Working Together, Working Well
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Forward and Acknowledgements

Thanks to you all,

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Table of Contents

How To Use This Manual

Following this "How To" section is a **Preface** to the manual. This preface provides you with an overview on:
- Teamwork
- Learning Outcomes
- Essential Skills
- Employability Skills
- Field Test Site Results

Next you will find **a Demonstrations Table**. This table indicates the various learning outcomes and demonstrations of each activity in an easy-to-understand reference table.

Each chapter in this manual has an **Introduction** to the topic being covered in that chapter. The topics are taken from the Employability Skills Toolkit as developed by the Conference Board of Canada. The chapters are:

1. Understand and work within the dynamics of a group
2. Ensure that a team's purpose and objectives are clear
3. Be open and flexible to the thoughts and opinions of others
4. Recognize and respect diversity, individual differences and perspectives
5. Provide feedback in a constructive manner
6. Contribute to a team by sharing information and expertise
7. Lead or support when appropriate, motivating a group for high performance
8. Problem solving and managing and resolving conflict

Within each chapter there are either three or four **learning activities** that will help you learn about different aspects of "working with others". The following table is an example of the layout of all the activities:

Activity Name:	*Title of activity*
Purpose:	*The objective of the activity*
Materials Required:	*Items required to carry out the activity including: handouts, paper, pencils/pens, etc.*
Essential Skill:	*Working with Others*
Other Essential Skills/LBS Outcomes Covered:	*• Shows the other Essential Skills the activity covers 1. Shows the Literacy and Basic Skills' Learning Outcomes the activity covers*
Trainer/Leader Instructions and Background Information:	*Brief overview of the activity and some background information on what is being taught for the facilitator of the activity*
Time Needed:	*An estimated time for the activity*
Activity:	*A step-by-step process on leading the activity*
Expected Results:	*These are demonstrations or expected learning outcomes of the activity*

The learning activities also provide any additional templates or information that you will need. They are designed for use within the workplace or within a Literacy and Basic Skills (LBS) upgrading classroom. The chapters and activities can stand alone without reading or doing the activities from previous chapters. However, a caution to this is that you may miss out on a skill in one activity that is needed to be successful within the next activity. We can only recommend that if you pick and choose individual activities, ensure that you read the activity carefully for assumed prior knowledge and if you pick and choose, you are doing so at your own risk. Some activities use "Scenarios." Review these and replace them (when possible) with real-life scenarios from your workplace or classroom. This will provide better learning for the participants.

Appendices

In the appendices you will find
- A listing of the current Essential Skills' profiles found on the website that names
- "Working with Others" as one of the most important skills for that job.
- Examples from the Essential Skills' profiles on how "Working with Others" is currently identified within the profiles.
- Quotes from the participants involved in field-testing the learning activities.

Bibliography

The bibliography has both resources and websites listed.

Preface

"The days of working alone on a well-defined task are over. Today you need to be able to work in teams and handle multiple tasks at the same time. You also need to be adaptable and ready for constant change."
        Elza Seregelyi, President, Elza Seregelyi and Associates Inc.

We continue to hear "multi-tasking," teamwork, and "adapt to constant change" as the buzzwords of the twenty-first century. What do they mean and how important are they? If they are important, what can we do as individuals to improve our skills? What if a worker's reading and writing skills aren't that good? What can he or she do to remain competitive in today's job market?

According to international research, Canada and the United States are two of the top five countries in the world that value individualism. The United States is the number one country and Canada is number four for valuing individualism. Because of this research, it is amazing that teamwork is becoming a common way to work in many North American work environments.

Obviously it is a struggle for many workers to grasp the concepts and importance of working in teams. That is why training on teamwork is key to teams being successful. Once a worker realizes that teamwork, when done properly, gives more control and respect to the individual, it can lead to increased productivity and better Total Quality Management.

According to Webster's dictionary, **team** is a "group of people working together for common purpose" and **teamwork** is "cooperation among members of a group." A **working group**, on the other hand, is usually a time-limited committee with a specific task.

A team works towards a common goal; if you add teamwork to this, the goal is obtained with input, sharing and respect from each of the team members. When done properly, no one individual should stand out, as everyone should be contributing equally. Many examples of this are found in sports. For example, in gymnastics, a team can win from the combined efforts of individual gymnasts. However, these same individuals are also competing to be the best gymnast individually. We can usually remember the individual who wins a number of gold medals, but can probably not name the individual members of a team who have won gold medals. In the eight-person rowing teams, you see the perfect example of teamwork…each individual must work in synergy with the others to achieve the fastest and best time. It also can show us the downfalls of teamwork; as a team is only as good as its weakest individual.

Teamwork

Working in a team in the workplace developed after the Second World War. In England, in 1945, therapeutic groups were created for soldiers returning from war because there was a belief that cooperative behaviour would be socially and intellectually stimulating. In 1946, 30 community leaders met to work in three groups to discuss social problems of concern. They did this in order to help people develop the skills needed to work more effectively in the community.1 These groups helped the members relate to others.

"Working with others" is a skill that can be applied beyond the workplace. In many aspects of life you have to be able to work with others. This manual will provide you with some "real life" examples and activities so that you can practice your team working skills.

There are many important aspects of teamwork that include:

- Good communication skills
- A sense of purpose
- Team members taking initiative
- A sense of team loyalty
- Conflicts are resolved without the team leader stepping in
- Knowledge of external demands on the team
- Clear objectives
- An understanding of how groups work
- An ability to deal with feelings as well as ideas
- Respect for the team leader

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[1] Workplace Literacy: Literature Review, Trends, & Models

Learning Outcomes

Learning Outcomes is a common language used by Literacy and Basic Skills (LBS) agencies to measure and document the learning achievements of learners. Learning Outcomes were developed by the Ministry of Education and Training in partnership with the literacy field in 1997.

There are five levels of Learning Outcomes. They are roughly equivalent to mostly Level 1 and 2 of the Essential Skills. They do not equate to grade levels in the regular school system.

There are three LBS Learning Outcomes Domains with component outcomes for each:
1. Communications
    • Read with Understanding for Various Purposes
    • Write Clearly to Express Ideas
    • Speak and Listen Effectively
2. Numeracy
    • Perform Basic Operations with Numbers
    • Use Measurement for Various Purposes
    • Solve Geometric Problems
    • Manage Data and Probability
    • Use Patterning and Algebra
3. Self-Management & Self-Direction
    • Become a self-directed learner capable of achieving the best results possible in work and personal life
    • Set, Monitor and Revise Short and Long-Term Goals

In each learning activity in this manual, you will find the correlating LBS Learning Outcomes that are also found within the activity in addition to the Essential Skills that are used.

Essential Skills

Essential Skills are the skills needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. They were developed in 1994 as a result of the International Adult Literacy Survey (IALS). A more clearly defined and comprehensive spin on the "Prose, Document Use and Quantitative Skills" was needed, so Essential Skills were developed. Also, the 4thth level was broken into two levels to create 5 levels of Essential Skills.

Through extensive research, the Government of Canada and other national and international agencies have identified and validated nine Essential Skills. These skills are used in nearly every occupation and throughout daily life in different ways and at different levels of complexity. There are nine Essential Skills that include:
- Reading Text
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Continuous Learning
- Thinking Skills
  - Problem-Solving
  - Decision Making
  - Critical Thinking
  - Job Task Planning & Organizing
  - Significant Use of Memory
  - Finding Information
- Computer Use

Many of the essential skills must be in place to ensure that **working with others** is an achievable skill. We assume that individuals have both oral communication and thinking skills. While all the other essential skills are important, an individual can improve them without being in a team situation, but without having both oral communication and thinking skills, this person cannot be effective in working with others.

Why should we invest in Essential Skills training? It will help Canada prosper by building a skilled and adaptable workforce. For workers, they will have:

- A higher rate of employment
- A reduced transition time between jobs
- Support for job maintenance and promotion
- Increased self-confidence and self-esteem

For employers the payoffs are also big. They will:

- Improve safety and productivity
- Help individuals adapt to workplace change
- Build employee morale
- Enhance communication and teamwork
- Create a more active learning culture

Presently research is being done on all levels (A to D and Management 0) of the National Occupational Codes across the nine industry sectors for the Essential Skills profiles. It will be completed by the end of 2005 or early 2006.

Employability Skills

Employability Skills include communication, problem solving, positive attitudes and behaviours, adaptability, working with others, and science, technology and mathematics skills.2 They are essentially the same skills as Essential Skills. They were developed in 1992 by the Conference Board of Canada and were developed from the perspective of employers while Essential Skills, on the other hand, were developed from the perspective of employees. The-Employability Skills Toolkit is a helpful document to understand the applications of these skills not only at school and work but outside that…in the home…in the community…etc.

"Workplace literacy skills enable people to speak, write prose, and make better use of numbers and documents, so that they can work responsibly, alone or in teams."3 The Conference Board of Canada

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2 Toolkit, (2000).
3 Strength from Within Overcoming the Bariers to Workplace Literacy Development, The Conference Board of Canada

Comparison of Employability Skills and Essential Skills

Chart was taken from:
"Make the Skills Connection" brochure, produced jointly by the Conference Board of Canada and Human Resources Development Canada

Employability Skills – the Conference Board	Essential Skills - HRSDC	Attitudes and Behaviours Employers Look For – the Conference Board
Communicate	Reading Text Document Use Writing Oral Communication	Demonstrate positive attitudes and behaviours
Manage Information	Computer Use	Work Safely
Use Numbers	Numeracy	
Think and Solve Problems	Thinking Skills	Be adaptable
Teamwork	Working with others	
Participate in Projects & Tasks		Learn continuously
	Continuous Learning	

Field Test Site Results

Extensive field-testing of all learning activities was undertaken. The learning activities have been tested within literacy and basic skills programs from all three sectors including College, School Board, and two Community Based Programs, one urban and one rural. Learner levels that were covered in the field tests ranged from LBS Level 1 to Level 4 LBS (equal to Level 1 and 2 in the Essential Skills).

Some Level 1 learners needed extra support with reading the handouts, but that is suggested for all activities involving handouts. The learning activities have not been leveled but you, the practitioner can adapt them for your learners' uses. –

"Students were able to share personal stories. Students also commented that they enjoyed this activity and found it very relevant to their personal lives."

In the workplace, one large pharmaceutical company used the learning activities independently and made them pertinent for their workplace. We also provided a training workshop for 10 employees at a hairstyling salon where a formal evaluation from each employee was received. The final workplace field test site was done by an independent Human Resources employee. This employee reviewed and evaluated the learning activities for usefulness and practicality of these kinds of training exercises. Even though workplaces were hesitant at first and a few presentations had to be made, once they used the activities or participated in them, the employees were thrilled with the results and how well the activities helped to develop teamwork skills within employees.

"All exercises were great to enforce the importance of working together for the common goal of the company, while respecting and understanding group expectations and individual ones."

Chapter 1 - Understand and Work within the Dynamics of a Group

"In the beginning, God made an individual - and then he made a pair. The pair formed a group, together they begat others and thus the group grew. Unfortunately, working in a group led to friction, the group disintegrated in conflict and Cain settled in the land of Nod - there has been trouble with groups ever since."

("Starting to Manage: the essential skills")

Key Points of this Chapter

1. "Breaking the Ice" – how to begin building a rapport amongst members in a team
2. Understand, recognize and respect the various personality types within your team
3. To learn how you can work with other personality types and what they bring to the team (even when it seems like you could never work with "that person")

Group dynamics are unique to each team…change one member and change the dynamics. So how do we understand and become aware of the dynamics? How do we understand how other members think? How do we learn to work together with respect? This chapter has exercises to help you learn how to answer these questions and begin the steps to creating effective teamwork.

According to the Conference Board of Canada's "Employability Skills Toolkit", the skills involved in this chapter:

- Bring out the best in others
- Make everyone in a group feel welcome
- Get to know your team members
- Recognize your own and others' contributions
- Adjust your behaviour to make the group function more harmoniously
- Live by the ground rules of a group
- Understand that groups involve change
- Recognize that group members have good and bad days
- Be a team player
- Share your own experiences (positive and negative) for the benefit of your group

The "Toolkit" goes onto say that individuals can practice and hone these skills at work by:

Understanding that co-workers are people with personal lives and commitments
Respecting co-workers' strengths and challenges when putting together a project team
Sharing information on a common subject
Recognizing that your co-workers' responses to your contribution may vary[4]

The Essential Skills as defined by Human Resources Skills Development Canada describe team working skills as "Working with Others". The Essential Skills Profiles reviews what skills each National Occupation Code job position involves and under the Skill of "Working with Others", they "examine the extent to which employees work with others to carry out their tasks."[5] They also define working together as a team as "A team is a group of workers who produce a product or accomplish a task through combined effort and organized cooperation."

