivation is the inner-drive that stimulates us to move into action.

In every job we do there are bits we love and bits we absolutely hate. This is when our ability to motivate ourselves is strongly tested. If we ignored the bits of our job that annoy or bore us, what a mess we would soon be in. For example, if you never file, how can you check what work you have already done? How can you expect to have records of things?

Adopting a positive attitude to all aspects of our work is the best way to deal with lack of motivation. Set goals for yourself. For example, say "I'll do that little bit of filing and then I can get on the switchboard and make all those calls I love doing". Setting yourself "rewards" for doing mundane chores is just one way of spurring yourself on. Motivation and enthusiasm show emotional maturity and these soft skills are readily noticed and appreciated by all employers (not to mention your colleagues!)

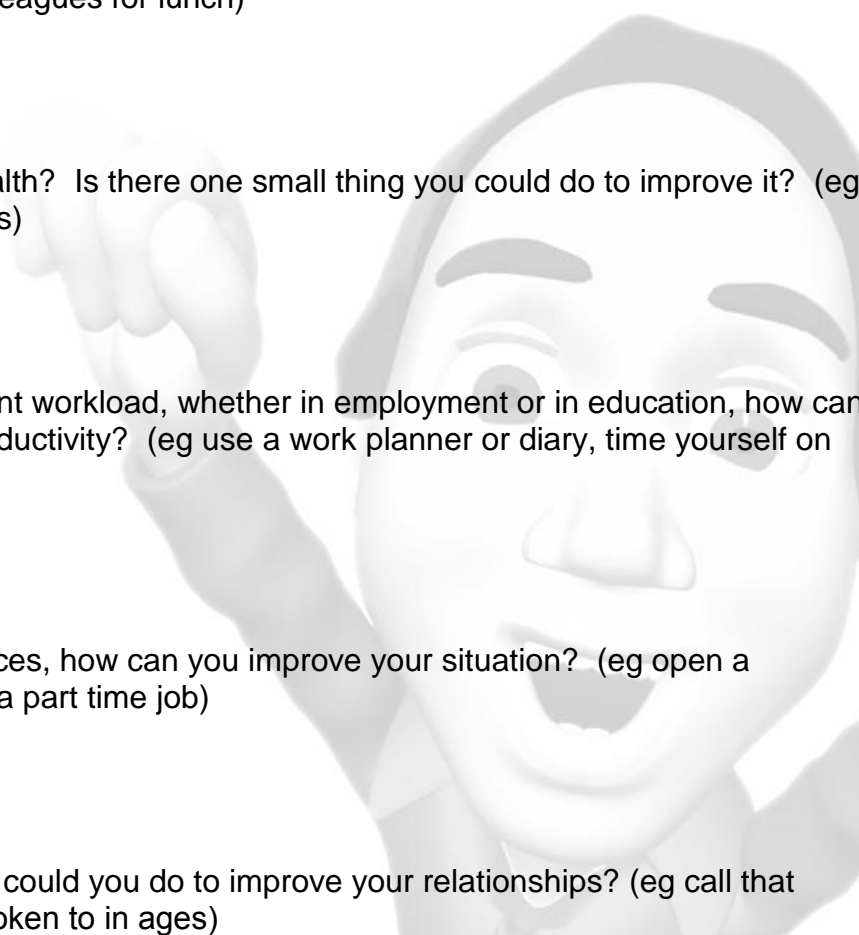
Most of us want to be successful at whatever we aim to do – for this to happen, we need motivation. What is your goal? To lose weight? To get promoted? To pass that exam? The best way to keep motivated is to visualise your goal. Imagine yourself thinner, sitting in a different office or graduating from your course.

Next, you need to work out the steps required to reach that goal – eat less and exercise more, be proactive and creative at work, study hard et cetera.

Be in control of your own destiny – be positive. Look forward to and anticipate things. This will all help to keep you motivated. But remember to switch off too – appreciate all that you have around you and the opportunities that lie ahead. Relax and participate in hobbies and interests. Share your dreams, hopes and ambitions with those you care about. They can often help you to achieve them!

ACTIVITY 1 – Motivation Level

How motivated you are depends on many things. But one of the major factors that affects motivation is your own self-confidence and self-image.

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7. What one small thing would you like to change about your character or personality? (eg be more patient, more sociable)
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 10. Looking at your current workload, whether in employment or in education, how can you improve your productivity? (eg use a work planner or diary, time yourself on tasks)
 11. Looking at your finances, how can you improve your situation? (eg open a savings account, get a part time job)
 12. What one small thing could you do to improve your relationships? (eg call that friend you haven't spoken to in ages)

Look at your answers to this activity and discuss them with your tutor. These will be revisited within the next week or so to measure your progress against them.

Motivation increases when we realise some of our goals. This exercise should have helped you to realise that you *can* make changes and you *can* succeed.

ACTIVITY 2 – Follower or Leader?



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See results overleaf:

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Congratulations! You have now completed Learning Byte 14!

