



the WOW factor

Unit One Effective Working Practice



the WOW factor



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the WOW factor



Aim

In this unit, pupils explore how employees and employers can develop and maintain an effective working environment through:

- teamwork;
- good leadership;
- positive working relationships;
- building rapport; and
- encouraging creativity.

Pupils also consider some of the rights and responsibilities in the workplace.



Unit Overview

Mapped to the Statutory Statements

Pupils should be enabled to:

- consider how employees and employers can maintain an effective working environment; and
- develop a personal career plan based on relevant information and guidance.

Learning Intentions

Pupils learn that:

- teamwork is necessary in the workplace;
- positive working relationships are important;
- leadership skills and qualities are important and can be developed;
- creativity is important in the workplace and can be developed; and
- there are laws and regulations that must be adhered to in the workplace.

Success Criteria

At the end of this unit, pupils will:

- recognise and understand the factors that enhance or obstruct team performance;
- know how to develop good working relationships;
- recognise and be able to use effective methods for building rapport in the workplace;
- be able to identify their leadership skills or qualities;
- be able to use their creativity to solve a work-based task; and
- be aware of the main workplace rights and responsibilities.

Employability Skills Focus

This unit allows pupils to develop the skills that meet the statutory requirements of the revised curriculum at Key Stage 4. The focus within this unit is outlined in the table below:

Working with Others

- Harness social and interpersonal skills for the purpose of learning.
- Be able to give and respond to feedback from peers and adults.

Key Questions

Throughout this unit, encourage pupils to consider the following questions:

- *In what way is teamwork important in the workplace?*
- *How can I build rapport?*
- *What leadership skills and qualities do I possess?*
- *What does creativity in the workplace look like?*
- *What are my rights and responsibilities in the workplace?*

Opportunity
for Assessment
for Learning!
Sharing learning
intentions and
success criteria

Opportunity
for Assessment
for Learning!
Effective key
questions



Learning and Teaching Activities within this Unit

Theme 1 **Teamwork**

Pupils explore the importance of teamwork in the workplace. They begin to recognise that teamwork is necessary to achieve desired results.

Theme 2 **Developing Positive Working Relationships**

Pupils investigate the importance of developing good working relationships and how they can be achieved.

Theme 3 **Building Rapport in the Workplace**

Pupils learn how to establish rapport in the workplace and practise the skill of building rapport.

Theme 4 **Leadership**

Pupils explore the importance of leadership in the workplace. They begin to identify effective leadership skills and qualities.

Theme 5 **Creativity in the Workplace**

Pupils explore why creativity is important in the workplace. They use a creative tool to solve a work-based task.

Theme 6 **Workplace Rights**

Pupils investigate workplace rights, and, in particular, the rights of young workers.



Theme 1

Teamwork

Pupils explore the importance of teamwork in the workplace. They begin to recognise that teamwork is necessary to achieve desired results.



Support Materials for Activities

- *Belbin Team Roles* (Resource 1)
- A tennis ball
- Newspaper
- Sticky tape

Activity 1

Initiate a class discussion. Ask pupils to explain why teamwork is important in the workplace. List pupils' responses on the board or onto flip chart paper. Next, ask pupils to identify criteria for good teamwork in the workplace. Again, list pupils' responses on the board or onto flip chart paper.

Finally, ask the class to vote on the five most important criteria for good teamwork in the workplace.

Activity 2

Divide the class into teams of at least eight pupils. Give each team the following items:

- a tennis ball;
- a newspaper; and
- sticky tape.

Ask each group to imagine that they are a team of engineers at a construction company. Their task is to build a bridge that is strong enough to allow a tennis ball to roll across it. Inform teams that they can only use the newspaper and sticky tape to build the bridge. Set an appropriate time for groups to complete the task. When task time has expired, invite groups to test their bridge by rolling a tennis ball across it.

At the end of the task, ask each team to consider the following questions:

- Did we work well as a team?
- Did we demonstrate any of the criteria of good teamwork?
- What factors limited our performance as a team?
- What should we have done differently?
- Did everyone play a role in the team?

Activity 3 – Extension opportunity

Distribute a copy of the Belbin Team Roles handout to each team. Explain that Belbin identified the following nine roles that are required in a well functioning team:

- co-ordinator;
- shaper;
- plant;
- monitor;
- resource investigator;
- administrator;
- supporter;
- finisher; and
- specialist.