Using these definitions and examples this Chapter also begins to examine and work with the five stages of team (or group) development:

Stage 1:   Forming

Stage 2:   Storming

Stage 3:   Norming

Stage 4:   Performing

Stage 5:   Adjourning

No, this is not a Dr. Seuss book, these are universally agreed upon stages of team development.[6] They were developed over 40 years ago and still stand today…working in teams is NOT a new concept and the process, while further researched and more defined, still follows the steps from many years ago.

In this chapter, we are focusing more on the "Forming" stage of teamwork development. In this stage, team members are relying on safe, structured or patterned behaviours. They look towards a leader for guidance and direction. Team members have a need to feel accepted and respected by the group. They are learning more about their similarities and differences and already developing ideas of who they feel comfortable working with. It's important to keep things simple and avoid controversy. You can consider it the orientation stage…building knowledge of what makes each other tick and how to work together. To grow from this stage, team members must be willing to let comfortable topics go and take the chance on the possibility of conflict occurring.

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[4] Employability Skills Toolkit, The Conference Board of Canada, Module Two – Identify & Reflect
[5] The Essential Skills Profiles, HRSDC website
[6] Tuckman, B. (1965) Developmental Sequence in Small Groups. Psychological Bulletin, 63, 384-399.

We cannot cover all the skills required to complete the "Forming" stage in the first Chapter, but what the Chapter does do is build a more comfortable, relaxed environment and teach team members to recognize similarities and differences amongst their co-workers and appreciate both at work.

This Chapter contains four activities. The first two activities are what trainers would call "icebreakers". These are usually used to help people get to know each other a little better and build a sense of camaraderie to start. Many people only use them when developing a new team or group or when a large number of the members of a team have changed. However, these can also be useful for teams that have been working together for awhile. In this last situation, individuals on the team find they really didn't know as much about their co-workers as they had thought. This can really help to bring even more cohesion to an experienced team.

The third activity in this Chapter is to discover everyone's personality-type. There are many personality-typing tests available, but this one really looks at four, distinct personality-quadrants and how individuals in different quadrants view work. This activity is enlightening on its own, but is really useful for the individuals in a team when paired with the fourth activity. The fourth activity shows individuals that while people may, at first, prefer to work with similar personality types, adding in a variety of personality types to a team creates the best task-solving situations. It gives individuals a chance to understand how their co-workers prefer to work. It also gives everyone on the team a chance to respect the working-styles of their co-workers.

In conclusion to this introduction, this chapter focuses on:
- Starting to build team cohesion
- Starting to build a comfort level between team members
- Starting to build a level of respect for the diversity of the team
- Understanding where your own skills fit into the team

Learning Activity 1 - 1

Activity Name:	**Getting to Know You**
Purpose:	To begin to build a relationship between team members to develop a sense of "safety"
Materials Required:	Pens or pencils Index (recipe) cards Paper Name stickers
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Writing • Thinking Skills 1. Write clearly to Express Ideas 2. Speak and Listen Effectively
Trainer/Leader Instructions and Background Information:	This exercise is simple and should begin to create ease among group members. It should be used when new teams are being developed.
Time Needed:	20 minutes
Activity:	1. Give each person a name sticker and have them print their first name on it clearly and affix it to themselves. 2. Give each person an index card. 3. Instruct them to print their name on the card and something unique about themselves that they think others don't know…it can be a hobby or their age or their mother's maiden name or a bone they've broken or something they've won, etc. 4. Collect all the cards and number them. 5. Have participants write the number of participants on the left side of their blank paper in ascending order. 6. Read each card aloud (but not the participant's name) in the order you have numbered them. Each participant will write the name of the team member they think wrote that particular card on their paper. 7. Read each card again and have participants guess who they think it is aloud. Then have the owner of the card identify themselves.
Expected Results:	1. Participants begin to know each other and become familiar with each other's names. 2. Interest in each other and camaraderie are developing.

Learning Activity 1 - 2

Activity Name:	**Past jobs that haunt you**
Purpose:	To begin to build a relationship between team members to develop a sense of "safety"
Materials Required:	None
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Thinking Skills 1. Speak and Listen Effectively
Trainer/Leader Instructions and Background Information:	This exercise is simple and should begin to create an ease amongst group members. It should be used when new teams are being developed.
Time Needed:	30 minutes
Activity:	1. Begin this activity by telling the group that you would like each individual to share a job they had in the past and something significant they learned at that job…whether it be good or bad. 2. Give them about a minute to think about this and then ask for a volunteer to share first. 3. Proceed clockwise to ensure each participant has a chance to share. 4. Remember to acknowledge each person's story to show you are listening and respecting what he or she has shared.
Expected Results:	1. Participants begin to know each other better. 2. Interest in each other and camaraderie are developing.

Learning Activity 1 - 3

Activity Name:	**Why Do I Do the Things I Do?**
Purpose:	To understand, recognize and respect the various personality types within a group

Materials Required:	Pens/pencils
	Paper
	Handouts – 3 pages personality types
	              1 page personality types definitions
	Overhead with transparency or handout – example of
	              completed quadrant

Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading Text • Document Use • Thinking Skills 1. Read with Understanding for Various Purposes 2. Manage Data and Probability 3. Self-Management/Self-Direction
Trainer/Leader Instructions and Background Information:	Background: We all have distinct personalities. There are many types of personalities. We cannot change who we are for the workplace, but we can learn to work together with different personality types by understanding our own and others. The best possible team is a mix of all the personality types.
Time Needed:	45 minutes
Activity:	1. Using the following pairs of statements on the next two pages, have group members circle the one letter (to the left of the statements) for each pair of statements that best describes them most of the time. They must make one choice for every set. *If you are concerned about the reading levels, read the statements aloud slowly, allowing time for selection.* 2. At the bottom of the second page have everyone total the number of each letter they circled. 3. On the third page you will find a graph. Every one will graph their own scores with an "x". They will then join each point with a line creating a four-sided

	quadrant. It is important to illustrate how this is done with an example. You will find this example on the page after the blank graph. Using this as an overhead is helful or make a copy for each member of the group. 4. Hand out the summary of all the personality types found on page number 12. 5. Discussion. Find out what everyone's personality-type is and ask them if this is reflective of themselves or a bit of a revelation *(If they think is seems incorrect, have them review their selected answers again)*. Ask participants if this has helped them to see how others in their team think approach work. 6. To further the discussion ask "How are we all similar?" (things that are different). 7. Mention that there is another activity following this one on working with different personality types.
Expected Results:	1. Statements read, answered and totalled correctly. 2. Correctly completed graphing of results. 3. Discussion showing thinking skills about others' personalities.

Personality Statements[7]

1. E   I am easy to get to know at work or new social situations
    I   I am more difficult to get to know at work or new social situations

2. I   I like to talk about issues and tasks at hand. I do not stray   from the topic at hand
    E   My conversations reflect my own life experiences. I may   stray from the topic at hand

3. P   I do not like to add to group discussions
    A   I feel comfortable adding to group discussions

4. P   I like to keep to the rules
    A   I think rules were meant to be broken

5. I   I make most decisions based on facts
    E   I make most decisions based on my feelings, experience or relationships

6. P   I rarely use my hands and arms to emphasize a point when speaking. I rarely use a different tone of voice to emphasize points
    A   I often use my hands and arms to emphasize a point when speaking. I often use a different tone of voice to emphasize points

7. A   I am more likely to make statements like "This is so!" and "I feel…"
    P   I am more likely to make statements like "According to my sources…"

    E   I have a tendency toward active facial expressions or visible body responses during speaking and listening
    I   I have more limited facial expressions or visible body responses during speaking and listening

8. I   I tend to keep important personal feelings private. I tend to share only when I have to
    E   I tends to show or share personal feelings more freely

9. I   I show less enthusiasm than most people
    E   I show more enthusiasm than most people

10. A   I am likely to introduce myself to others at social gatherings
    P   I am likely to wait for others to introduce themselves to me at social gatherings

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[7] Adapted from: "How to Become a Better Communicator", SkillPath Seminars, 2001

11. E   I am flexible about how my time is used by others
     I   I like to control how my time is used by others

12. I   I prefer a plan or agenda
     E   I like to go with the flow

13. A   I am naturally assertive
     P   I am naturally reserved

14. A   I tend to express my own views
     P   I tend to reserve expressing my own opinions

15. A   I tend to make decisions quickly
     P   I tend to decide more slowly or deliberately

16. I   I prefer to work by myself or have control of
           how I work with others
     E   I prefer to work with others

17. P   I approach risk or change more slowly or with caution
     A   I approach risk or change quickly and impulsively

Total number circled: I _____   E _____   P _____   A _____
                                 Introvert   Extrovert   Passive   Assertive

Basic Personality Quadrant

E

High Express

RELATOR

INITIATOR

Low Risk

P ← → A

High Risk

ANALYZER

DRIVER

Low Express

I

Basic Personality Quadrant (Example)[8]

This is the graph of the following totals:

I	1	E	8	P	1	A	8

Looking at the quadrant you can see that this person is definitely an Initiator with a touch of the Driver. They flow to the high risk (assertive/fast) and the high express (people/open).

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[8] Adapted from: "How to Become a Better Communicator", SkillPath Seminars, 2001

Understanding What the Personality Quadrants Mean:

Relator: This is the Helper. These individuals value harmony, safety and close personal relationships. They also avoid conflict. They believe it's just important to get along.
What they want in a team or work environment is little detail, a safe environment and direction.

Initiator: This is the Socializer. These individuals value fun, excitement, interaction with people and allowing their creativity to flow (brainstormers). They believe it's important to be appreciated.
What they want in a team or work environment is little detail and compliments.

Driver: This is the Director. These individuals value results, success and the bottom-line. They are the visionaries and the delegators. They believe it's just important to get the work done.
What they want in a team or work environment is pertinent details (executive summary), being specific and concise and some options.

Analyzer: This is the Analytic. These individuals value accuracy, precision, organization, structure, facts, logic, detail. They are the perfectionists. They just want to get it right.
What they want in a team or work environment is all the details, specifics, concise solutions and ideas.

The High Express/Low Express line indicates their focus and if they are high express, they love people and are very open. Low express indicates they are guarded and task oriented.

The High Risk/Low Risk line indicates their assertiveness. If they are high risk, these are the individuals we describe as assertive, fast, pushy and sometimes pit bulls. The low risk individual is usually passive, slow, quiet and occasionally referred to as a doormat.

Learning Activity 1 - 4

Activity Name:	**I Don't Want to Work with You, But Can I?**
Purpose:	To understand why various personality types can enhance a team/group environment
Materials Required:	Pens/pencils Paper Individual results of personality test from Activity 1 Problems hand-outs 1 and 2
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading Text • Writing • Thinking Skills 1. Read with Understanding for Various Purposes 2. Write Clearly to Express Ideas 3. Speak and Listen Effectively
Trainer/Leader Instructions and Background Information:	This activity will show the importance of having a mixture of different personality types on a team. It will help build cohesion amongst the team members. For the first part ask the group to break off into pairs or smaller groups based on similar personality types. The groups will be Relator, Initiator, Analyzer and Driver. It will be based on where the majority of their quadrant fell on the graph. For the second part make up groups with at least one of each personality type OR have the team work as a whole.
Time Needed:	40 minutes
Activity:	The first set of problems came from the "Skills at Work – Workbook 2 Series". 1. Using the first page of problems (Problems One). Each group will brainstorm 2 to 3 ideas on how to handle each problem. Each team needs to select someone to record their ide as. 2. After 10 minutes, ask each group to share what they noticed as being the difficulties they experienced when approaching solutions to the problems. Highlight that without different personality types, problem solving can be difficult or not as thorough. 3. After breaking everyone into the new groups (or having the whole group work together) have them brainstorm 2 to 3 **viable** ideas for the second set of problems *(Problems Two)*. Ask for someone to offer to be the recorder.