Learning Byte 15

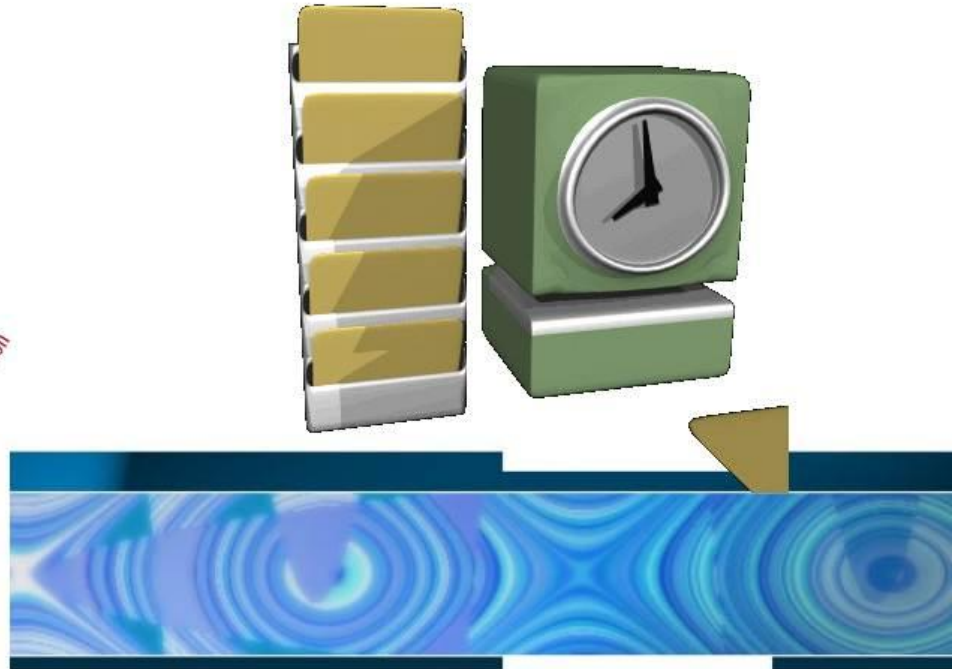
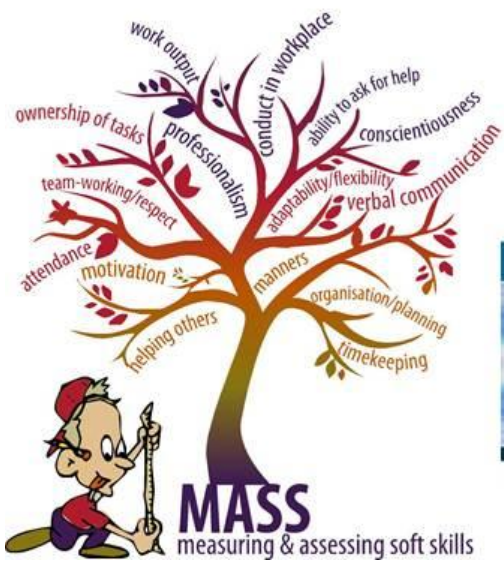
MASS – LESSON PLAN

| | | |
|-------------------------------|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 15 | Lesson: 1 | Location: |
| Subject: ATTENDANCE | | Duration: GUIDANCE OF 70 MINUTES |

| |
|--|
| <p>Aim and Learning Objective: THE IMPLICATIONS OF POOR ATTENDANCE RECOGNISING OWN ABSENTEEISM TENDENCIES</p> <p>Resources for Delivery: LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK</p> |
|--|

| Teaching Activity/ Learner Activity | Resource |
|---|---|
| Tutor – Deliver introductory PowerPoint – This gives an overview of everything that will be covered in the learning byte. Each slide can be further explored in conversation and experiences as suitable. | Computer/ projector Powerpoint Presentation (5 mins) |
| Read through page 1 – Introduce problems caused by repeated absence. Explain how attendance ties in with most other soft skills – dependability, professionalism etc. Invite questions. | Student pack (10 mins) |
| Introduce employment law and rights regarding sickness absence (may vary from country to country). Activity 1 - Break students into groups of 2 and ask them to research their rights regarding sickness leave and the employer's rights against those who are persistently absent. Students should put findings into bullet points and share them with the rest of the class with tutor summarising points on board – students to take notes in their packs. | Student pack Library Internet Board (25 mins) |
| Move on to Activity 2 – self assessment. Students to complete quiz and tutor to then go over answers to class using score guide given in pack – expand as necessary. Tutor to keep a tally of a, b, c answers to each question on board (ask class to raise hands if they chose a, b, etc). This would then give a good picture of possible class attendance issues! | Student pack (15 mins) Board |
| Activity 3 – class discussion re experiences and problems caused by absences. | Student pack (10 mins) |
| Summary of lesson and evaluation. | (5 mins) |

Attendance



Some consequences

- Poor attendance at school or college will cause you to fall behind in your studies
- Poor attendance at work can cause resentment if others have to carry your workload



Think about it

- Have you recently been off work/college/school?
- Was there a genuine reason?
- How long were you off?
- What did you miss?
- Were there any consequences of your absence?



Why is attendance important?

- Your employer plans the working day with you in mind.
- If you are not there to do your tasks, others will have to do them putting pressure on deadlines.
- Continuous poor attendance can result in disciplinary action or dismissal .
- You need your job to earn money so that you can have a decent standard of living.



YOU'RE FIRED!

Why is attendance important?

- To be successful you have to be there.
- Your attendance shows that you are dependable and have self discipline.
- Being dependable can lead to promotion.



Tutor pack

LEARNING BYTE 15

Attendance



Education and Culture DG

Lifelong Learning Programme

MASS

measuring & assessing soft skills

What about attendance?