Explain to pupils that they will naturally prefer some of Belbin's team roles and that they will actively seek to avoid other roles. There will be some roles that pupils aren't naturally attracted to but can perform if they have to.

Ask each team to vote on the most suitable role for each team member. Alternatively, ask each team member to identify which role they identify with most and to explain why.

Theme 2

Developing Positive Working Relationships

Pupils investigate the importance of developing good working relationships and how they can be achieved.

Support Materials for Activities

- Sticky labels
- Flip chart paper
- Markers

Activity 1

Explain to the pupils that whether they work in an organisation or are self-employed, they have to work with other people. It is, therefore, very important to have good working relationships in the workplace. Initiate a class discussion. Encourage the pupils to identify reasons for developing good working relationships. List the pupils' responses on the board or onto flip chart paper.

Organise the class into pairs. Present the class with the following scenario: *'John works as a manager in a restaurant.'* Ask the pairs to list the people or organisations that John might have to develop working relationships with. Examples might include staff, customers, the general public, suppliers or the Environmental Health Officer. Ask each pair to write their answers onto sticky labels.

Next, ask each pair of pupils to form a group with at least two other pairs and to share their ideas. Inform groups that working relationships can be both internal and external. Ask the newly formed groups to draw a circle on a flip chart page. Ask them to place their sticky labels either inside or outside the circle to represent internal and external working relationships.

Finally, encourage the groups to share and compare their findings with the rest of the class and to discuss any differences.

Activity 2

As a class, discuss how John might develop a positive working relationship with some or all of the following:

- employers;
- staff;
- suppliers;
- customers; and/or
- an Environmental Health Officer.

Explain to the pupils that it is very important to develop a relationship of trust in order to develop and maintain good working relationships.

Extension opportunity - Activity 3

In Activity 2, pupils learned about the importance of building trust. Discuss with the class the importance of building trust in the workplace and how this can be achieved.

Theme 3

Building Rapport in the Workplace

Pupils learn how to establish rapport in the workplace and practise the skill of building rapport.



Support Materials for Activities

- *Matching and Mirroring Instruction Cards*
(Resource 2)

Activity 1

Ask the class to define rapport. Explain to the class that the dictionary definition of rapport is: 'A harmonious relationship'. Compare the pupils' definition to the dictionary definition.

Present the class with the following scenario: 'Claire is starting her new job as a hotel receptionist next week. She is very nervous about meeting her new colleagues and working on reception.'

Ask the class to identify the people that Claire might need to build a rapport with. Make a list of the pupils' answers on the board or onto flip chart paper.

Ask the class to identify ways in which Claire could build a rapport with her work colleagues. Ask pupils to also identify ways in which Claire could build a rapport with the hotel customers. Make a list of the responses on the board or on a flip chart.

Activity 2

Divide the class into groups of three pupils. Ask pupils to nominate group roles of A, B and C. Ask all the A pupils to identify themselves. Distribute the *A Matching and Mirroring Instruction Card* to these pupils.

Ask all the B pupils to identify themselves and give them a copy of the *B Matching and Mirroring Instruction Cards*. Finally, ask all the C pupils to identify themselves and give them a copy of the *C Matching and Mirroring Instruction Card*.

Ask the pupils to keep their cards hidden from the other members of their group. Ask the pupils to read the instructions on their *Matching and Mirroring Instruction Cards* and to carry out the activity.

Next, invite the C pupils from each group to describe their observations. Then invite the A and B pupils to explain what they had to do and ask them to describe their feelings about the activity.

Explain to the class that the activity illustrates one way to build rapport, known as the matching and mirroring technique. This occurs when one person tries to match and mirror the body language of the person they are speaking to.

Extension opportunity - Activity 3

Organise the pupils into small groups. Ask them to talk about how they would answer the following question in an interview situation:

'How would you deal with a disgruntled customer?'

Invite groups to share their answers with the rest of the class. Encourage pupils to comment on different answers.

Theme 4

Leadership

Pupils explore the importance of leadership in the workplace. They begin to identify effective leadership skills and qualities.



Support Materials for Activities

- *Leadership Scenario Cards* (Resource 3)
- *Leadership Skills Analysis* (Resource 4)

Activity 1

Ask the class to define leadership. Explain to the pupils that the dictionary definition is: 'An individual who is able to influence, motivate and enable others to contribute toward a successful working environment'. Compare the pupils definition to the dictionary definition.