	4. After 10 minutes, ask everyone to discuss what they noticed as the change in working together from the first group. 5. Ask them to summarize why they need to have a variety of personality types within a team. *They should indicate that more solutions can be brainstormed and can be carried out. Every team needs ideas, but they also need individuals that can put these ideas into fruition and someone that can analyze potential pit-falls before they happen or how to fix them.*
Expected Results:	1. The group as a mixture comes up with a variety of solutions that are reasonable and are likely to be successful. 2. The group recognizes the importance of having a variety of personality types within their work-teams.

Problems One

Working in a kitchen, a number of things can go wrong. The following are three examples of those kinds of problems. Come up with 2 to 3 possible solutions to these problems.

a) The vegetable order is delivered to the restaurant late or incomplete.

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

b) The dishwasher calls in sick.

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

c) A batch of 50 desserts are burnt.

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

Problems Two

Working in an office, a number of things can go wrong. The following are three examples of those kinds of problems. Come up with 2 to 3 possible solutions to these problems.

a) Your supervisor needs 25 copies of a 15-page report. The photocopier breaks down two hours before the report is ready to be copied.

1. _____
    _____
    _____

2. _____
    _____
    _____

3. _____
    _____
    _____

b) The telephone receptionist calls in sick.

1. _____
    _____
    _____

2. _____
    _____
    _____

3. _____
    _____
    _____

c) Only 8 people have signed up for a training workshop scheduled a week away. The trainer you have booked insists on a minimum of 12 participants.

1. _____
    _____
    _____

2. _____
    _____
    _____

3. _____
    _____
    _____

Chapter 2 – Ensure that a Team's Purpose and Objectives are Clear

"We have too many high sounding words, and too few actions that correspond with them." (Abigail Adams, letter to John Adams, 1774)

Key Points of this Chapter
1. Setting team goals as a group to increase team cohesion building
2. Creating short-term and long-term goals using a planning process
3. Defining and creating the ground rules for the team
4. Developing a process for feedback focusing on self-reflection
5. Looking at what motivates individuals on the team

Team work will fail if the team has no clear purpose or objectives for existing. Individuals on a team need clear responsibilities and the authority to make decisions alone. So how do we develop these objectives? How do we make sure individuals can make clear decisions? How can we trust to give authority to individuals? This chapter has exercises to help you learn how to begin to answer these questions and to take the next steps in creating effective teamwork.

According to the Conference Board of Canada's "Employability Skills Toolkit", the skills involved in this chapter:

- State in clear language why the team is together and what it wants to accomplish
- Contribute to the setting or clarification of goals
- Understand how individual roles and responsibilities support a team

The "Toolkit" goes on to say that individuals can practice and hone these skills at work by:
- Understanding the mission and goals of an organization or group
- Developing a shared understanding of who your customers are, as well as their needs
- Identifying and understanding how your job fits with the mission and goals of a group or organization[9]

The Essential Skills as defined by Human Resources Skills Development Canada describe team working skills as "Working with Others". The Essential Skills reviews what skills each National Occupation Code job position involves and under the Skill of "Working with Others" they "examine the extent to which employees work with others to carry out their tasks."[10] They also define working together as a team as "A team is a group of

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[9] Employability Skills Toolkit, The Conference Board of Canada, Module Two – Identify & Reflect
[10] The Essential Skills Profiles, HRSDC website

workers who produce a product or accomplish a task through combined effort and organized cooperation".

Using these definitions and examples this Chapter also begins to examine and work with the five stages of team (or group) development:

Stage 1:   Forming

Stage 2:   Storming

Stage 3:   Norming

Stage 4:   Performing

Stage 5:   Adjourning

No, this is not a Dr. Seuss book. These are universally agreed upon stages of team development.[11] They were developed over 40 years ago and still stand today…working in teams is NOT a new concept and the process, while further researched and more defined, still follows the steps from many years ago.

In this chapter, we are focusing more on the beginning of the "Storming" stage of teamwork development. In this stage, team members experience competition and conflict based on their relationship with others in the group. They begin to organize for the job at hand and this is where conflict results in their personal relationships. Individuals within the group have to modify their feelings, ideas, attitudes and beliefs to suit the full dynamics of the team. Fear of failure will increase their need for structure. Even if the conflicts do not surface as group issues, they do exist. Questions about responsibilities, rules, rewards and evaluation will be asked. There may also be obvious behavioural changes in individuals based on competition and anger. This stage is the most uncomfortable for individuals. Some will remain silent and others will try to dominate discussions and decisions. To grow from this stage, team members must be willing to move from a "testing and proving" mentality to a problem solving one. The most important skill to use for this transition is communication…the ability to listen effectively.

This chapter starts with a transitional learning activity between the stages of "Forming" and "Storming" by "Setting Team Goals". This activity allows team members to be a part of developing the plan of action and outlining the short term goals required to reach their ultimate goal. Conflicts can arise, but can still be addressed by some of the learning activities in Chapter 1.

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[11]   Tuckman, B. (1965) Developmental Sequence in Small Groups. Psychological Bulletin, 63, 384-399.

The next activity involves defining and setting the ground rules for the team. In the "Storming" stage, rules and boundaries are still key to keep focus for the group. When members of the team are involved in setting the ground rules, these rules become a little easier to work and live by.

The third activity in this chapter addresses the need for feedback on an individual's work. There are still concerns about the "safety" of the group, so this exercise looks at the individual providing self-feedback, thus avoiding the potential conflicts of others giving not-so-constructive criticism.

The last activity in this chapter looks at motivating individual team members. In order to move forward, individuals must feel their contributions are appreciated…but how do we appreciate them? This exercise addresses what is seen as important for the team members. Do not make the mistake that financial compensation is the answer to everything. This exercise gives team leaders a better understanding of how to encourage their team members to perform at their best.
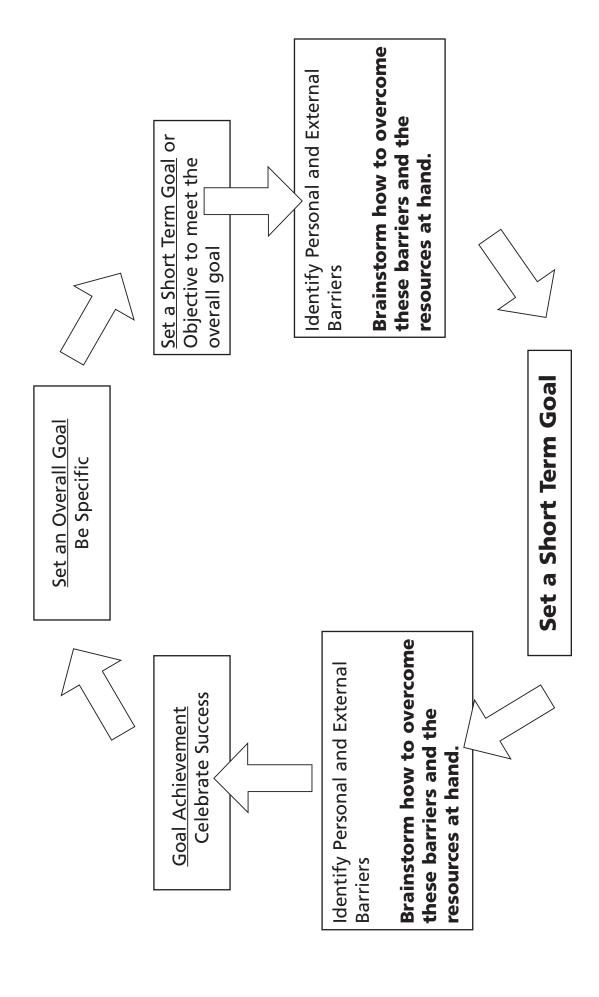
In conclusion to this introduction, this chapter focuses on:
- Establishing clear and recognized objectives and goals for the team
- Establishing clear and recognized ground rules for the team
- Ensuring that individuals on the team are looking at how to improve or change their work roles
- Establishing a team work environment where individuals are motivated to reach the goals

Learning Activity 2 - 1

Activity Name:	**I Need a Goal and We're Not Just Talking Hockey**
Purpose:	To learn to set team goals so each individual can become the best possible team player he or she can be
Materials Required:	Pens or pencils Paper Handout on the "Cycle of Successful Goal Planning" Handout on "Goal Planning" Handout on "Spider Plan"
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading Text • Document Use • Writing • Oral Communication • Thinking Skills 1. Read with Understanding for Various Purposes 2. Write Clearly to Express Ideas 3. Speak and Listen Effectively 4. Self-Management/Self-Direction
Trainer/Leader Instructions and Background Information:	For teams to work effectively together they need to be a part of the goal setting process and planning. The ultimate goal for the team maybe decided by others outside the group, but the short term goals and the process to get there (including dealing with conflict and barriers) needs to be decided by the team. This will allow everyone to have a personal stake in what they are doing and a stronger feeling of accomplishment and a job well-done. In this activity we have shown them examples like incident reports that they would be familiar with writing up on their own and now they will be learning to transfer those skills into a teamwork environment. Transferring of skills is not a natural process and must be learned. To do it successfully participants must go from the "known" (Incident Report) to the "unknown" (planning a meal for 5 co-workers or a plan to improve production).
Time Needed:	45 minutes
Activity:	1. Divide the partivcipants into small groups. 2. Tell the groups that they are planning a meal at their home for themselves and fiveco-workers. They need to set the date and time, the menu, the grocery list and incidentals (i.e. cleaning the house). Each group must select a recorder. Give them about 10 minutes to plan the meal.

	3. As a whole group, have them discuss their successes and their failures.
	4. Ask the group what made it difficult for them to do this exercise and what kind of feelings the group experienced?
	5. Hand out the "cycle of Successful Goal Planning". Discuss the planning process.
	6. Show them the sample "Spider Plan" on "Writing an Incident Report".
	7. Have them work through the "Spider Plan" for their "A meal for yourself and 5 co-workers". Or have them create a new plan for their particular workplace needs. For example: "Improving production"
	8. Conclude by discussing how brainstorming and following this process can make goal-setting clearer and more productive.
Expected Results:	1. Individuals on the team will be able to work through conflict and potential barriers with forethought.
	2. Tems will be able to set short-term goals working on the strenghts and weaknesses of the team.

Cycle of Successful Goal Planning

Set an Overall Goal
Be Specific

Set a Short Term Goal or
Objective to meet the
overall goal

Identify Personal and External
Barriers

**Brainstorm how to overcome
these barriers and the
resources at hand.**

Set a Short Term Goal

Identify Personal and External
Barriers

**Brainstorm how to overcome
these barriers and the
resources at hand.**

Goal Achievement
Celebrate Success

Adapted from "Discovering Life Skills Volume 5, YWCA of Greater Toronto 1994"

Goal Planning

Setting a long term goal at work or within a team is usually very clear…it must match the needs of the company and it is often dictated by the company. However, work teams need to set their own short term goals to achieve the major goal.

There is a simple set of rules to follow to follow in setting short term goals and it is called S.M.A.R.T. goal planning.

S – the goal is Specific using clear and concise language
M – the goal is Measurable
A – the goal is Attainable
R – the goal is Relevant
T – the goal is Time-lined

To obtain and ensure that the short term goal is relevant, it's a good idea to "Spider Plan". Using the following sheet, break down your goal into smaller parts.

After setting your short term goal as a team, discuss the choices on how you can achieve it. Ask the questions:
1. What are our choices?
2. What are the various ways we can achieve this goal?
   - Look at more than one option before choosing the most suitable or direct way.
   - Ask if this is realistic for your team
   - Discuss if this is something you can attain
   - Make sure everyone is in agreement that this is the best route to take…buy-in is important so that everyone owns the goal

Now the group needs to look at the potential barriers to achieving their goal.
Potential Personal Barriers involve yourself and the team as a whole:
-skills, abilities, personalities, attitudes, emotions, weaknesses, etc.
Potential External Barriers involve blocks outside the team:
-time, profit-line, management goals, co-workers, etc.

The team then needs to identify:
- Its strengths
- The resources that are available to it
- Any missing information about the long-term and short-term goals
- Any help they may need
- Anything that will make the goal more manageable

Spider Plan

Date

Time

Policies violated

Employees/Co-workers involved

Writing an incident report

Supervisor informed? (if no, why not?)

