

# Australian Blueprint for Career Development

## Area A: Personal Management

### Career Competency 2: Interact positively and effectively with others

#### Phase 3: Develop abilities for building positive relationships in life and work

To gain competency in 2.3: Develop abilities for building positive relationships in life and work, students must -

- Complete activities in student work booklet.

## STUDENT WORKBOOK



STUDENT NAME: \_\_\_\_\_



**COMPETENT**

Assessor Signature

Date

## **CAREER COMPETENCIES AND PERFORMANCE INDICATORS FOR PHASE III**

### **AREA A: Personal management**

#### **COMPETENCY 2: Interact positively and effectively with others**

#### **Phase III Develop abilities for building positive relationships in life and work**

##### **Performance Indicators:**

2.3.1 Discover the skills, knowledge and attitudes needed to work effectively with and for others

2.3.2 Explore appropriate ways of assisting others

2.3.3 Examine the nature of the contractual relationship between employees and employers and the nature of the contractual relationship between clients and contractors

2.3.4 Demonstrate behaviours and attitudes required for working with and for others

2.3.5 Demonstrate skills such for assisting others, such as problem solving and facilitation skills

2.3.6 Express feelings, reactions and ideas in an appropriate manner when dealing with others

2.3.7 Determine the 'helping' skills you feel comfortable with and wish to contribute in your relationships with others

2.3.8 Acknowledge the positive effects of expressing your feelings, reactions and ideas appropriately

2.3.9 Engage in interactions and learning experiences that help build positive relationships in your life and work



**Performance Indicator: 2.3.3** Examine the nature of the contractual relationship between employees and employers and the nature of the contractual relationship between clients and contractors

**Performance Indicator: 2.3.4** Demonstrate behaviours and attitudes required for working with and for others

### Activity: Work Habits Inventory

1. As a class, brainstorm some of the personal habits necessary to get along with others in the workplace, ie, with work colleagues, your supervisor/ boss, customers.
2. Discuss the meaning of the various ideas presented.
3. Complete the "Work Habits Inventory" by highlight the statement in each quality which, in your opinion, most accurately describes you

<p>1. <b>COOPERATION (ability to get along with others)</b> I work against rather than with others I find it difficult to get along with others I usually get along with others I get along with others I get along well with others, I am friendly and helpful</p> <p>2. <b>INITIATIVE (tendency to go ahead)</b> I need to have repeated instruction I need to be urged to do things I do routine work acceptably I am fairly resourceful, do well by myself I am resourceful, look for things to learn and do</p> <p>3. <b>COURTESY</b> I am often discourteous to others I am sometimes not courteous in action or speech I am usually courteous and considerate of others I am considerate and courteous of others I am always very courteous and considerate</p> <p>4. <b>ATTITUDE TOWARD CONSTRUCTIVE CRITICISM</b> I resent any criticism I do not pay much attention to criticism I accept constructive criticism and try to change I accept constructive criticism and improve greatly</p> <p>5. <b>SUPERVISION</b> I usually need constant supervision to complete routine tasks I need frequent supervision to complete routine tasks I need occasional supervision while doing routine tasks I need little supervision while doing routine tasks I do not need supervision while doing routine tasks</p> <p>6. <b>ACCURACY OF WORK</b> I am very careless about my work I am frequently inaccurate and careless I make errors; I show average care, thoroughness and neatness I make few errors; I am careful, thorough, and neat I seldom make errors and do work of very high quality.</p>	<p>7. <b>WORK ACCOMPLISHED</b> I am very slow; output is unsatisfactory I am slower than average; output is mediocre I work with ordinary speed; output is generally satisfactory I work rapidly; output is above average I am fast and efficient; output is well above average</p> <p>8. <b>TIME USAGE</b> I waste time and need to be prodded along I waste time and need some supervision I waste time occasionally but am usually reliable I seldom waste time and am reliable I am industrious and concentrate very well</p> <p>9. <b>PERSONAL APPEARANCE (neatness personal care)</b> I am careless about my appearance I sometimes neglect my appearance I make an effort to improve my appearance I care about my appearance; I look neat most of the time I am extremely careful about my appearance;</p> <p>10. <b>ADAPTABILITY</b> I can't adjust to change I have difficulty adapting to new situations I adjust to change after instruction I adjust to change readily I find it pleasant to adapt and meet changes</p> <p>11. <b>ATTENDANCE (school work, or organizations)</b> I am frequently absent I am not regular enough in attendance I am average in my attendance I am almost always in attendance I am never absent except for an unavoidable emergency</p> <p>12. <b>PUNCTUALITY</b> I am frequently running late I am very often running late I could improve my punctuality I am seldom running late I am never running late except in an emergency</p>
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5. Discuss how you felt about your self-evaluation.