Initiate a class discussion. Invite pupils to answer the following questions and record their answers on the board or onto flip chart paper:

- Why is good leadership important in the workplace?
- What are some of the advantages and disadvantages of being a leader in the workplace?
- What qualities and skills does a good workplace leader have?
- What qualities and personality traits does a poor workplace leader have?

Divide the class into groups of four or five pupils. Give each group one of the *Leadership Scenario Cards*. Ask groups to read the card and talk about how a good leader might deal with the situation and how a poor leader might deal with the situation.

Invite groups to read their *Leadership Scenario Cards* to the rest of the class and describe how a good and a poor leader might react. Encourage the class to comment on different answers.

Activity 2

Distribute a copy of the *Leadership Skills Analysis* to each pupil. Read through this with the class. Talk about each of the leadership qualities/skills and explain any terms that pupils don't understand. Explain that everyone has some leadership qualities and that these can be developed. Tell pupils that workplaces are increasingly looking for all employees to demonstrate leadership skills regardless of their position within the organisation.

Ask the pupils to complete the *Leadership Skills Analysis*. Invite them to think about how they might develop their leadership qualities and skills.

Extension Opportunity - Activity 3

Invite pupils to work in small groups. Ask them to identify three familiar job roles and justify reasons why leadership skills/qualities would be important in these roles.

Theme 5

Creativity in the Workplace

Pupils explore why creativity is important in the workplace. They use a creative tool to solve a work-based task.

Support Materials for Activities

- *Reversal Cards (Resource 5)*

Activity 1

Explain to the pupils that more and more employers are encouraging creativity in the workplace. Ask them to suggest what creativity in the workplace looks like, for example people generating ideas, solving problems and/or being willing to try new roles or working practices.

Give the pupils examples of businesses and organisations that encourage creativity in the workplace, for example:

- 3M;
- Dell;
- E-Bay; and/or
- Easyjet.

Ask them to explain why creativity is important in the workplace. List the reasons on the board or on a flip chart. Next, ask the pupils to identify five random jobs. Ask them to suggest why creative skills would be needed in these jobs.

Activity 2

Inform the pupils that the reversal *technique* is a creative thinking technique. It can help organisations improve a product or service.

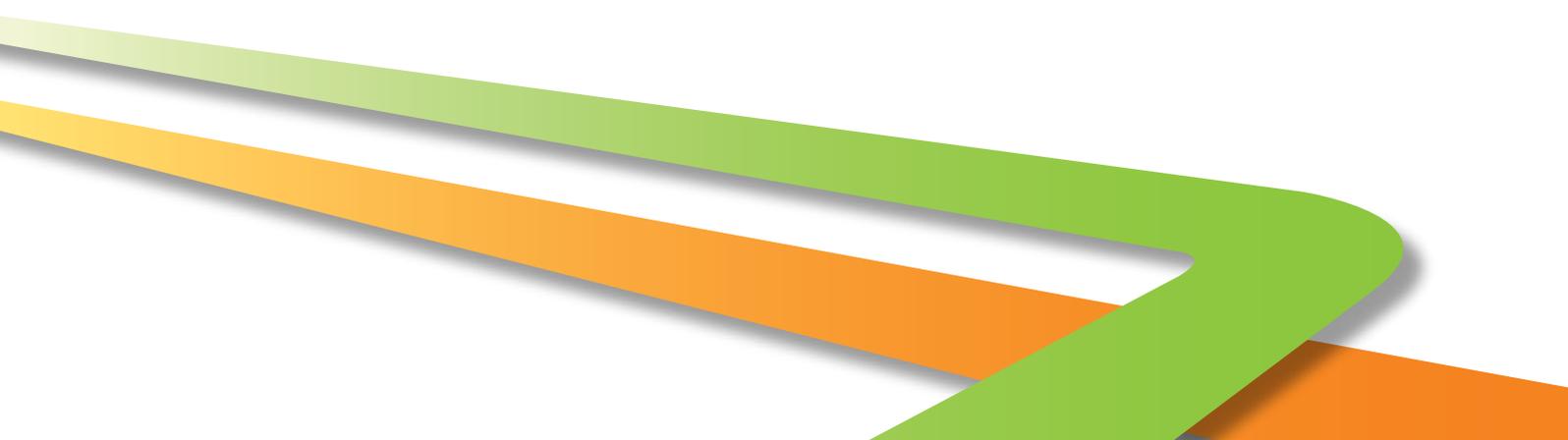
Describe the *reversal technique* to them. To use it, you need to ask yourself the opposite of the question you want to ask, and then apply the results. For example, pupils might want to know how they can pass their exams. So instead of asking themselves, 'How can I pass my exams?' they need to ask, 'How can I fail my exams?' Encourage the pupils to suggest answers. A sample answer is outlined below:

I will fail my exams if I:

- go out every night;
- don't revise;
- talk to my friends on the telephone until at least midnight every night;
- don't go to class; and
- don't listen to the teacher when in class.