Reason why this happened

Incident

Injuries

Solutions

What happened?

Steps to stop this from occurring in the future

Spider Plan

Date and time

A meal for yourself and five co-workers

Menu

Grocery List

Learning Activity 2 - 2

Activity Name:	**Rules are Made (and can sometimes be broken)**
Purpose:	To develop how the team will operate
Materials Required:	Pens or pencils Paper Flipchart/whiteboard Markers Masking Tape
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Writing • Oral Communication • Thinking Skills 1. Write Clearly to Express Ideas 2. Speak and Listen Effectively 3. Self-Management/Self-Direction
Trainer/Leader Instructions and Background Information:	Although too many rules/structure can lead to a lack of new ideas, if there is no structure chaos can occur. Setting ground rules lets everyone know what is important to members of the team. Ground rules can help to overcome conflicts. When conflicts occur, refer individuals to the ground rules and have them analyze whether they have used the ground rules or ignored them. Ground rules should also be referred to monthly to remind everyone of their existence. It is also a way for a team that seems to be if it comes up in the activity process. Give the responsibility for the answer back to the participants by asking the W-5 questions…What would happen if individuals on the team had no job satisfaction? Why would meeting deadlines be important to teamwork?
Time Needed:	45 minutes

Activity:	1. Working on their own, have participants write down (single words or phrases) what is most important to them in their job/work. Examples to get them started are:
	      • Job satisfaction
	      • Meeting deadlines
	      • Receiving training
	      • Influencing how the work is done
	      • Respect

	2. Ask them to prioritize their answers from the most important to the least important. Give them 5 minutes to complete these two tasks.
	3. Break the larger group into smaller groups of 3 to 4 people.
	4. Ask each group to share their two most important answers within their group and to make a list of the top five agreed upon by their group (5 minutes).
	5. Ask each group to share their list with the full group and record their answers on a flipchart. (If more than one team has the same priorities, place a check-mark beside the same answer for each duplicate response.)
	6. Using the masking tape, place this list on a wall where everyone can clearly see it (if using a whiteboard, ensure there is enough space to do two more lists).
	7. On a new flipchart sheet write the title "Possible Team Ground Rules".
	8. Ask the participants to come up with "Ground Rules" for working together using the list of what is important for them in their jobs and record these thoughts on the flipchart (give them five minutes and make sure to ask for everyone's opinion).
	9. Starting with the first item on the list, ask the participants if this is a priority for them (they can have as many priorities as they would like). *You can use a voting system of having everyone raise their hands if it is a priority and write the number of positive responses beside the item.*
	10. Place this list on a wall where everyone can clearly see it.
	11. On a new flipchart sheet write the title "Team Ground Rules" and list the majority "Rules" under the title. (more than half of the group agreed these were a priority)
	12. Ask the group to review the rules and make any changes they agree upon. Keeping

	"consensus" in mind, ask if there are any rules that someone is uncomfortable with or feels is strongly missing. If the company has specific ground rules that do not appear on the list, remind members that these must be added.
	13. Inform the group you will put this list together for each one of them to have a copy (and remember to do it!).
Expected Results:	1. The team will have "Ground Rules" for how they work together.
	2. Each member of the team will learn that the main thrust of ground rules and working with others is to have your needs and skills respected.

Learning Activity 2 - 3

Activity Name:	**How am I doing?**
Purpose:	To give employees the ability to provide their own feedback on how they are doing on the job
Materials Required:	Pens/Papers Handout "Self-feedback" sheet
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Document Use • Writing • Thinking Skills 1. Write Clearly to Express Ideas 2. Self-Management/Self-Direction
Trainer/Leader Instructions and Background Information:	Don't underrate the importance of feedback as a motivator…let employees know when they're doing a good job and how to improve if they're struggling. It's a big job to have a manager or leader provide all the feedback. Have employees learn to give feedback to themselves. When employees are motivated, absenteeism is lowered and morale is higher. You can also let the participants know that the "Self Feedback" rating scale can be changed by them to reflect a scale they would prefer.
Time Needed:	15 minutes
Activity:	1. Using the "Self Feedback" sheet, have each participant list as many "tasks" as they can think of that they do in their jobs, including working with others (5 minutes). 2. Break the group into pairs of co-workers and ask them to review the tasks of their co-worker, looking for gaps. Have them fill any gaps that they find. 3. Tell participants this is now their own "Self Feedback" form that they can use daily or weekly to rate their own performance. It is for their own personal use and you strongly recommend that they take advantage of it.
Expected Results:	1. Participants will have created personalized "Self-Feedback" forms based on their work and motivational needs. 2. Team members have a way to review their own work and improve their skills.

Self-Feedback

Date: _____   Employee: _____

Rate how you did on each task today:

	Scale					
	Needs Improvement				Excellent	

1. Working with others	1	2	3	4	5	6
2. _____	1	2	3	4	5	6
3. _____	1	2	3	4	5	6
4. _____	1	2	3	4	5	6
5. _____	1	2	3	4	5	6
6. _____	1	2	3	4	5	6
7. _____	1	2	3	4	5	6
8. _____	1	2	3	4	5	6
9. _____	1	2	3	4	5	6
10. _____	1	2	3	4	5	6
11. _____	1	2	3	4	5	6
12. _____	1	2	3	4	5	6
13. _____	1	2	3	4	5	6

Chapter 3 - Be Open and Flexible to the Thoughts and Opinions of Others

"Before I can walk in another person's shoes, I must first remove my own." Unknown

Key Points of this Chapter

Supporting others within your team – building positive feelings within the individuals in your team
Sharing and expressing opinions within the team – feeling confident enough to do so
Being flexible and empathetic towards team members – how to do it

According to the Conference Board of Canada's "Employability Skills Toolkit," the skills involved in this chapter:

- Respect other people's points of view
- Show patience and consideration for others
- Be open to learn more from others

The "Toolkit" goes on to say that individuals can practice and hone these skills at work by:

- Accepting the general consensus even when you disagree
- Brainstorming marketing strategies for the launch of a new product
- Recognizing when a difference of opinion is personal preference vs. a foundational principle[12]

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Using these definitions and examples, this chapter also begins to examine and work with the five stages of team (or group) development:

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[12]   Employability Skills Toolkit, The Conference Board of Canada, Module Two – Identify and Reflect
[13]   The Essential Skills Profiles, HRSDC website

Stage 1:   Forming

Stage 2:   Storming

Stage 3:   Norming

Stage 4:   Performing

Stage 5:   Adjourning

No, this is not a Dr. Suess book. These are universally agreed upon stages of team development.[14] They were developed over 40 years ago and still stand today. Working in teams is NOT a new concept and the process, while further researched and more defined, still follows the steps from many years ago.

In this chapter, we are focusing more on the "Storming" stage of teamwork development. In this stage, team members experience competition and conflict based on their relationship with others in the group. They organize for the job at hand. This is where conflict results in their personal relationships. Individuals within the group have to modify their feelings, ideas, attitudes and beliefs to suit the full dynamics of the team. Fear of failure will increase their need for structure. Even if the conflicts do not surface, they will exist. Questions about responsibilities, rules, rewards, and evaluation will be asked. There may also be obvious behavioural changes of individuals based on competition and anger. This stage is the most uncomfortable, as stated in the previous chapter, because some individuals will remain silent while others will dominate discussions and decisions. To pass through this stage, team members must be willing and able to move from a testing and proving mentality to a problem-solving mentality. The vital skill to use for this transition is communication which begins with listening effectively.

The activities in this chapter focus on working with team members to determine the best course of action once a problem is detected. What is the basic rule of thumb when determining a course of action? Always start with the five W's – Who, What, Where, When, Why, and How. Throughout this manual, you have been working on skills to help you be a contributing member of your team at work. This can be equated to sports teams as well. For example, the problem might be that Team Canada's Hockey team is losing by 2 goals in the second period.
Who is involved – the entire team
  • What – the team needs at least 2 more goals
  • Where – on the ice surface during this game
  • When – during this period and the next period
  • Why – in order to tie or win the hockey game
  • How – play better defensively in order to not allow the other team many chances to shoot the puck at the net and provide Canadian forwards with more scoring opportunities so that they can score more goals.

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[14] Tuckman, B. (1965). Developmental Sequence in Small Groups. Psychological Bulletin, 63, 384-399.

Unfortunately, a situation at work is not as simple or straightforward as this example. However, the strategies/principles remain the same. Determine the answers to all of the above questions for your problem, and your solution will surface. As you notice in the above example, none of the action could have been possible unless the entire team worked together to support this outcome. It is the same in a job situation. All team members must work together for the common goal – solve the problem.

In order to contribute to the team, you must volunteer your ideas and information. There is no one else like you on this team, so no one is thinking the same things that you are. Sure, there may be times when you and another worker come up with the same idea. However, your method for finding this idea or solution will be different. Remember that you should speak up when you have something that will move your team forward.

Learning Activity 3 - 1

Activity Name:	**Lean on Me Part of the Storming Stage of Group** Development which is where conflicts occur and energy must be put into remaining part of the team
Purpose:	To support others within your team
Materials Required:	Pens/Papers Handout "Self-feedback" sheet
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading text • Writing • Thinking skills 1. Write Clearly to Express Ideas 2. Speak and Listen Effectively 3. Read with Understanding for Various Purposes
Trainer/Leader Instructions and Background Information:	This activity will provide team members with different examples of how to support others within their team. It will help build positive feelings within the team. First, individuals must be made aware of the "Five W's" which include: Who, What, Where, When, Why and How. In any situation or activity, once you have the answers to these questions, you have clear steps to follow. Journalists use these questions as an assessment for all their stories to ensure they have written an unbiased and objective account of the situation. Identifying or clarifying problems is the first step to solving them. Individuals will be given 3 workplace scenarios to discuss or they can use one of their own. They need to come up with a plan of support for the person in their scenario. We have provided an example for you to review (using scenario 3).
Time Needed:	60 minutes
Expected Results:	1. Have each person think about a problem at work. 2. If they cannot think of a problem situation at work, they can look at the scenarios on the following page and choose one of them to review. 3. Then have them think about how someone supported them in this problem at work.

	4. "If they are using one of the scenarios provided, they need to figure out how theycould support the person described in the scenario.
	5. Hand out "The Five W's" sheet.
	6. Have each person write down the situation and how they were supported using the Five W's handout.
	7. Then have each person share his/her information with the entire group.
	8. Have one person record the information on shart paper.
	9. Discuss how these ideas of support could work within this job.
	10. Ensure that each team member gets a typewrittencopy of the situations and how to support people.
Expected Results:	1. The group or team comes up with a variety of situations and how to support members of the team that are reasonable and likely to be successful.

The Five W's – Be Open and Flexible to the Thoughts and Opinions of Others Template

Who	
What	
Where	
When	
Why	
How	

Scenarios for Learning Activity 1 – Be Open and Flexible to the Thoughts and Opinions of Others

Scenario 1

Fred, part of the accounting team, along with you and one other person, has a report due. The deadline is causing him stress. He is struggling to make the deadline. He has already been given extra time to complete the report but he just is not making any headway. This makes your accounting team look weak. How do you support Fred?

Scenario 2

Jenny has come in late every day for week.   She is part of the secretarial team along with you and 2 others. She has already received 2 warnings and if she is caught again, she will be fired. How can you help her arrive for work on time?