Most employers rate attendance as a top priority when it comes to assessing their employee performance. Absenteeism causes lots of problems – not just because you are not there to do your job, or to learn a new skill in class, but because it usually has consequences attached to it. It may affect someone else's tasks for example, or if you are assigned work in a group setting, the rest of your group may be unable to complete their work.

The most important trait to a good employee is dependability, and if you aren't at work, how can you be dependable?

Although all employers frown on absenteeism, if your job involves generating business or revenue for the company (such as sales) then you are less likely to keep that job if you don't have a good attendance record. As well as your wages you are costing the company the income that a sales person should be generating.

If you are genuinely ill or have some other valid reason for not being able to come to work, your employer will usually understand and a certain amount of tolerance exists for this.

Attendance ties in with commitment, motivation and professionalism to name but a few soft skills. Someone who regularly attends work shows dependability and dedication.

Employers keep records of attendance. If you have a tendency to take Mondays off it will be noted. Likewise, if your reasons for being absent show a trend, your employer may request a medical examination be undertaken at their expense. If it is proved that you have no genuine reason to be absent, you could be on a rocky road to dismissal.

If you need to be absent for any reason, you should give your employer as much notice as possible. This demonstrates a sense of responsibility and accountability.

ACTIVITY 1 – Sickness Leave – Employment Rights

In pairs, use any research methods available to you to find out what your rights are under employment law regarding sick leave. What are employer's responsibilities if you are off ill (short term and long term)? What must employees do if they are off sick from work? If you are persistently off sick, what does the law say may happen?

List your findings in the space provided overleaf and then share them with your classmates/tutor. Have you learned anything from this activity?

| | |
|---|--|
| Rights regarding sick leave | |
| Employer's Responsibilities for short term sickness | |
| Employer's Responsibilities for long term sickness | |
| Employee responsibilities regarding sick leave | |
| Possible consequences for persistent sick leave (legal) | |

ACTIVITY 2 – Self-Assessment

1. How often have you been absent in the past 6 months?
 - a. Once or twice
 - b. Never
 - c. Three times or more

2. Having had a late night, you wake up with a slight headache. Do you:
 - a. Call in sick – it might get worse
 - b. Roll over and forget about work for the day
 - c. Take a couple of painkillers and get ready for work

3. It is a beautiful day and you have met some friends for lunch. They have the rest of the day off and plan to go to the beach. Do you:
 - a. Return to work and arrange to meet your friends afterwards
 - b. Phone your boss with a “bad migraine”
 - c. Go with your friends. You can catch up tomorrow

4. You have accepted an invitation to a celebratory lunch with your manager and other members of the Board to thank you for your role in a recent project that proved very successful for the company. You feel quite intimidated at the thought. Do you:
 - a. Go along and enjoy the recognition
 - b. ‘Forget’ about it – you’re too nervous to go
 - c. Cancel at the last minute – you will think of some excuse

5. Your team are having a ‘planning day’. Everyone is bringing along various items of food for lunch and you have offered to bring along the bread and rolls into which the fillings can go. However, when you wake up in the morning, you feel quite ill and are unable to go in. Do you:
 - a. Phone your boss and explain, asking her to bring in the rolls instead
 - b. Phone your boss and tell her you’re sick
 - c. Not phone in – you can see your boss tomorrow

Scores

1. If you said ‘c’ you need to look closely at the reasons for absence. Being off every 8 weeks or so can be costly to your employer in both time and money and questions may be asked!

If you said ‘b’ – well done. You obviously know the importance of a good attendance record.

If you said ‘a’ – think carefully and tread warily. You are verging on the brink of high absenteeism.

2. If you said 'c' – well done. A morning headache can be common and often goes away as the day progresses. If it gets worse you can deal with the situation then.

If you said 'a' you are being over-cautious and could be seen to be 'milking' a minor ailment.

If you said 'b' you are being inconsiderate and selfish. Not reporting absence is a disciplinary matter and can damage your dependability record.

3. If you said 'a' this is the correct answer. It is obviously hard to leave your friends and return to the daily hard slog of your job or study, but you have a duty to fulfil your obligations to your employer.

If you said 'b' you are taking a risk! Chances are you will be seen or your boss will find out you lied and this could cause you your job. Is it worth it?

If you said 'c' this is a thoughtless and foolhardy action. Not notifying your boss that you are absent from work may be a disciplinary matter and may cause undue concern for your colleagues.

4. Choosing 'a' shows an emotional maturity that will only enhance your reputation and you never know, you may actually enjoy the occasion.

Taking you to lunch is a possibly expensive way of thanking you and choosing 'b' and pretending to forget about it is inconsiderate and will do you untold damage in the eyes of the Board and your manager.

Likewise, 'c' causes inconvenience and expense and you will probably regret it.

5. Choosing 'c' is selfish and thoughtless – your team could possibly end up with no lunch! Add to that the fact that you absent without reason and you are heading for trouble.

'b' is a better option but not pointing out the fact that you were meant to get the rolls could still cause inconvenience to your team.

'a' is obviously the best response. You can't help being ill so giving your boss plenty of notice and making sure someone else provides the food you were meant to, shows consideration and a genuine desire not to let people down.

ACTIVITY 3 – Class Discussion

With your classmates, discuss situations where you or a colleague have been absent and this has resulted in problems for yourself or your colleagues. How did this affect your relationships? What was the outcome? Did you learn anything from it?