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6. What areas would you like to strengthen? Identify qualities from your "Work Habits Inventory" that need the most improvement.

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7. Select one personal work habit that needs improving and develop a plan of action.

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8. Explain the personal qualities dealing with workplace interaction that you believe are essential in successfully obtaining and keeping a job.

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**Extension:** In small groups, make a list (on poster paper) of "*Work Interactions: Strategies for Success* " to be displayed around the classroom.

**Performance Indicator: 2.3.3** Examine appropriate employee-employer interactions and client-contractor interactions in specific situations

*Scenario 1.* Your group will be given time to create a simulation (within an industry that your group chooses eg a travel agency) that involves the following:

- Conduct communication with customers and colleagues
- Use appropriate language and tone
- Use appropriate non-verbal communication
- Show sensitivity
- Use active listening and questioning
- Identify conflicts
- Select and use appropriate communication

*Scenario 2.* Your group will be given time to create a simulation (within an industry that your group chooses eg. a retail outlet) that involves the following:

- Identify customer needs and expectations
- Meet reasonable needs and requests
- Enhance quality of service
- Recognise customer dissatisfaction
- Handle customer complaints
- Refer difficult complaints
- Maintain positive manner

**Conditions:**

- In class
- Groups of 3 or 4 students
- Each role play should take no longer than 5 minutes.
- Your role play will be presented to your class colleagues
- Your role play must contain all elements of the scenario.

**Reflection:**

Why is important to maintain good working relationships/ interactions with work colleagues, employers and customers. Identify 2 points for each.

Work colleagues:

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Employer:

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Customers:

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**Performance Indicator: 2.3.4** Demonstrate behaviours and attitudes required for working with and for others

**Activity: Dr. Phil's test. (Dr. Phil scored 55).**

He did this test on Oprah (she got a 38.)

Some folks pay a lot of money to find this stuff out. Read on, this is very interesting! Don't be overly sensitive!

The following is pretty accurate and it only takes 2 minutes. Don't peek but begin the test. Answers are for who you are now...not who you were in the past. Have pen or pencil and paper ready.

This is a real test given by the Human Relations Dept. at many of the major corporations today. It helps them get better insight concerning their employees and prospective employees. It's only 10 simple questions, so...grab a pencil and paper, keeping track of your letter answers. Ready?

**Begin...**

1. When do you feel your best? **a)** in the morning **b)** during the afternoon & and early evening  
**c)** late at night
2. You usually walk... **a)** fairly fast, with long steps **b)** fairly fast, with little steps  
**c)** less fast head up, looking the world in the face **d)** less fast, head down **e)** very slowly
3. When talking to people you... **a)** stand with your arms folded **b)** have your hands clasped  
**c)** have one or both your hands on your hips **d)** touch or push the person to whom you are talking  
**e)** play with your ear, touch your chin, or smooth your hair
4. When relaxing, you sit with... **a)** your knees bent with your legs neatly side by side  
**b)** your legs crossed **c)** your legs stretched out or straight **d)** one leg curled under you
5. When something really amuses you, you react with... **a)** big appreciated laugh  
**b)** a laugh, but not a loud one **c)** a quiet chuckle **d)** a sheepish smile
6. When you go to a party or social gathering you... **a)** make a loud entrance so everyone notices you  
**b)** make a quiet entrance, looking around for someone you know **c)** make the quietest entrance, trying to stay unnoticed
7. You're working very hard, concentrating hard, and you're interrupted.... do you... **a)** welcome the break **b)** feel extremely irritated **c)** vary between these two extremes
8. Which of the following colours do you like most? **a)** Red or orange **b)** black  
**c)** yellow or light blue **d)** green **e)** dark blue or purple **f)** white **g)** brown or grey
9. When you are in bed at night, in those last few moments before going to sleep are you...  
**a)** stretched out on your back **b)** stretched out face down on your stomach **c)** on your side, slightly curled **d)** with your head on one arm **e)** with your head under the covers
10. You often dream that you are... **a)** falling **b)** fighting or struggling **c)** searching for something or somebody **d)** flying or floating **e)** you usually have dreamless sleep **f)** your dreams are always pleasant