Scenario 3

Sally works on the line with you in a manufacturing company. She constantly makes mistakes measuring wood which causes you to throw out or waste a lot of wood. You work as a team. The more mistakes she makes, the more difficult it is for you two to make your quotas. She makes repeated mistakes and yet she won't read any of the notices or memos sent around to employees. She says that there's nothing worth reading on the company bulletin board. You think that she has a problem with reading and it's not just her being stubborn. How can you help her?
Example:

The Five W's Example – Lean On Me – Be Flexible to Thoughts and Opinions of Others

Scenario 3

Who	• Sally
What	• She is making consistent mistakes • She also doesn't read any printed material that the company provides to employees
Where	• At work
When	• All the time when Sally is at work
Why	• I believe that she has a problem with being able to read which is why she refuses to read and why she repeatedly makes mistakes • She says that she can't be bothered to read anything the company puts out
How	• She is doing her job without all of the available information
	• Start reading memos and other printed materials for her (short term support) • Find out information about literacy agencies for adults and suggest she attend or at least have an evaluation to determine her reading skills (long-term support)

Learning Activity 3 - 2

Activity Name:	**The Gumby Rule**
Purpose:	To expand your ideas of being flexible
Materials Required:	Paper Pens "Flexibility Quiz" Handout
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading text • Writing text • Oral Communication • Thinking Skills 1. Write Clearly to Express Ideas 2. Speak and Listen Effectively 3. Self Management/Self-Direction
Trainer/Leader Instructions and Background Information:	In order for team members to work well with each other, they must be flexible and empathetic towards others so the workplace can run efficiently and effectively. Employees must have empathy for the thoughts and feelings of others. It is always wise to give the benefit of the doubt to another person because you never know what could have transpired before they arrived at work. For example, you may be quick to point out that a fellow employee was late by 1 hour this morning for her shift. You might be shocked to find out that last night her husband, who is an ESL teacher, had 1 of his students bring his entire family to stay at his house last night in order to provide them with a safe temporary shelter. The reason she was late was that she had to run out as soon as a grocery store opened to purchase food for them to have when they left her house. There may be a time when you have been promised something (like a raise by your boss). However, when the time came for the raise, she was unable to follow through because of an entire shifting of the company and your boss is now not your boss anymore. As an employee, you need to be able to "roll with the punches" and "take each day as it comes." In many cases, things are not as they seem, so you must give the benefit of the doubt first and ask for clarification.
Time Needed:	75 minutes
Activity:	1. Provide participants with the "Flexibility Quiz". 2. Have each individual complete the "Flexibility Quiz". 3. Using the results of the quiz, have each individual write down 3 ways he or she can become more flexible.

	4. Form individuals into five smaller groups (one per scenario found in the "Quiz").
	5. Have each small group review their combined solutions which will be found on their 3 ways to become more flexible list.
	6. Have each small group choose the best solution to their assigned scenario and
	7. Have them discuss the following questions as a wrap up to this exercise. Was it difficult to determine "flexible solutions" to these 5 scenarios? Have you had to "bend" or be flexible in another work situation? How did you handle it? Will you be able to look for ways to be more flexible when situations arise within the team?
	8. Ask participants why flexibility is important to the team and to themselves at work.
Expected Results:	1. Each individual develops a better understanding for the need to be flexible in their opinions and in their job. 2. Individual team members learn different strategies for dealing with various scenarios.

Flexibility Quiz

Choose one statement from each question that best reflects you.

1. You have prepared a report that details all of last month expenditures for your boss. It is due at 5:00 pm this coming Friday. It is now, Thursday night at 4:30 pm. She asks you to modify it and give her the expenditures for the last two months and she wants it by 12:00 noon Friday. You:
   A.   Say forget it and hand in the report as first requested of you.
   B.   Work overtime and submit the newly requested report by 12:00 noon Friday.
   C.   Tell her that you would gladly submit the new report but that you need until Monday morning to do a good job.

2. Your mother-in-law phones you from the airport. She has decided to come and spend the week with you and your family this week instead of next. You had planned to work late for the next 2 nights. You:
   A.   Tell her that you are busy for the next 2 nights so she had better find somewhere else to stay until then.
   B.   Tell her that's great and cancel your work plans even though you will fall terribly behind at work
   C.   Tell her that she can stay with you but you have to work one of the next two nights.

3. In a team meeting, your boss says that he would like to talk to you in private. He says that he wants you to change from working on the day shift to working on the night shift. He explains that Joe's wife is sick. Joe's mother will look after his wife during the day. If Joe works the day shift, he can then take care of his wife at night. You:
   A.   Tell your boss that you will never agree to something like that."
   B.   Tell your boss "no problem."
   C.   Tell your boss that you will temporarily do as he asks but would like to be considered for the next available day shift and if nothing comes up within the next 3 months, you would like to meet with him to discuss other options.

4. Life just doesn't seem fair lately. You have been asked to volunteer for the bake sale at your daughter's school. You have also been asked to donate money to the school. Your neighbour with 3 children has not been asked to do anything. You:
   A.   Say that you cannot do either.
   B.   Determine that you will ask your neighbour to join you for the volunteering. You volunteer to drive and you drop $20 in the bucket at the donation table.
   C.   Determine that you will do one or the other but not both.

5.   The receptionist at your company was asked to go out on a lunch date. You have no plans for lunch. She has already asked 4 other people to cover her desk for the next hour, however, everyone already has plans. She asks you to watch the phones for her. You:

A.   Tell her "no way."
B.   Tell her "sure" even though you are not comfortable dealing with inquiries about the company.
C.   Say that you will watch the desk and phones, but inform her that you may not be able to answer all inquiries so you will ask those people to call back.

Tally up your points. Give yourself 1 point for all of the questions to which you chose A, 3 points for B's, and 5 point for C's.

What does it mean?

20—25 points – You are fairly flexible without always being taken advantage of. You have a good head on your shoulders and are able to act responsibly and make reasonable judgements based on the need at the moment. You are able to see "all sides of the story." You likely have a lot of friends and acquaintances and you have people that will help you out in your time of need too.

10—19 points – You let yourself be swayed far too often and conned into things that you really don't want to do, nor have the ability or time to do. You need to say no sometimes to become more effective. You are being taken advantage of on occasion.

0—9 points – You are not flexible nor willing to change your plans midstream. You do not have empathy for the thoughts and feelings of another. You do not take initiative in coming up with creative solutions to problems and likely have poor working relationships with those you work with and those at home.

Learning Activity 3 - 3

Activity Name:	**Will You Still Respect Me in the Morning?**
Purpose:	To come up with your own ideas within the team and still listen with an open mind to other team members ideas
Materials Required:	Paper Pens/Pencils S cenarios Envelopes Chart paper Markers
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading text • Writing text • Oral Communication • Thinking Skills 1. Write Clearly to Express Ideas 2. Speak and Listen Effectively 3. Self-Management/Self-Direction
Trainer/Leader Instructions and Background Information:	In order for team members to work with each other, they must be able to think within the group and come up with their own ideas. They must still be able to listen to others ideas and should not be swayed by "groupthink." Groupthink is what happens when the leaders of the group express an opinion and everyone else is afraid to express his/her own opinion. Even if a person disagrees with the group, he or she will often go along with the group rather than disagree with the leader or the majority of the group. The majority of the group is considered more than 50%.
Time Needed:	60 minutes
Activity:	1. Have individuals split up into groups of 5 or 6 people. 2. Have them determine who will be the team leader for the first scenario. 3. Have the team read the scenarios and choose one for for the team to work on. 4. Have the team leader determine a solution to the scenario and write it on a piece of paper. Don't share it yet. 5. At the same time, have each person on their own write down the solution that they most agree with.

	6. Have each small group choose the best solution to their assigned scenario and 7. Then go around within the small group and share solutions. 8. Then have team leader look at all the other solutions and read them out loud to small group. 9. Discuss how sharing opinionsmade them feel within the small group, especially if they had a solution different from the leader or groups solution. 10. Discuss what other ways they could have disagreed with the leader without losing their job or losing respect from the leader. 11. Share ideas with entire group (everyone) regarding ways to share your opinion, even if it differs from the group leader without losing respect from leader or group. 12. Write on chart paper.
Expected Results:	1. Each individual develops some ideas about how to come up with and express his/her own ideas while listening to the ideas of others.

Scenarios for Learning Activity 3 – Be Open and Flexible to the Thoughts and Opinions of Others

Scenario 1
You have confided in a co-worker some information that your boss shared with you. Your position is a level higher than you co-worker. The information that you shared with him gets back to your boss. She is quite upset with you and lets you know that whatever she confides in you must not be shared with others. You approach your co-worker and are quite upset with him. You tell him that the information you shared was confidential, for him only to hear not to share. He tells you that he felt that it was general news since you were sharing it with him. Your friendship should have nothing to do with him getting more information out of you than other employees. What should you have done?

Scenario 2
You have just returned from maternity leave to discover that your work space is in a shambles. The two people who shared your job did not file anything while you were away but instead put everything in a box. It will require at least 8 hours worth of work for you to get caught up. Just then, one of the people who replaced you, sees your frustration and asks you why you are frustrated. What should you do?

Scenario 3
Your co-worker and friend has just come from the hospital where one of the patients in her care is in grave danger after an outing. It appears your co-worker was careless and her patient fell out of a wheelchair and fractured her spine. The patient also has a possible head injury. Everyone at work blames your co-worker for the patient's injury, saying she was careless and should be fired. What do you think?

Chapter 4 – Recognize and Respect Diversity, Individual Differences and Perspectives

People should be looked at as distinct whole systems that include the mental, emotional, and physical. The Fifth Discipline Handbook

Key Points of this Chapter

1. Understanding the uniqueness of personality types
2. Understanding your team members -what do you have in common?
3. Understanding what makes up your identity and how much inner and outer power you have

According to the Conference Board of Canada's "Employability Skills Toolkit," the skills involved in this chapter:

- Be sensitive to and effective in multi-cultural and other cultural environments
- Be able to perform in a cross-cultural or international capacity
- Learn from others
- Be open and broadminded

The "Toolkit" goes on to say that individuals can practice and hone these skills at work by:

- Respecting co-workers' different religious holidays
- Being aware of the cultural diversity of co-workers and being accepting of different lifestyles, dress and personal appearance
- Working effectively on a multicultural team of people, either nationally or internationally[15]

The Essential Skills of work as defined by Human Resources Skills Development Canada describes team working skills as "Working with Others." The Essential Skills reviews what skills each National Occupation Code job position involves and under the skill of "Working with Others" they "examine the extent to which employees work with others to carry out their tasks."[16] They also state "A team is a group of workers who produce a product or accomplish a task through combined effort and organized cooperation."

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[15] Employability Skills Toolkit, The Conference Board of Canada, Module Two – Identify and Reflect
[16] The Essential Skills Profiles, HRSDC website

Using these definitions and examples, this chapter also begins to examine and work with the five stages of team (or group) development:

Stage 1:   Forming

Stage 2:   Storming

Stage 3:   Norming

Stage 4:   Performing

Stage 5:   Adjourning

No, this is not a Dr. Suess book. These are universally agreed upon stages of team development.[17] They were developed over 40 years ago and still stand today…working in teams is NOT a new concept and the process, while further researched and more defined, still follows the steps from many years ago.

In this chapter, we are focusing on the "Storming" and "Norming" stages of teamwork development. In these stages, team members are taking on specific roles and responsibilities and vying for positions within the group. As team members are learning how to communicate well with each other, it is a time of confusion for them. Once the team moves through the storming stage, it moves to the next stage which is the "Norming" stage. In this stage, team members have a sense of unity because roles within the team are established. The team is also able to reach consensus on determining collective goals and objectives.

This chapter focuses on the understanding of personality and other personality types and how they mesh at the workplace. In chapter 1, you were introduced to a personality tool. This was done in order to help you to begin to understand the people in your group and how to work with others. The tool in this chapter is more in-depth. Personality is something that develops quite early in life, before a person turns the age of 10. It has nothing to do with ability but rather with what a person prefers. In the early 1900s, industries started developing personality tools in order to place workers in the proper job. For example, if someone showed a preference for working with people, they would be placed in the office. If however, they showed a preference for working on their own, they would be placed "on the line" in a manufacturing establishment.

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[17] Tuckman, B. (1965). Developmental Sequence in Small Groups. Psychological Bulletin, 63, 384-399.

To this day, personality tools are still developed in order to help workplaces find the best place for a person to work or to determine who to hire from qualified candidates. Again, we must stress that personality has no bearing on skill level. Someone could prefer to work with people but have poor people skills. However, research has shown that when putting people in jobs that they prefer, they tend to do a better job than being placed in a job that they dislike.[18] Psychological type is a theory developed by Carl Jung to explain random differences in the behaviour of people.[19] Also, please note that personality may change over time and may be affected by the environment or the experience at the time of testing. Some personality tools that exist are:

- Myers- Briggs Type Indicator – helps people understand themselves and others
- Kiersey Personality Instrument – gives insight into ourselves and others
- True Colors – helps people develop a better understanding of themselves and others in order to work better with people at work
- Personality Dimensions – Canadian personality tool based on True Colors and Kiersey Personality Instrument that helps to explain what motivates behaviour in people with different personality types

All of these tools have differences but they aid in understanding yourself and your team members so that you will be able to work with them.