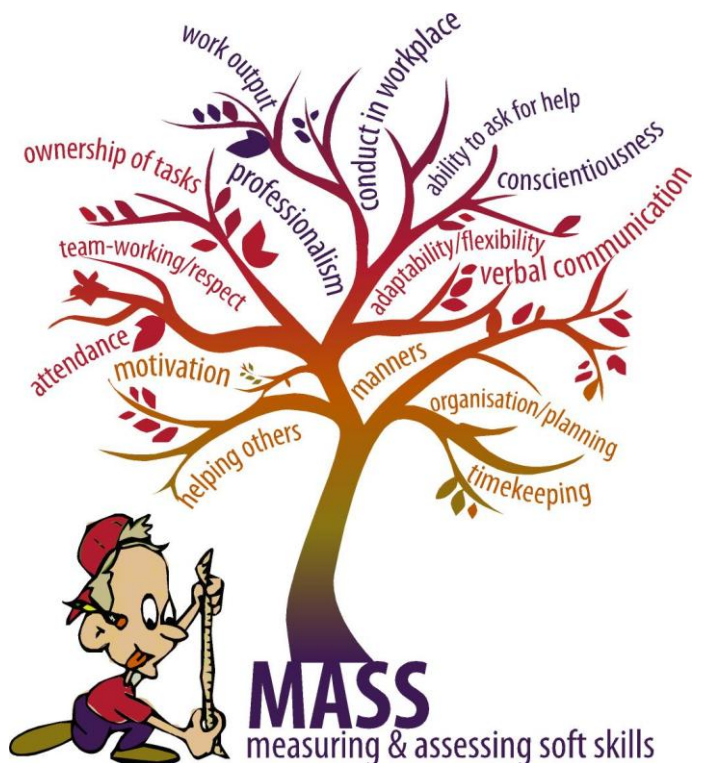
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STUDENT PACK

Student name.....

LEARNING BYTE 15

Attendance



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Congratulations! You have now completed Learning Byte 15!

Learning Byte 16

MASS – LESSON PLAN

| | | |
|---------------------------------------|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 16 | Lesson: 1 | Location: |
| Subject: OWNERSHIP OF TASKS | | Duration: GUIDANCE OF 60 MINUTES |

| |
|---|
| <p>Aim and Learning Objective: RECOGNISING NEED TO TAKE OWNERSHIP OF ALL TASKS REALISING POSSIBLE CONSEQUENCES OF FAILURE TO TAKE OWNERSHIP</p> <p>Resources for Delivery: LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK</p> |
|---|

| Teaching Activity/ Learner Activity | Resource |
|---|--|
| <p>Tutor – Deliver introductory PowerPoint – This gives an overview of everything that will be covered in the learning byte. Each slide can be further explored in conversation and experiences as suitable.</p> | <p>Computer/ projector Powerpoint Presentation (5 mins)</p> |
| <p>This unit takes the form of a single case study. Talk students through meaning of ownership as per page 1 of pack. Q/A as necessary.</p> | <p>Student pack (10 mins)</p> |
| <p>Read through case study. Break class into groups of 5 (each person to take the role of one of the characters in the case study). In their groups, ask the students to identify what each person did right or wrong. What action should have been taken by each and why? What is likely to be the consequences of the event both financially and for their “team”? Get each group to draw up an action plan breaking specific tasks down and giving them appropriate timescales (they can put actual dates in if easier) and name of person responsible. Spokesman from each group to talk rest of class through their action plan.</p> | <p>Student pack (40 mins)</p> |
| <p>Summarise unit and evaluate lesson.</p> | <p>(5 mins)</p> |

Tutor pack

LEARNING BYTE 16

Ownership of Tasks



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What are we talking about here?

Throughout life, either in education or in work, you will be given the responsibility of carrying out tasks. Obviously, when people need things done there is a reason or purpose for them. By giving their tasks to you they are trusting you to firstly, do the task; secondly, to do it well and thirdly, to do it on time. At all times they are depending on you to fulfil your obligations to them. So if you don't do it right, well or on time, you've just wasted your own time and the equipment, materials etc to do the task (assuming you finish it) not to mention you have just badly let down the person who needed the task.

At the same time, your reputation and that of your organisation, will definitely suffer – people remember and comment on mistakes or bad customer service more than they will praise a job well done! You have all of this responsibility on your shoulders.

Ownership of your tasks and a conscientious approach to your work therefore go hand in hand.

Not only do you need to take ownership of your own work, but you need to be aware that there are some tasks that arise unexpectedly. These can be as simple as passing on a message to another department. If you just take the message down and then don't pass it on, you have not taken ownership of the task.

Having authority is not the same as taking ownership. You may have the authority to implement a new policy or procedure, but if you don't regularly check that it is happening, you are simply acting as a caretaker. Who is to blame then, if the system fails to work?

Likewise, being a part of a team means that you take responsibility and ownership for the whole project and not just your little bit. If someone asks you a question, don't reply with "oh, that's not my job" or "I don't know anything about that". It may well be that you are not familiar with the situation but a 'taking ownership' response should be "I'll find out for you and let you know as soon as possible" and then DOING it!

ACTIVITY 1 – Case Study

Bridget's tutor has asked her to arrange a charity ball as part of the College's fundraising activities. She is working with 4 others and their roles are as follows:

Bridget – Project co-ordinator/manager
Martin – Entertainment
Helen – Catering
Sven – Decorations
Imran – Publicity and tickets

At the first meeting, everything goes really well and each person comes up with wonderful ideas and suggestions to meet their obligations and make the night one to remember.