**POINTS:**

1. (a) 2 (b) 4 (c) 6
2. (a) 6 (b) 4 (c) 7 (d) 2 (e) 1
3. (a) 4 (b) 2 (c) 5 (d) 7 (e) 6
4. (a) 4 (b) 6 (c) 2 (d) 1
5. (a) 6 (b) 4 (c) 3 (d) 5 (e) 2
6. (a) 6 (b) 4 (c) 2
7. (a) 6 (b) 2 (c) 4
8. (a) 6 (b) 7 (c) 5 (d) 4 (e) 3 (f) 2 (g) 1
9. (a) 7 (b) 6 (c) 4 (d) 2 (e) 1
10. (a) 4 (b) 2 (c) 3 (d) 5 (e) 6 (f) 1

Now add up the total number of points.

**OVER 60 POINTS:**

Others see you as someone they should "handle with care." You're seen as vain, self-centered, and who is extremely dominant. Others may admire you, wishing they could be more like you, but don't always trust you, hesitating to become too deeply involved with you.

**51 TO 60 POINTS:**

Others see you as an exciting, highly volatile, rather impulsive personality; a natural leader, who's quick to make decisions, though not always the right ones. They see you as bold and adventuresome, someone who will try anything once; someone who takes chances and enjoys an adventure. They enjoy being in your company because of the excitement you radiate.

**41 TO 50 POINTS:**

Others see you as fresh, lively, charming, amusing, practical, and always interesting; someone who's constantly in the center of attention, but sufficiently well-balanced not to let it go to their head. They also see you as kind, considerate, and understanding; someone who'll always cheer them up and help them out.

**31 TO 40 POINTS:**

Others see you as sensible, cautious, careful & practical. They see you as clever, gifted, or talented, but modest. Not a person who makes friends too quickly or easily, but someone who's extremely loyal to friends you do make and who expect the same loyalty in return. Those who really get to know you realize it takes a lot to shake your trust in your friends, but equally that it takes you a long time to get over it if that trust is ever broken.

**21 TO 30 POINTS:**

Your friends see you as painstaking and fussy. They see you as very cautious, extremely careful, a slow and steady plodder. It would really surprise them if you ever did something impulsively or on the spur of the moment, expecting you to examine everything carefully from every angle and then, usually decide against it. They think this reaction is caused partly by your careful nature.

**UNDER 21 POINTS:**

People think you are shy, nervous, and indecisive, someone who needs looking after, who always wants someone else to make the decisions & who doesn't want to get involved with anyone or anything! They see you as a worrier who always sees problems that don't exist. Some people think you're boring. Only those who know you well know that you aren't.





**Performance Indicator: 2.3.5** Demonstrate behaviours and attitudes required for working with and for others

**Performance Indicator: 2.3.6** Express feelings, reactions and ideas in an appropriate manner when dealing with others

**Performance Indicator: 2.3.7** Determine the 'helping' skills you feel comfortable with and wish to contribute in your relationships with others

## Teamwork Information

*Employees rarely work in isolation, but rather as part of a team, either long term or short term. The ongoing efficient operation and therefore success of the business depends upon teamwork. If you want to develop your career opportunities, it is essential that every function or service works smoothly, so that the establishment looks good and consequently you look good.*

### Elements of good teamwork

The highest level of achievement is attained when a team is committed to a task and full use is made of each team member's talents. Individual participation in a team depends on the following elements:

**Tolerance:** Tolerance involves acceptance of others sharing a common goal and respecting the views of others in how to achieve that goal.