Going along with personality is a worker's identity. The next activity in this chapter focuses on helping you to discover your identity. Within identity is the power, both real and perceived, that a worker has and how this will affect the job that he or she does. Power is defined as "the ability to do, act or produce. The ability to control others; authority, influence, command."[20] Identity is defined as "the condition or fact of being the specific person or thing; individuality."[21] What is the purpose for doing the "Identity Wheel Exercise?" starting on page ???. It is to think about the implications of power imbalances and social injustices within a workplace (and society at large) and to explore ways to build upon or empower each individual employee. This also ties in with self-esteem building, which is specifically addressed in Chapter 5.

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[18] Kalil, C. (1998). Find Your True Colors to the Work you Love.
[19] Briggs Myers, I. (1993). Introduction to Type, Fifth Edition. Consulting Psychologists Press, Inc. California.
[20] Websters New World Dictionary, Third College Edition. (1991). Cleveland.
[21] Websters New World Dictionary, Third College Edition. (1991). Cleveland.

Learning Activity 4 - 1

Activity Name:	**Colour My World**
Purpose:	To make workers aware of the personality traits of other team members which will give them strategies and ways to work more efficiently with their co-workers
Materials Required:	Pens/pencils Cards Paper Chart Paper Markers Personality Quiz True Colours Explanation Handout
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading text • Writing text • Thinking Skills 1. Write Clearly to Express Ideas 2. Speak and Listen Effectively 3. Manage Data and Probability 4. Self-Management/Self Direction

Trainer/Leader Instructions and Background Information:	Personality tools report on a person's preferences, not his/her skills. This activity will provide team members with an appreciation for how their team members can function in an optimal setting. It will also allow them to give their team members tools to do their jobs effectively. Knowing your personality traits and those of your co-workers can provide you with an easier way of working with the team members.

The personality traits that spell success in life are self-confidence, pride, respect, worth, and esteem from others. True Colours sees that the need for success is different within each of us. The "True Colours" approach appreciates personality differences within all of us by underlining the motivation within each of us. If you are working as part of a team, knowing your "personality traits" and those of the rest of your team may provide you with clues about better ways to work with team members.

According to Don Lowry, there are basically four personality types into which all people can be placed: blue, gold, gren and orange. This doesn't mean that each personality description will describe yo perfectly, but it may describe many of your traits. Work-related benefits of understanding each person's personality traits include learning to identify and reduce causes and stressors that put you and other team members at risk. It also widens the variety of strategies and styles available for you to use, and it can help to depersonalize the situation. |
| Time Needed: | 60 Minutes |
| Activity: | 1. Hand out the personality cards to all participants.
2. Look at the cards and determine which picture depicts you the best and which words describe you the best.
3. Place that card at the top of the pile.
4. Go through all 4 cards doing the same thing - the card at the bottom should be the least like you. |

	5. Next complete the quiz by answering the questions. 6. See if your quiz total matches the colour that you thought you were. 7. Discuss the results with a partner. 8. Share results with the large group that includes how many people are "blue" "green", "orange," and "yellow" and discuss the best ways to work with each person.
Expected Results:	1. Conclusions about how each person in your team would have the optimum working conditions. 2. Also have conclusions about why you need to receive instructions and other information regarding work in a certain way.

Using The Cards to Determine Your Type

"In understanding and supporting the inherent differences in all of us, we begin the process of becoming more effective communicators." - Anonymous

Look at each of the four cards and place them in the order that they represent you with the most like you being at the top of your pile and the least like you at the bottom of the pile

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Responsible, practical, dependable, loyal, punctual, concrete, detail-oriented.

I value order and responsibility.

It is always important to follow the rules and respect authority.

GOLD

Curious, analytical, scientific, calm, inventive, perfectionist, problem-solver, a natural non-conformist.

I value intelligence, insight, fairness and justice for all.

GREEN

Adventurous, witty, charming, spontaneous, impulsive, generous, optimistic, eager, a natural performer and trouble-shooter.

I value skill, resourcefulness, and courage.

ORANGE

Harmonious, enthusiastic, compassionate, warm, sensitive, sincere.

I value integrity and unity in relationships.

BLUE

Personality Quiz

Finding Out Your Personality Traits

In each row, pick a square that most closely describes you. Put a "4" there. Then find the square (following across the row) that is next most like you and put a "3." Continue with a "2" and "1" would be the least like you.

Active Spontaneous	Parental Responsible	Loving Compassionate	Competent Inventive
Competitive Daring	Practical Sensible	Empathetic Communicative	Curious Knowledgeable
Practical Adventurous	Orderly Organized	Devoted Warm	Theoretical Ingenious
Likes Funky Clothes Always Late	Likes Conservative Clothes Always on Time	Likes Dramatic Clothes Natural Lover	Doesn't Care About Clothing Styles Natural Scientist
Total Orange	Total Gold	Total Blue	Total Green

Identify your strongest and weakest colour with the highest score being your strongest colour and the lowest score being your weakest colour.

Strongest Colour

Weakest Colour

Explanation of Personality

A lot of research has been done into personality traits and those that comprise different individuals. This research historically enabled employers to place employees in jobs where they would excel, or so the employers thought. Since then, research has discovered that individuals may have certain traits that set them apart from others. They may find it easier to work at a job where they prefer things a certain way. They still can work at a job in to which their personality traits do not dominate. This person would need to work a bit harder at doing that job.

True Colours research simplifies personality traits into 4 colours and states that knowing the colours of your colleagues will allow you to provide them with information in the manner that they can best use. Generally, you have a bright colour and a less dominant colour. The older you get, hopefully the more heterogeneous you will become. In other words, you will have developed traits from all four of the colours.

Children, especially teenagers, tend to have traits from more of one colour rather than a mix of all four colours. Personality is fixed about after age 8. What this means is that each person will be comprised of various personality traits but will have more traits from one of the four "true colours."

Blue –   sensitive to others feelings, do not want to hurt people's feelings, like soft music, sensitive to the way things feel

Green –   scientific, like knowledge and problem solving, disorganized

Orange –   creative, risk-taker, often late because they try to do everything, love life, disorganized

Gold –   traditional, not a risk-taker, logical, never late, organized, like predictable situations

People with predominantly "blue" traits are always thinking of the feelings of others. You look for meaning and significance in life. You value peace and honesty in relationships. You are a romantic and tend to be a nurturer. At work, you have the desire to influence others in order that they may lead more significant lives. You tend to work in the arts, education, media, and other helping professions. You bring empathy to all relationships. You have a vivid imagination and find that structure makes it more difficult for you to learn.

If you are a predominantly "gold" person, you are responsible and respect authority and need to follow rules. You are always on time and most likely always early. You are loyal, dependable, and always prepared. At work, you provide stability and maintain organization. You have an amazing ability to handle details. You are serious and like predicable situations. As a child, you were the easiest of all types of children to adapt to the educational system.

The "green" person is the scientist who has a large curiosity for knowledge. You need explanations and answers and are a natural problem solver. You like careers that are constantly challenging and like exploring new ideas and models. You dislike repetition. You have difficulty expressing your feelings. As a child, you were mature and really enjoyed subjects that were mentally stimulating to you. You question authority and find that you must respect a person before you can learn from them.

Finally, the "orange" person is adventurous and spontaneous. You are impulsive, generous and need variety and excitement to be happy. You value courage and skill and are a natural problem-solver, performer, and competitor. You become bored with a job that is routine and structured but really enjoy jobs that allow you freedom and independence. You learn in a "hands on" manner rather than a theoretical manner.[23]
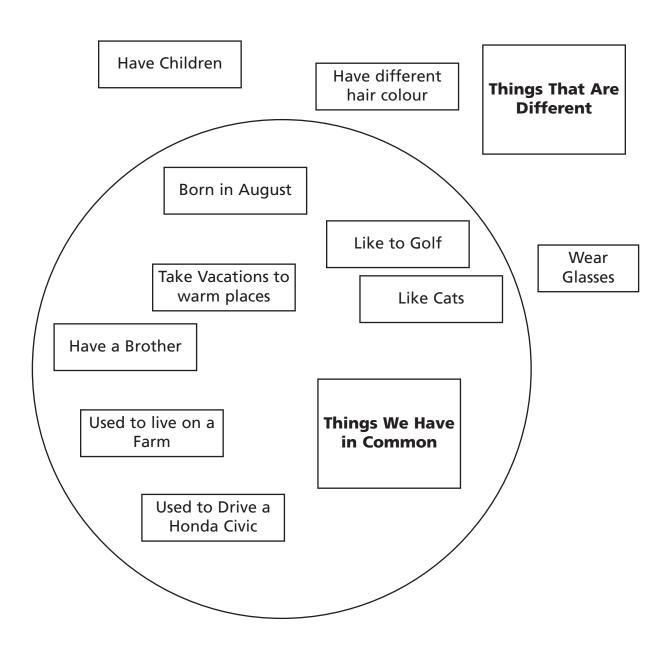
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[23] Lowry, D. (1990). True Colors Trainer's Course.

Learning Activity 4 - 2

Activity Name:	**All My Life's a Circle**
Purpose:	To come up with your own ideas within the team and still listen with an open mind to other team members ideas
Materials Required:	Chart paper Markers
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading text • Writing text • Thinking Skills 1. Write Clearly to Express Ideas 2. Speak and Listen Effectively 3. Manage Data and Probability
Trainer/Leader Instructions and Background Information:	This activity will enable team members to see that they aren't too different from all of the others in their team. They will likely enjoy seeing the things that they have in common with the others as well as the things they have that make them unique from everyone else. This is also a team building exercise. When introducing this activity, mention that similarities can be personality traits, but can also be more tangible items like age, eye colour, hobbies, number of siblings, etc. It is interesting to see what items the participants choose to include. This in itself is interesting information because it provides insight into what is important to them or not important to them. It may tell what they are thinking about. For example, if they determine that their similarities are all hobbies that they share, then as a team leader you might encourage more social activities within this team in order to keep them happy. The converse of that is true. In other words, if they do not put any hobbies in their circle or outside, hobbies are not important to this group of employees so you might look to provide other perks to keep them happy.
Time Needed:	60 minutes
Activity:	1. Divide group into small groups of 4 or 5 individuals. 2. Have one person draw a circle on chart paper. 3. Ask the members of the group to brainstorm. As each person makes a suggestion, check with all group members to see if it is different or similar. 4. Outside the circle, put all the similarities that your group has.

	5. On the inside, write all of the things that are different or unique about you. Some examples may include "I take the bus to work/school" "I have one brother", "I learn by doing things". 6. Total the number of things that you have in common. 7. Total the number of things that your group has that are different. 8. Discuss and write your conclusions. For example, what impact will the things you have in common or the differences have on you working together as a group?
Expected Results:	1. More information about ho your group members learn and how individuals can work together.