A month later (and two weeks before the event), Bridget asks Imran how the ticket sales are going. He explains that the printer has let him down and failed to meet the required date of a week ago. He has given the printer another week to complete the task. Imran

has produced some really nice posters and they have been displayed around the college for the past few days.

Martin bumped into Helen in the canteen and asked her how the catering was going. She had found a good company to provide the food although it was a bit more expensive than her original budget. However, their reputation is such that it was too good an opportunity to miss. Martin then told her excitedly that he had booked the hottest disco band in the area (he knows the drummer personally) and this too was a little bit more expensive than he had thought it would cost.

Sven calls Bridget and advises that has created the decorations as requested in the correct colour scheme and that he had managed to secure the support of a group of volunteers who would help him erect the decorations on the day of the ball at no charge. He had also managed to come in under budget. Bridget advised him that the money saved would be added to the total donated to the charity who would benefit from the ball. Sven was delighted.

On the evening of the ball, everything looks wonderful. The decorations are all up, the band is warming up, the catering has arrived and looks and smells delicious. Bridget congratulates the team on their efforts.

However, it soon becomes apparent that not many people are coming. There are only a couple of dozen people in the hall and the atmosphere is very flat. Bridget calls the team together to discuss what is wrong. It then transpired that the ticket printer had only just got them to Imran the day before yesterday so ticket sales were a bit slow. Martin asked if they had sold enough to cover the cost of the band – after all they were more expensive than planned. Helen then mentioned the cost of the catering.

Bridget is horrified. She looks around and wonders what went wrong ...

In groups, discuss who took ownership of their task and who did not. List the faults and good points you can identify. What should have been done and by whom? Why?

A month between initial meeting and follow up discussion is unacceptable. Bridget failed in her role as manager/co-ordinator in this respect. Imran failed to report problem as soon as it occurred (printer letting him down). Martin and Helen made unilateral decisions in exceeding expenditure. Did not relay information to others, especially Bridget, so no account taken of budget. Sven fulfilled his role, notifying Bridget and coming in within budget – no fault here.

SUMMARY: THINGS LEFT TOO LATE; NO COMMUNICATION WITH EACH OTHER; BRIDGET DID NOT “MANAGE” THE PROJECT AT ALL; EVENING WOULD NOT GENERATE ENOUGH TO COVER COSTS SO THEY HAVE MADE A LOSS.

Hopefully your awareness of the importance of taking ownership of your tasks is now better and you endeavour to apply this learning to all tasks you undertake.

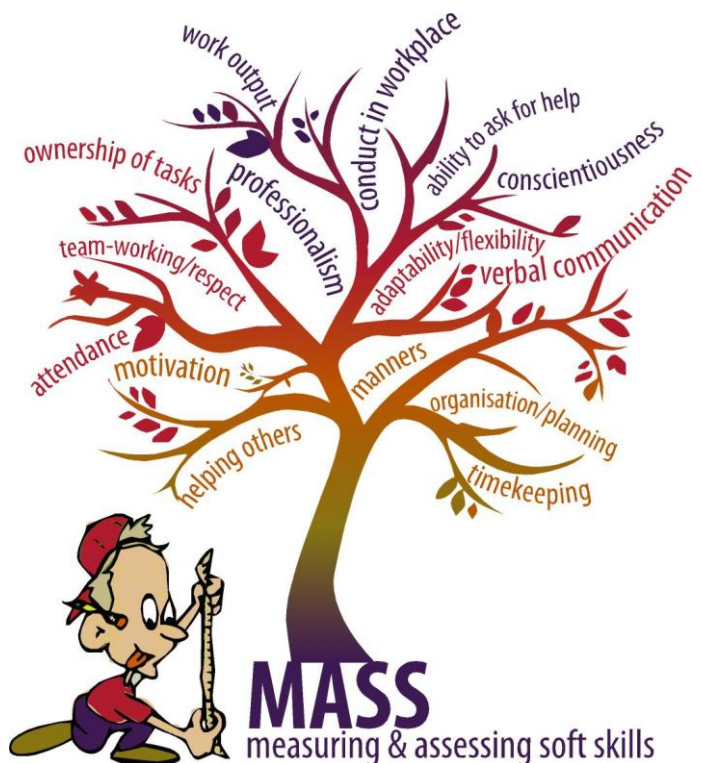
Congratulations! You have now completed Learning Byte 16

STUDENT PACK

Student name.....

LEARNING BYTE 16

Ownership of Tasks



What are we talking about here?

Throughout life, either in education or in work, you will be given the responsibility of carrying out tasks. Obviously, when people need things done there is a reason or purpose for them. By giving their tasks to you they are trusting you to firstly, do the task; secondly, to do it well and thirdly, to do it on time. At all times they are depending on you to fulfil your obligations to them. So if you don't do it right, well or on time, you've just wasted your own time and the equipment, materials etc to do the task (assuming you finish it) not to mention you have just badly let down the person who needed the task.

At the same time, your reputation and that of your organisation, will definitely suffer – people remember and comment on mistakes or bad customer service more than they will praise a job well done! You have all of this responsibility on your shoulders.

Ownership of your tasks and a conscientious approach to your work therefore go hand in hand.

Not only do you need to take ownership of your own work, but you need to be aware that there are some tasks that arise unexpectedly. These can be as simple as passing on a message to another department. If you just take the message down and then don't pass it on, you have not taken ownership of the task.