After using the technique, pupils can see what they should avoid doing if they want to pass their exams.

Divide the class into groups of four or five pupils. Distribute at least three of the *Reversal Cards* to each group. Ask the groups to apply the *reversal technique* to solve each of the problems. When groups have completed the task, invite them to share their solutions with the rest of the class.



Theme 6

Workplace Rights

Pupils investigate workplace rights, and, in particular, the rights of young workers.



Support Materials for Activities

- *Workplace Rights Case Study* (Resource 6)
- *Most Likely to... Cards* (Resource 7)
- *Pupil Reflection Record* (Resource 8)

Activity 1

Inform the pupils that there are a number of laws and regulations relating to the workplace. Ask the class if they know of any laws and regulations relating to the workplace. List the pupils' answers on the board or on a flip chart.

Divide the class into groups of four or five individuals. Ask each group to imagine they work in the Citizens Advice Bureau. Distribute a copy of the *Workplace Rights Case Study* to each group. Ask each group to read the case study and then advise George on his rights. Encourage the groups to research the information they need to find out about his rights. Give the pupils access to the internet to carry out their research. Pupils can access fact sheets on young workers rights at www.worksmart.org.uk

Activity 2

Present the following statistic to the class: 'According to European statistics, the work injury rate for young people aged 18-24 is 50% higher than any other age group of workers.'

Initiate a class discussion. Encourage the pupils to explain why the work injury rate is so high for young people. Make a list of pupils' responses on the board or on a flip chart. Talk to the class about young people's responsibilities in work. Invite them to suggest what a young person's responsibilities are and how they can avoid injuries at work.

Divide the class into groups of three to four individuals. Distribute a set of the *Most Likely to... Cards* to each group. Ask the groups to decide which of the workplaces featured on the cards is most likely to be at risk from chemical hazards. Invite groups to present their decision to the rest of the class.

Ensure that the pupils recognise that there is no right answer; all of the workplaces are at risk.

Ask everyone to get back into their groups. Ask them to identify other potential hazards within each of the workplace cards. Invite the groups to present their ideas to the rest of the class.

Conclude this activity by working as a class to summarise the rights and responsibilities of employees, for example:

Rights

- Have a safe place of work.
- Have the correct safety equipment.
- Be informed.

Responsibilities

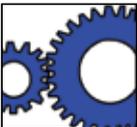
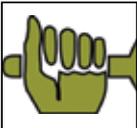
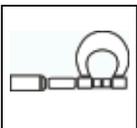
- Know and adhere to policies in work.
- Work safely and follow procedures.
- Report hazards.
- Use and wear protective devices.

Activity 3

Distribute a copy of the *Pupil Reflection Record* to each pupil. Encourage the pupils to read the *Pupil Reflection Record* and think about their learning to-date. Ask the pupils to complete the *Pupil Reflection Record*. Finally, invite the pupils to take part in a group discussion to share their learning with each other.

It might be useful to record feedback from individual pupils in their Progress File.

Belbin Team Roles

| Team Role | Contribution | Allowable Weakness |
|--|---|---|
|  Plant | Creative, imaginative, unorthodox. Solves difficult problems. | Ignores incidentals. Too pre-occupied to communicate effectively. |
|  Resource Investigator | Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts. | Over-optimistic. Loses interest once initial enthusiasm has passed. |
|  Coordinator | Mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well. | Can be seen as manipulative. Offloads personal work. |
|  Shaper | Challenging, dynamic, thrives on pressure. The drive and courage to overcome obstacles. | Prone to provocation. Offends people's feelings. |
|  Monitor Evaluator | Sober, strategic and discerning. Sees all options. Judges accurately. | Lacks drive and ability to inspire others. |
|  Teamworker | Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction. | Indecisive in crunch situations. |
|  Implementer | Disciplined, reliable, conservative and efficient. Turns ideas into practical actions. | Somewhat inflexible. Slow to respond to new possibilities. |
|  Completer Finisher | Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time. | Inclined to worry unduly. Reluctant to delegate. |
|  Specialist | Single-minded, self starting, dedicated. Provides knowledge and skills in rare supply. | Contributes on only a narrow front. Dwells on technicalities. |

Matching and Mirroring Instruction Cards

Pupil A

Talk to pupil B for one minute about something that really interests you for example a hobby, going on holidays or shopping.