**Honesty:** Establishing trust in a team requires open and honest communication.

**Commitment and dedication:** Teamwork involves interaction of all players. Interacting groups are characterised by a high degree of interdependence between each member. In interacting groups, each member must complete a task in order that the other members may successfully perform their assigned tasks. The degree to which the goals of the group are shared is high, normally requiring group coordination to reach the specified goals.

**Flexibility:** Employees should be willing to accept duties not normally in their job description to assist team members to achieve a common goal.

### The importance of cooperation in a team

Cooperation has many benefits:

- It builds an awareness of interdependence.
- When people cooperate to achieve common goals they stimulate each other to higher levels of accomplishment.
- It builds and reinforces recognition and mutual support within a team.
- It leads to commitment to the establishment's goals.

### Activity: Teamwork Strategies

Students to brainstorm a list of strategies to be used based upon their own experiences (either in part-time work or as part of a sporting or community effort).

## More Teamwork Information

### Developing trust and support in a team

To encourage teamwork, suggest that students adopt the following guidelines:

- Smile at the person you are working with.
- Look them in the eye.
- Listen to them.
- Shake their hand.
- Include them in your activities.
- Find interests that you have in common.
- Cooperate with them.
- Criticise their ideas, not the person.
- Be constructive in criticism.
- Accept them for who they are.
- Offer them help.
- Look for common experiences.
- Encourage them.

### Setting and achieving team goals

A goal is a statement of what you want to achieve. Goals describe:

- what will happen if you reach your goal;
- a time-frame during which the outcome is to be completed
- resources that the establishment is willing to commit to achieve the result (with the help of the owners, managers, employees, suppliers and customers).

Team goals are the most important factor in team establishment. A team without clearcut objectives lacks guidelines for its members. Goals avoid confusion and uncertainty. For the team to be productive, it must have goals that are understood by all members and have meaning for each member.

A goal should be challenging but it should also be achievable. Start with smaller goals (maybe to win a community award for business this year) and when this goal is achieved move on to a bigger goal (to win a state award next year), and so on. Each time a goal is achieved, it becomes easier to move on.

A good team member helps establish goals and commits to delivering a result for the team. It is important to let people know how their efforts and skills have contributed to the team. This will keep everyone motivated to strive for 'personal bests'.

### Advantages of effective teamwork

- People working together towards a common goal are more likely to succeed than an individual.
- Each person within a team has an influence on, and is influenced by, other team members.

This often results in changed behaviour:

- often reduces time to complete a task;
- may be more cost-effective to the business.

### Cultural awareness within the team

Multicultural Australia is very obvious in many industries. The skills required are the same all over the world, and as such it is not unusual to have people from all over the world working in the industry. A large percentage of the staff were either born overseas or have parents or grandparents with strong cultural ties to their countries of origin.

Many businesses recognise the contribution of these staff in providing multilingual skills and sharing knowledge of the customs and cultures of other nations.

When operating as a team, 'cultural diversity' should be viewed as an advantage.



Give examples where the elements of effective teamwork were present or not present while your team was planning the function.

Elements of effective teamwork	Present	Not present
Individual participation		
Maintaining a common goal		
Open/honest communication		
Strong interaction/interdependence		
Mutual support/cooperation		
Constructive criticism		

Upon completion of the team activity, complete the following:

1. The benefits of working as a team;

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2. The problems of working as part of a team;

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3. How problems within the team were overcome;

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4. What changes would be made if working as a team again (if any).

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**Performance Indicator: 2.3.4** Demonstrate behaviours and attitudes required for working with and for others

**Performance Indicator: 2.3.6** Express feelings, reactions and ideas in an appropriate manner when dealing with others

**Activity: Personal management skills**

There are 5 personal management skills. They are time management, problem solving, financial management, stress management, and life and work balance.