Having authority is not the same as taking ownership. You may have the authority to implement a new policy or procedure, but if you don't regularly check that it is happening, you are simply acting as a caretaker. Who is to blame then, if the system fails to work?

Likewise, being a part of a team means that you take responsibility and ownership for the whole project and not just your little bit. If someone asks you a question, don't reply with "oh, that's not my job" or "I don't know anything about that". It may well be that you are not familiar with the situation but a 'taking ownership' response should be "I'll find out for you and let you know as soon as possible" and then DOING it!

ACTIVITY 1 – Case Study

Bridget's tutor has asked her to arrange a charity ball as part of the College's fundraising activities. She is working with 4 others and their roles are as follows:

Bridget – Project co-ordinator/manager
Martin – Entertainment
Helen – Catering
Sven – Decorations
Imran – Publicity and tickets

At the first meeting, everything goes really well and each person comes up with wonderful ideas and suggestions to meet their obligations and make the night one to remember.

A month later (and two weeks before the event), Bridget asks Imran how the ticket sales are going. He explains that the printer has let him down and failed to meet the required date of a week ago. He has given the printer another week to complete the task. Imran

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Learning Byte 17

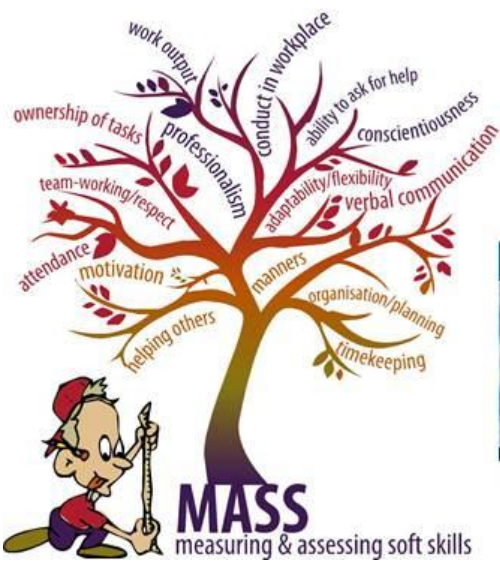
MASS – LESSON PLAN

| | | |
|---|------------------|--|
| Tutor: | | Class/Group |
| Learning Byte: 17 | Lesson: 1 | Location: |
| Subject: ADAPTABILITY/FLEXIBILITY | | Duration: GUIDANCE OF 60 MINUTES |

| |
|---|
| <p>Aim and Learning Objective: RECOGNISE BENEFITS OF CHANGE IDENTIFY OWN ADAPTABILITY/FLEXIBILITY</p> <p>Resources for Delivery: LESSON PLAN, POWERPOINT, STUDENT PACK, TUTOR PACK</p> |
|---|

| Teaching Activity/ Learner Activity | Resource |
|---|---|
| Tutor – Deliver introductory PowerPoint – This gives an overview of everything that will be covered in the learning byte. Each slide can be further explored in conversation and experiences as suitable. | Computer/ projector Powerpoint Presentation (5 mins) |
| Talk students through page 1 of pack. Q/A as necessary. Ask for show of hands – who likes things to be predictable and the same? Who likes surprises or to learn new skills? | Student pack (15 mins) |
| Activity 1 – Students to shade in appropriate segment based on their own self-assessment of dealing with each situation. They should end up with an irregularly shaped wheel. The lower ‘bumps’ of this wheel (ie below a score of 4) indicate areas that the young person needs to develop and should be added to personal action plans. Ensure you explore each area with the students to clarify meanings and make sure they fill in the wheel accurately. | Student pack Coloured pens or pencils (25 mins) |
| Move onto Flexibility and read through notes. Ask students to give examples of their own flexibility or otherwise. Can anyone link their flexibility to their part time jobs or things in their social life? | Student pack (10 mins) |
| Summarise unit and evaluate lesson. | (5 mins) |

Adaptability and Flexibility



What does Adaptability mean?

- Moving with the times
- Adopting new practices
- Using new technology
- Changing work methods
- Learning new skills



Change

- Leads to better things
- Creates new opportunities
- Develops your skills
- Makes life more interesting and often easier
- Is necessary



Is not about your physical elasticity



It is about your willingness to accept change, to work late, to change environment, to follow new rules, to work for a new boss, to learn new technology.

If you aren't flexible or adaptable:

You could get stuck in a rut!

Your career could reach a



If you are adaptable and flexible

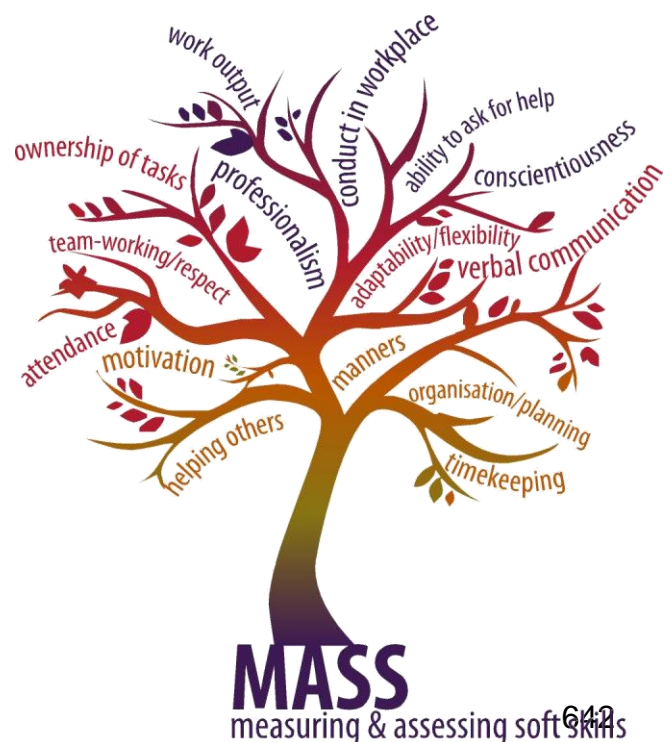
You will be recognised and get on in your chosen career!