Circle Diagram Example –
Things We Have in Common/Things That Are Different

Have Children
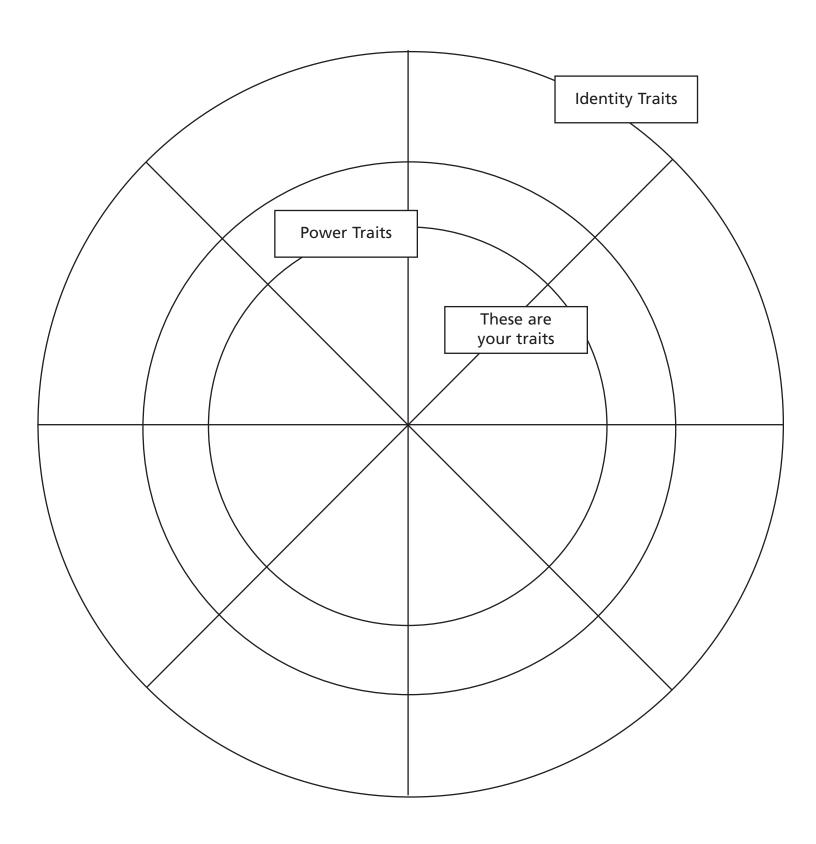
Have different hair colour

Things That Are Different

Born in August

Like to Golf

Take Vacations to warm places

Like Cats

Wear Glasses

Have a Brother

Used to live on a Farm

Things We Have in Common

Used to Drive a Honda Civic

Learning Activity 4 - 3

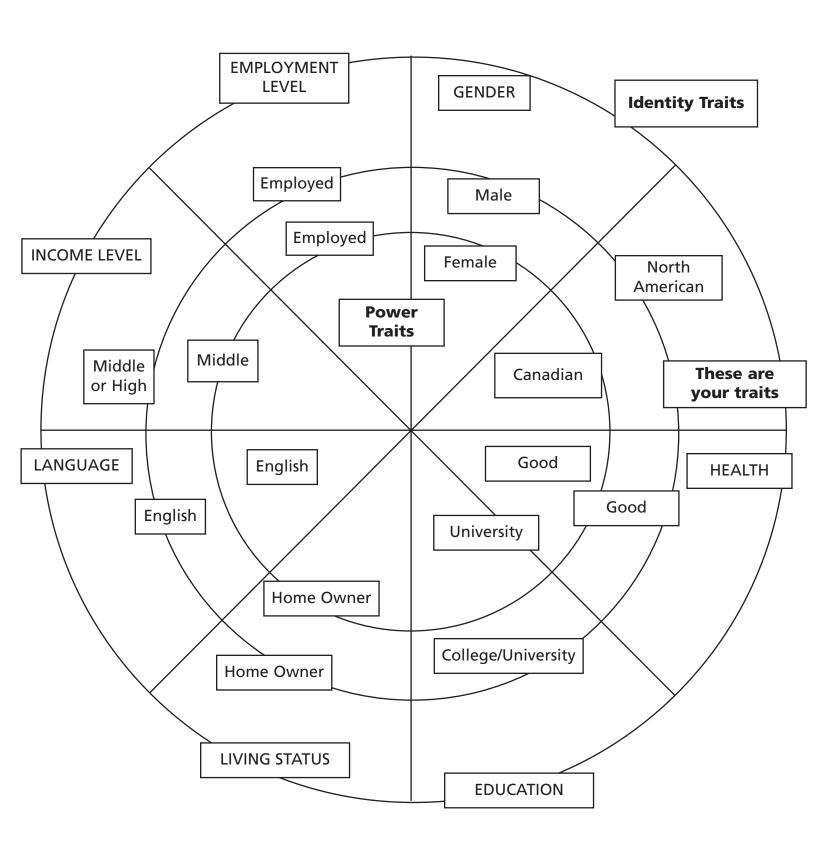| Activity Name:	**Who's Got the Power?**
Purpose:	To show how everyone has power within the group and to understand why and when you and others perceive they don't have power
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	Paper Pens/pencils Flipchart paper or whiteboard Markers "Power Wheel" Handouts – Template and Example as well as Leader Template on Overhead or Chart Paper
	• Reading text • Document use • Thinking Skills • Finding Information • Oral Communication 1. Writing Clearly to Express Ideas 2. Speak and Listen Effectively 3. Self-Management/Self-Direction
	This activity will demonstrate the power that each person actually has or perceives he/she has in Canadian society. Power is defined as the ability to control or influence others. This will enable individuals to think about their power in decision-making or when asking people to make a decision. Those with the highest power tend to have more freedom when making decisions. This is a good thing to keep in mind because power imbalances are always with us. As you have the group determine the key factors that shape our identities, keep in mind that many of these factors are predetermined. [24] That is, we have no control or little control over them i.e. gender, age. Many of these factors place us within a group that either has power or doesn't have a lot of power. This will hopefully begin the discussion towards how to deal with power struggles and social injustices at work. Also, once individuals understand their "power" level, they can make changes to some (for example, education) or they may decide that they do not want to change. This person however, will understand that they may be limiting their chance for promotion if the y decide no to further their education, etc.

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[24] Rodriguez, C. (2002). "The Practice of Family Literacy in An Unjust World." In Foundational Training in Family Literacy. Centre for Family Literacy, Alberta

	The key point to stress to individuals is that the true power is inner power (found within all of us). This inner power allows individual team members to make their own choices. This relates to team work in that it is important for team members to discover not only their individual strength and power, but also the other team members' power as well.
Time Needed:	90 minutes
	1. .As a group, determine what things (key elements) in the world are important, what distinguishes you from someone else. In other words, what things make up your identity? For example, gender, socio-economic status, health, ability or skill level, literacy level, etc. The leader will record these items on a flipchart. 2. Handout the "Power Wheel Template" to each individual. 3. Then determine the 8 most important and list each one in the external cog in the wheel. Instruct the participants to do the same on their "Power Wheel." 4. To determine the 8, give each participant a chance to place three $\sqrt{}$ marks on the flipchart. 5. They may only place one check beside 3 different choices. As the leader you may have to be the one who decides the tie-breakers for one or two items. 6. Now determine within each of the 8 power traits, what holds the power within that trait. For example, if gender is a trait that the group chose, males tend to have the power. 7. Leader writes down the 8 power traits in the next cog for the 8 items. Have participants follow your example. 8. Then have them write their status according to each one on the internal cog for each of the 8 traits. 9. Have them tally up how many times they are in the "power." 10. Keeping the "Power Wheel" in mind, how can you work within the group so that all individuals feel at ease witheach other? How can you ensure that individuals are aware of power struggles, perhaps discrimination and social injustice at work? What is one thing that you have noticed? Do you have a lot of power? Little power? Did you think you had more than you actually have?
Expected Results:	1. .Written ways or strategies in which you can make other individuals feel at ease in your group.

Identity Wheel Template

Identity Traits

Power Traits

These are
your traits

Identity Wheel Example

EMPLOYMENT LEVEL

GENDER

Identity Traits

Employed

Male

Employed

Female

INCOME LEVEL

North American

Power Traits

Middle

Middle or High

Canadian

These are your traits

LANGUAGE

English

Good

HEALTH

English

Good

University

HEALTH

Home Owner

College/University

Home Owner

LIVING STATUS

EDUCATION

Chapter 5 – Provide Feedback in a Constructive Manner

"Seek first to understand, then to be understood." Seven Habits of Highly Effective People

Key Points of this Chapter

1. Learning how to do active or empathetic listening – how to communicate better
2. Learning how to develop effective listening and questioning skills – better communication with the five W's
3. Learning how to reduce anxiety and stress and build positive self-esteem

According to the Conference Board of Canada's "Employability Skills Toolkit," the skills involved in this chapter:

- Learn from your mistakes and those of others
- Give and take feedback constructively
- Develop new strategies to deal with unmet expectations

The "Toolkit" goes on to say that individuals can practice and hone these skills at work by:

- Asking for help or providing assistance to co-workers when an important project isn't going so well
- Keeping comments focused on ideas and not on people
- Organizing and establishing something similar to a Toastmasters club at work[25]

The Essential Skills of work as defined by Human Resources Skills Development Canada (HRSDC) describe team working skills as "Working with Others". The Essential Skills reviews what skills each National Occupation Code job position involves. Under the skill of "Working with Others", they "examine the extent to which employees work with others to carry out their tasks".[26] They also state "A team is a group of workers who produce a product or accomplish a task through combined effort and organized cooperation."

Using these definitions and examples, this chapter also begins to examine and work with the five stages of team (or group) development:

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[25] Employability Skills Toolkit, The Conference Board of Canada, Module Two – Identify and Reflect
[26] The Essential Skills Profiles, HRSDC website

Stage 1:   Forming

Stage 2:   Storming

Stage 3:   Norming

Stage 4:   Performing

Stage 5:   Adjourning

No, this is not a Dr. Suess book. These are universally agreed upon stages of team development.[27] They were developed over 40 years ago and still stand today…working in teams is NOT a new concept and the process, while further researched and more defined, still follows the steps from many years ago.

This chapter focuses on the "Norming" stage of teamwork development. In chapter 4 you saw that "Norming" is the stage where the team has a sense of unity. Because of established roles within the team, consensus is reached in determining collective goals and objectives.

In order to work well, whether within a group setting or not, you need to feel good about your skills and abilities. When working in a team, you will also have to accept and provide feedback in a helpful and considerate manner. There are ways to say things in order to not make the other person feel bad. This chapter will show you ways to do this.

The first two activities in this chapter focus on communication strategies by being a good listener. Because people working with others in a team need to communicate, good ways to communicate messages are important. In order to first understand others, you must listen without thinking about your next response. In order to communicate well, we need to listen with the ears, heart, eyes, and mind. In other words, we need to be in tune with all of the non-verbal or body language clues.

The next activity focuses on how to question your team-mate so that you can communicate better. One way to improve your listening and questioning skills is to repeat back what the other person has just told you using different words. This shows the other person that you understood what they have just said. Also, if you were not able to summarize their thoughts in the proper way, the person will tell you and you can ask them another question.

Dialogue is one of the many ways to communicate with others. It has the intention of exploring and discovering what the other person is saying. You need to be an empathic listener in order to have good dialogue. Another form of speaking is debating or having heated discussion with another. This form of communication can lead to arguments

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27   Tuckman, B. (1965). Developmental Sequence in Small Groups. Psychological Bulletin, 63, 384-399.

and/or conflict so it is not always the best choice. Skillful discussion is the third type of communication. It is the logical analysis of the facts with the result of finishing the discussion. When you communicate with another person, you need to use different forms of communication but you must always remember to listen well to what they say. An example of communication within a workplace team could be a container that represents all of the assumptions, shared intentions, and beliefs of the group. As people dialogue, they realize that the contents of the container are changing and gradually see that their understanding is changing it.

Finally, in addition to empathetic listening and good questioning as necessary for effective teamwork, feeling good about yourself is important in order to allow you to share your ideas with the team. The last activity in this chapter deals with self-esteem and how to improve it. In today's ever-changing work environment, it is difficult to feel good about your skills and your self all the time. There may be occasions when you need to increase your self-esteem in order to continue your effectiveness as a team member.

Learning Activity 5 - 1

Activity Name:	**Listen Well my Friend**
Purpose:	To practice active listening
Materials Required:	None
Essential Skill:	**Working with Others**
Other Essential Skills Covered/LBS Outcomes:	- Reading Text - Writing Text - Thinking Skills 1. Write Clearly to Express Ideas 2. Speak and Listen Effectively
Trainer/Leader Instructions and Background Information:	Before you are able to provide feedback in a constructive or helpful manner, you have to be able to hear what the other person is saying. This is called "active" listening. This is a way to have good communication. In order to first understand others, you must listen without thinking about your next response. "Seek first to understand, then to be understood."[27] We always seem to want to problem-solve for other people but they really just want us to listen. In order to communicate effectively, we need to listen with the eyes, heart, and mind. In order to do this well, we should try to repeat back what the other person said (words only) but say it in a different way. In other words, express your understanding of what the person said. Some phrases that you could use start with these words: "As I understand it, the situation is …" "So what you are saying is…." This activity will provide the participants with the skills to be a better listener. Listening is a skill that many do not practice actively and as such, communication problems occur. People react to something that they think they heard but in many cases, they didn't really hear what the other person said. To help reduce friction within a team, it is good to practice and develop empathetic listening skills. Strategies for listening empathetically are to look at the person when they are talking and not to say anything. When there is a break in the conversation, recount in the person's own words what they just told you. Use words like, "I think what you are saying is..." Or "Do you mean ...when you say ...?"