Identify and describe some projects or activities that might help your personal management skills

Write down your use of personal management skills in a school, community, or workplace project or activity and explain how your skills affected its outcome. Do this for each of the personal management skills.

- 1. Time management

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- 2. Problem solving

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- 3. Financial management

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- 4. Stress management

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- 5. Life and work balance

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**Performance Indicator: 2.3.7** Determine the helping skills you feel comfortable with and wish to contribute in relationships with others

**Performance Indicator: 2.3.8** Acknowledge the positive effects of expressing your feelings, reactions and ideas appropriately

**Background Information:**

**The importance of cooperation in a team**

Cooperation has many benefits:

- It builds an awareness of interdependence.
- When people cooperate to achieve common goals they stimulate each other to higher levels of accomplishment.
- It builds and reinforces recognition and mutual support within a team.
- It leads to commitment to the establishment’s goals.

**Developing trust and support in a team**

To encourage teamwork, the following guidelines could be adopted:

- Smile at the person you are working with.
- Look them in the eye.
- Listen to them.
- Shake their hand.
- Include them in your activities.
- Find interests that you have in common.
- Cooperate with them.
- Criticise their ideas, not the person.
- Be constructive in criticism.
- Accept them for who they are.
- Offer them help.
- Look for common experiences.
- Encourage them.

**Part A Scenario:**

*You are the team leader in your group (at work). You have discovered that one of the new members in your team has been doing their own thing, preferring to work by themselves, not contributing or asking questions about processes, and as a result, has and has made some mistakes, which will cost your team valuable time to fix. Using the guidelines and background information above, write out a role play scenario of how this situation can be improved.*

*Discuss your strategies as a whole class, or in smaller groups.*

**Part B Scenario:**

**Switch roles.** *You are now the new member of the team. Write down how you feel about the team leader pulling you aside to discuss your actions. Write you thoughts in terms of the table below:*

Positive effects of expressing your feelings reactions and ideas.	Effect on your job performance.

**Performance Indicator: 2.3.12** Engage in interactions and learning experiences that help build positive relationships in your life and work

### **Activity: Interpersonal Skills – Case Studies**

*Part A:* In pairs, choose one of the scenarios below. Discuss the problem and the solution to help build positive relationships. Role play the resolution to these issues to the rest of the class

*Part B:* After each role play enactment, as a class discuss how this resolution has helped to maintain/ build positive relationships in the workplace.

1. A fellow worker has been making comments about you to other workers. They are spreading rumours about you that are untrue. Your best friend is no longer talking to you. You need to talk to the person spreading the rumour and your best friend. (*Note: This role play needs 3 students.*)
2. Your supervisor disciplines you about being late handing in a document, in front of your fellow workers. You feel hurt that this matter has been raised in front of your peers and not with you alone.
3. A fellow worker arrives 10 minutes late in the mornings on a regular basis. You have been covering for them, but this is no longer possible as it is affecting your work.
4. You have been asked to write a proposal for extra funding, but have not been granted extra time to complete the work. It is starting to impact on your normal work and some tasks have not been completed. You feel you need to talk to your supervisor about the extra work.
5. You have just started a new job as a waitperson. Your supervisor has been watching your work very closely and this is making you nervous and unsure with your work. You feel your work would be better without the constant supervision.
6. After working for several weeks on a proposal you learn that your work has not been recognised by your boss. You feel you have not been given the recognition you deserve.
7. One of your fellow workers is constantly negative and often puts people down. He makes comments about their weight and their looks. You feel this behaviour is not acceptable and decide to talk to him.
8. You are angry and upset when one of your team members criticises your attempts at writing a report. It is your first attempt and you have not been given any assistance to write it.
9. One of your workers has been rude to customers using the hotel bar. These complaints are starting to impact on the number of people using the bar. You need to discipline the worker about the comments being made.

### **Extension:**

Using the above scenarios, role play the situations that will not resolve the issue, but rather exacerbate the problem.