Tutor pack

LEARNING BYTE 17

Adaptability/Flexibility



How do you handle change?

Nothing ever stays the same. But that's a good thing, isn't it? Think how boring it would be if we all got up at the same time, wore the same clothes, went out in the same weather, went to the same job, did the same thing, came home at the same time, ate the same evening meal etc etc. We thrive on variety – there is a saying “variety is the spice of life”. Basically, this is a message telling us that a little bit of change makes things interesting! But some of us are comfortable with the same routine. We like to know that our desk will have the same work on it. We know we'll be home by 5.30 pm. If we're asked to work late – wow! That would *never* do.

There's nothing wrong with liking to know what's ahead of you or knowing your job inside out so that there are no nasty surprises. But how stimulating is that? Also, if an employer had the choice of promoting someone, do you think this type of person would be successful?

Employers desperately need people who are proactive and willing to accept change. All companies change – they need to in order to keep up with competitors and the demands of the changing needs of their customers.

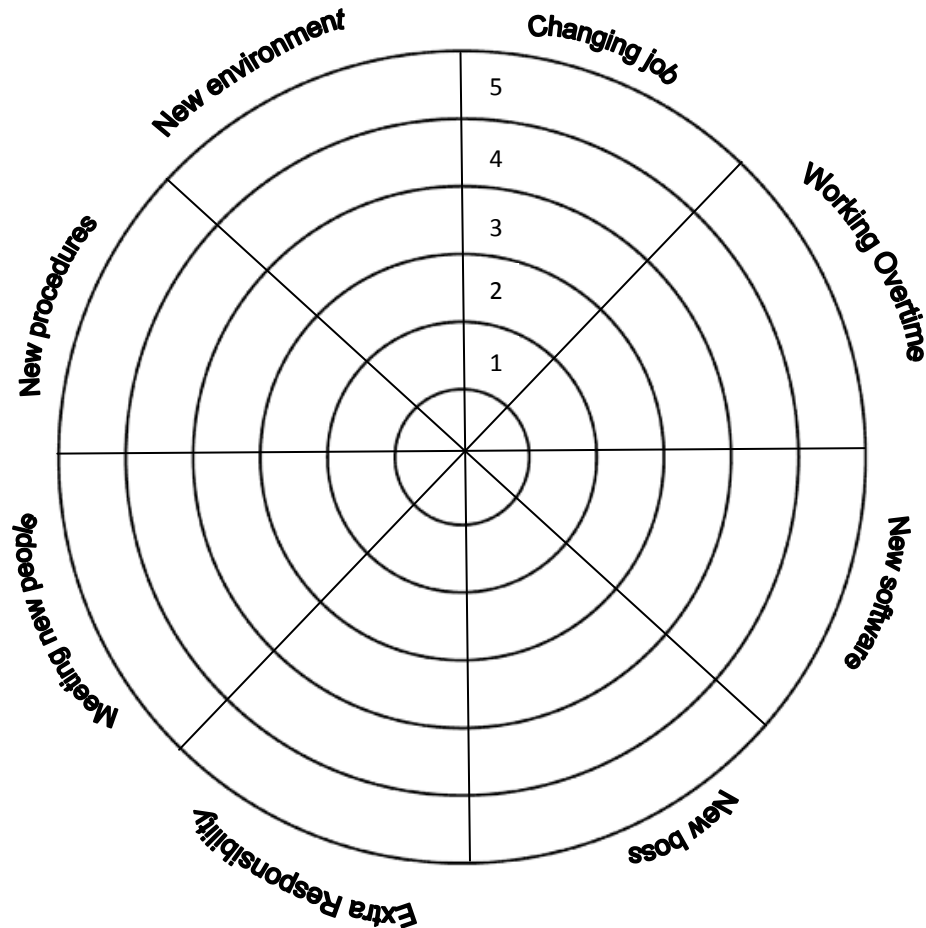
So change is a good thing. Think about it... if we didn't try to change things we would still be sending children up chimneys to clean them! Opportunities that are now available to both men and women would not exist. The Women's Suffragette movement gained the right for females to vote. This led to a changed perspective on things and better conditions for everyone. Imagine what life would be like without change!!

How we approach or receive change will differ from person to person. There is no hard-set rule about the way it should be done, but try to think of the following:

- a) change usually leads to better things
- b) new opportunities arise because of changes that have been made
- c) change can bring you a chance to show just what you can do!
- d) change is not threatening – there is usually a valid reason for it
- e) change can add new spice to life!

ACTIVITY 1 - How adaptable are you?

Shade in the corresponding segment of the circle, from the centre of the circle to the appropriate line that best identifies where you see your ability to cope with the situation stated, where 5 means you can cope easily and 1 that you dislike that situation.



This will result in you identifying your strengths and weaknesses regarding adaptability. Make a note of anything below 4 – you need to add these to your personal development goals.