When the teacher gives the signal:

Ignore the signal and keep talking.

Pupil B

Listen to pupil A as though you are really interested in what they are saying. Try to match their body language and position.

When the teacher gives the signal:

Begin to act uninterested in what Pupil A is talking about. Change your body language and position so that it is the opposite of Pupils A's.

Pupil C

Observe both pupils A and B closely. Write down what you observe when Pupil A is talking.

When the teacher gives the signal:

Ignore the signal and keep making observations.

Leadership Scenario Cards

It has come to the manager's attention that a bullying incident has occurred in the workplace.

A trusted employee witnessed the incident, however the person who was bullied has not yet come forward to complain.

Tom has worked for ABC Ltd for 15 years. Recently he has been irritable and has not been concentrating on his work.

In addition, he has been late for work at least two days per week for the last three weeks.

Head Office has contacted the manager to inform her that the company is downsizing its operations in the local area.

At least 50 jobs will be lost within the next six months. The manager has been told to inform the staff.

A customer of Sizzling Restaurant has complained that the level of service she received was very poor.

She also complained that her food was cold and that the toilets at the restaurant were not clean.

Professional Pens wants to develop its product line to include new and innovative pens.

The company does not have a product development team. Employees are mostly involved in manufacturing the pens and administration.

Ben has been operating a small kitchen manufacturing company for 15 years.

He now wants to implement a recognised quality system in the business. He currently employs eight members of staff (one office worker, one store person, one supervisor and five machine operators).

Leadership Skills Analysis

Research shows that leaders share certain qualities and skills. Some of these qualities and skills are listed in the test below. *(Please note that the list is not exhaustive and not all the characteristics are evident in all leaders.)* It is important to remember that the leadership qualities that are required to make a good leader can vary in different companies, teams, situations and contexts.

What leadership qualities or skills do you have?

Use the test below to assess your leadership qualities and skills.

| | strongly agree | agree | disagree disagree | strongly |
|----------------------------|---------------------------|--------------------------|------------------------------|--------------------------|
| | 1 | 2 | 3 | 4 |
| Good communicator | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Empathy for others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lead by example | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Good motivator | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Trustworthy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hard working | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Can delegate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Good listener | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-belief | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Have a 'can do' attitude | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Positive outlook | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Problem solver | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Able to deal with setbacks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Results orientated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Good listener | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Can take calculated risks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Can use own initiative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Online leadership tests/quizzes

There are various leadership tests online. Access some relevant websites or conduct an online search for other leadership tests/quizzes.

Reversal Cards

Increase staff turnover by
20 percent.

Be late for work every day.

Have a very negative staff
appraisal with my boss.

Don't get promoted in
my work.

Increase the number of
returned products
from customers.

Reduce the number of
customers by 30 percent.

Let a good member
of staff go to work for
the competition.

Be a very poor supervisor.

Make sure stock runs low.

Don't be a good leader in
the workplace.

Workplace Rights Case Study

George has come to you for advice. He is 17 years old and has a physical disability. He is taking a full-time course at his local college and needs extra money to pay for living expenses.

George works in his local garage at the weekends operating the till. He currently earns £2.50 an hour. He thinks he is being paid too little but is not sure. He also has to work late hours, sometimes until 12 at night. On some occasions, George is the only person working in the shop late at night.

The garage doesn't have wheelchair access. George has to be lifted in and out of the shop. This is very embarrassing for him.

Most Likely To.... Cards

Restaurants

Cleaning Companies

Joinery Companies

Food Shops

Hairdressing Salons

Factories

Hospitals

Building Sites

Garden Centres

Pupil Reflection Record

In what ways are you now better able to develop positive working relationships in a workplace?

What skills do you feel you have developed through taking part in this unit?

What skills would you like to further develop?

Pupil Reflection Record (continued)

Describe the career planning activities you have taken part in during this unit.
(Examples might include reading, watching videos, carrying out research, giving presentations and/or learning from others.)

List one or two areas of work you want to learn more about or gain exposure to.

Signed: _____

Teacher: _____

Parent: _____

Useful Websites

To access the most up-to-date support materials for Education for Employability, log on to **www.ccea.org.uk/employability**

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