What about Flexibility?

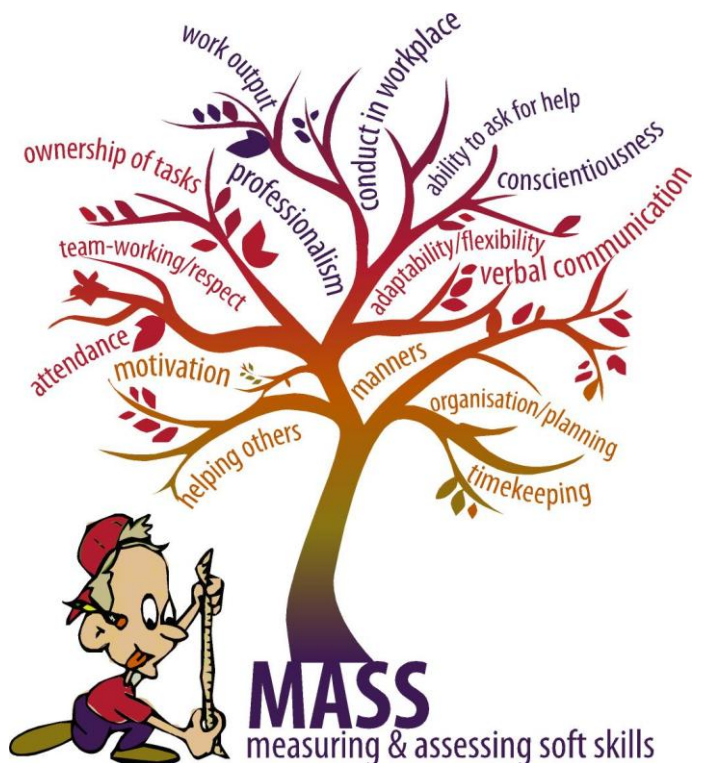
No – this doesn't refer to whether or not you can touch your toes, but it does mean that you can adapt your style and turn your hand to different things. How valuable an employee would you be if you could operate the switchboard, the photocopier, use Excel to a high level, deal with customers over the phone and face to face? Would you be willing to come in on a Saturday morning to help with some large project that has a tight deadline? All of this demonstrates extreme flexibility and would make you one of the most important assets an employer can have. Compare this to the type of employee who files all day and refuses to branch out or learn new skills.

Congratulations! You have now completed Learning Byte 17!

STUDENT PACK

Student name.....

LEARNING BYTE 17 Adaptability/Flexibility



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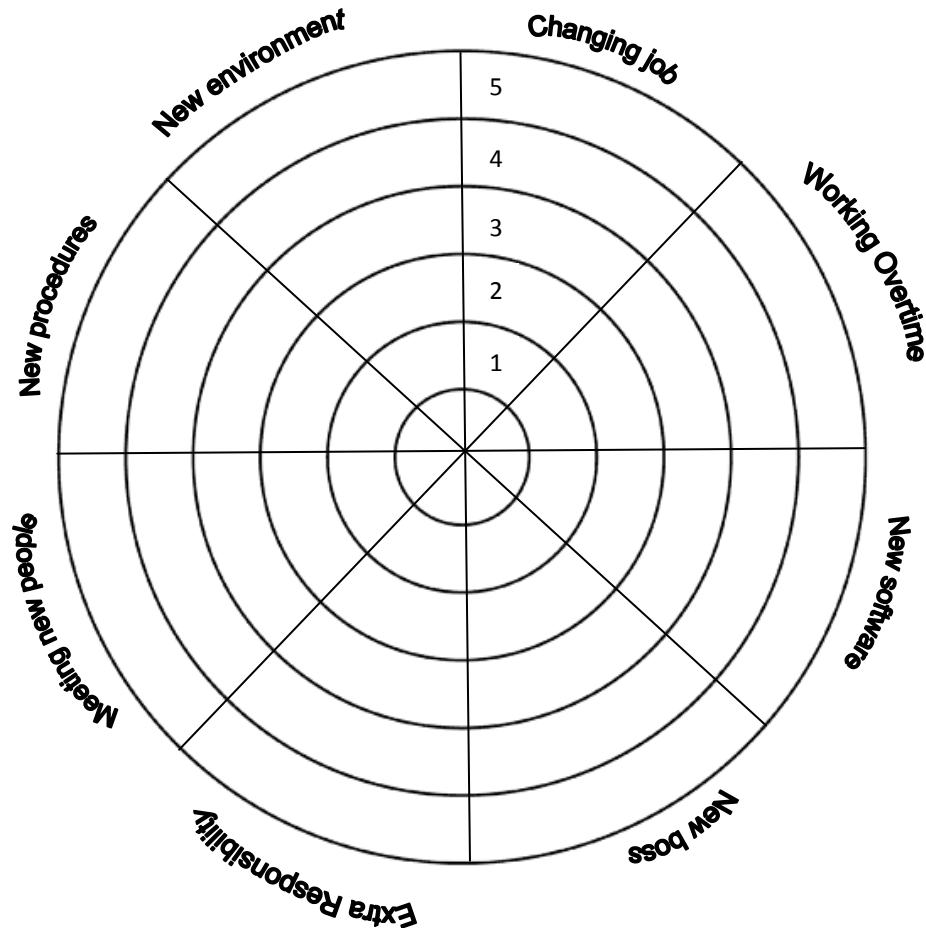
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