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28 Covey, S. (1994). The 7 Habits of Highly Effective People.

Time Needed:	45 Minutes
Activity:	1. Find a partner who is also on your team. 2. Have one person (the storyteller) recount a work-related incident to their partner (the listener). For example, "I left work feeling stressed one day because….." "I was really upset at work this week when…." 3. The listener is to practice active listening and should listen for details such as how the person felt and why, what happened, how was it resolved (remember the Five W's from Chapter 3). 4. Have the listener recount the story to the storyteller. The storyteller will then rate the listener on how well they listened. 5. The storyteller should then give an explanation of the rating to the listener which will help the listener to improve his/her listening skills. e.g. "You missed retelling the 'where' in my story." Give the listener a mark out of 5 with 1 being poor and 5 being excellent for listening. 6. Continue this activity with 2 other individuals or until everyone has received at least 4 out of 5 on one story. 7. Each person should have a turn at being storyteller and listener. 8. How did this exercise feel? How did it help you to improve your listening skills?
Expected Results	1. All individuals should eventually receive a "4" or better after listening to another individual.

Learning Activity 5 - 2

Activity Name:	**The Columbo Effect**
Purpose:	To develop effective listening and questioning skills
Materials Required:	Pen/pencils Paper
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading Text • Writing Text • Thinking Skills 1. Write Clearly to Express Ideas 2. Speak and Listen Effectively
Leader/Trainer Instructions and Background Information:	When a group of individuals becomes a team, these individuals come with a wide range of differences in perspectives, skills/talents, wishes, etc. and they may not want to share their ideas, skills or talents in the team. The problem is that you cannot force dialogue to happen. You can't "will" yourself into greater awareness and sensitivity as a team. It is best to approach dialogue with no result in mind but instead, with the intention of developing deeper inquiry (to seek within). Some of the most powerful contributions to group conversation come from people listening to themselves within the dialogue. Dialogue is defined as intention by exploration, discovery, and shared insight. Debate is a type of dialogue. It is defined as heated discussion. Skillful discussion is logical analysis of the facts and using reasoning to support positions. The result is to come to some sort of closure. Unproductive discussion occurs when people defend themselves by avoiding evidence that would weaken their views. Within the team: 1. People must be given the choice to participate. 2. Listen fully to what is being said. 3. Suspend assumptions and refrain from imposing your perspective on another person. 4. Accept disagreement as an opportunity.[29]

29   Senge, P. (1994). The Fifth Discipline Fieldbook

	Thought and feeling can produce conflict. In this activity, participants will dicuss an episode at work that made them feel uncomfortable, angry, or frustrated. When people understand or feel understood, they feel safe and will do a much better job. However, when people do not feel understood or do not understand, they experience frustration, energy loss, and declining satisfaction.
Time Needed:	60 minutes
	1. Have participants find a partner. 2. Have one partner (storyteller) recount an episode at work that made them feel uncomfortable, angry, or frustrated. 3. Listen to your partner (storyteller) recount an episode at work. i.e. "I was taken advantage of at work when…" "I got angry because I felt not listened to when…" 4. Now, have the other partner (listener) ask the five W's i.e. Who, what, where, when, why and how? 5. Have the listener write a brief report regarding this work episode as if she were writing it for an incident report. 6. Have the storyteller review the report for accuracy. 7. Reverse roles.
Expected Results:	1. Two detailed reports that are accurate and informative.

The Five W's Template

Who	
What	
Where	
When	
Why	
How	

Learning Activity 5 - 3

Activity Name:	**Accentuate the Positive**
Purpose:	To build each person's self-esteem within the team by showing them a strategy for clearing their mind to reduce anxiety and distress
Materials Required:	Chart Paper Markers
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Thinking Skills 1. Speak and Listen Effectively 2. Self-Management/Self-Direction
Leader/Trainer Instructions and Background Information:	Self-esteem means how you feel about yourself. If you feel good about yourself, you are more likely to feel good about others. When working within a team, you need to feel confident enough to support others in a constructive manner. If you have low self-esteem, it will be more difficult for you to provide feedback to others constructively. At one time or another, everyone needs a confidence boost. Whenever you need to increase your self-esteem, think about three things that make you feel good. For example, a picture of someone you like or admire, a poem or thought that you like, or an object from some happy time in your life. Continue to think about these objects or touch them. Next, learn how to take attention off yourself. Choose something every day that you can see and study. For example, look at a light fixture. Wonder who made it and look at the different shape and colour it is. The important thing is to keep the attention off you. Third, do not accept criticism, even from yourself. Do not make large generalizations such as "I'm not good at anything." This is not true! Fourth, if you feel bad about yourself now, it doesn't mean that you will always feel this way. Take one day at a time and focus on good thoughts. In this activity, participants will take a guided walk away from the training room and their job. They will be asked to focus on their inner thoughts, experience what is happening in the world around them (take time to smell the coffee).

	When they return, they will be asked to share some of their insights. Have the leader write these insights on chart paper. For example, if it is winter, they might notice that their feet felt slushy as they were trudging through the snow or that there were some trees that still had leaves on them even though they were snow covered and they had thought that all deciduous trees lose their leaves in the Fall. This activity will provide them with a tool to de-stress. After they return ask them how they felt. Were they able to relax and enjoy what was happening around them? As the leader, you can emphasize that getting away from the job during break time, after or befoer work to exercise can refresh them as well as provide their bodies with exercise which is healthy both physically and mentally. You can also provide them with a feel good poem at the end of this session.
Time Needed:	90 Minutes
Activity:	1. Have participants take a walk away from the training room and the place of employment. 2. Have them return after 20 - 30 minutes. 3. Have them prepare to share their insights with the group. 4. They are to walk around wherever they would like to go and notice what is happening around them. 5. They are to not even think about work. 6. If a work-related or home-related negative thought occurs, they are to push it from their mind for these 20 or 30 minutes. 7. They are instead to think about positive things and look at what is happening around them. Be in the moment. 8. When participants return, they are to talk about how they feel now that they've had time away from the workplace.

	9. Can they think of reasons why talking oneself out of a stressfull situation will build their self-esteem? 10. What is another way to increase their self-esteem? 11. Do they think that this will provide them with a good place to start to provide constructive criticism to fellow team members? 12. Can they think of ways (in large group) to find quiet time during the day?
Expected Results:	1. Participants should return from this walk in a more refreshed and relaxed state.

Chapter 6 – Contribute to a Team by Sharing Information and Expertise

*"Human beings, who are almost unique in having the ability
to learn from the experience of others, are also remarkable for their apparent
disinclination to do so."* Douglas Adams, <u>Last Chance to See</u>

Key Points of this Chapter
1. Recognizing assertiveness skills and the importance for developing these skills in all team members
2. Avoiding conflicts and misunderstandings by developing clear communication skills
3. Recognizing the moods of individuals on your team and while respecting the "mood" maintaining a certain amount of professionalism
4. Learning to respect and recognize individual differences and opinions on the team

According to the Conference Board of Canada's "Employability Skills Toolkit", the skills involved in this chapter should:

- Learn how to let others know what you are doing on a regular basis
- Help others spontaneously

The "Toolkit" goes onto say that individuals can practice and hone these skills at work by:

- Sharing your thoughts and ideas with co-workers during a planning meeting
- Offering to help where you recognize your strengths can be useful to a co-worker
- Appreciating other peoples' opinions
- Helping others find what they are looking for (including customers)[30]

The Essential Skills as defined by Human Resources Skills Development Canada describe team working skills as "Working with Others". The Essential Skills reviews what skills each National Occupation Code job position involves and under the Skill of "Working with Others" they "examine the extent to which employees work with others to carry out their tasks".[31] They also define working together as a team as "A team is a group of workers who produce a product or accomplish a task through combined effort and organized cooperation."

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30   Employability Skills Toolkit, The Conference Board of Canada, Module Two – Identify & Reflect
31   The Essential Skills Profiles, HRSDC website

Using these definitions and examples this Chapter also begins to examine and work with the five stages of team (or group) development:

Stage 1:   Forming

Stage 2:   Storming

Stage 3:   Norming

Stage 4:   Performing

Stage 5:   Adjourning

No, this is not a Dr. Seuss book. These are universally agreed upon stages of team development.[32] They were developed over 40 years ago and still stand today…working in teams is NOT a new concept and the process, while further researched and more defined, still follows the steps from many years ago.

In this chapter, we are focusing on the end of the "Storming" stage (dealing with the potential mood swings within the team and developing assertiveness skills) and the beginning of the "Norming" stage. In the "Norming" stage, team members relationships are cohesive. Everyone is aware of each other's contributions and works together to solve group issues. Individuals are willing to change their opinions based on facts presented by other members of the team. Active and inquisitive participation is seen. Leadership is shared and cliques are dissolved. When individuals begin to know and understand one another, trust increases and this develops group cohesion. It is during this stage that everyone begins to feel like they belong and a sense of relief occurs as personal conflicts are resolved.

The important function of this stage is communication between team members. Ideas, feelings and constructive criticism are recognized or requested and creativity is high. Members feel good about being part of an effective and efficient group.

There is a drawback to this stage. As members become closer, they may resist change, fearing that the team will break up.

This stage is a longer stage to develop and many teams struggle to ever work through this stage. That said, this chapter only begins to address some of the needs of this stage of group development

The first exercise in this chapter looks at assertiveness. Assertiveness is a positive skill to have versus aggressiveness. For the team members that have become quiet and do not seem to be contributing, learning how assertive you are and knowing what you need to work on can increase their contributions to the team. When this happens it also can stop others from becoming the dominate members of the team.

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32   Tuckman, B. (1965) Developmental Sequence in Small Groups. Psychological Bulletin, 63, 384-399.

The second exercise deals with "mixed messages". Good communication skills do not come naturally to everyone. It is important to recognize when we are not communicating well with each other. This exercise teaches the importance of the "I statement" and is being used successfully by some of our test sites to decrease inner conflict within their teams.

The third exercise also deals with communication, but the non-verbal kind of communication. 90% of how we communicate is done non-verbally, so it is important for individuals to learn how to recognize how they and others use non-verbal communication.

The last exercise looks at how individuals can support each other in a team-work environment. It deals with the "Ups and Downs of Working with Others" by having people discuss different work scenarios and how they could approach a situation.

In conclusion to this introduction, this chapter focuses on:
- Increasing the assertiveness of the more quiet team members
- Creating better verbal communication skills
- Recognizing non-verbal communications and how to react to them
- Learning how to support co-workers and others

Learning Activity 6 - 1

Activity Name	**I'm Assertive, Not Aggressive**
Purpose:	To let team members identify who needs to work on being more assertive and to support this process
Materials Required:	Pens/pencils "Assertiveness Quiz" Handout "What the Assertiveness Quiz score means" Handout
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading Text • Numeracy • Continuous Learning 1. Read with Understanding for Various Purposes 2. Perform Basic Operations with Numbers 3. Self-Management/Self-Direction
Trainer/Leader Instructions and Background Information:	In order for individual team members to share information and expertise they must have enough assertiveness skills to do this. It is also important for other team members who are assertive to help the non-assertive individual share their ideas. Webster's defines these concepts as follows: **Aggressive** - "to attack; to start a quarrel" **Assertive** - "to declare strongly; to maintain or defend by argument; positive; self-confident"
Time Needed:	20 minutes
Activity:	1. Hand out the "Assertiveness Quiz". If you are concerned with some of the reading levels of the participants, please read the instructions and statements aloud, allowing enough time for everyone to answer. 2. Have participants complete the quiz and total their score. 3. Handout the "What the Assertiveness Quiz score means…". 4. Share the scores and what the individuals and the team as a whole can do to help each other. 5. Individual questions on quiz will show areas for improvement. 6. Talk briefly about the difference between being assertive and aggressive.
Expected Results:	1. Individuals will learn areas for improvement in assertiveness through the results of the quiz.

Assertiveness Quiz[33]

Before working on being more assertive, it is important to figure out how assertive you are now and what areas of assertiveness you need to work on. Using the following scale assign a score to each of the 15 statements:

ALWAYS				**NEVER**
5	4	3	2	1

___ 1. I ask others to do things without feeling guilty or concerned.

___ 2. When someone asks me to do something I don't want to do, I say no without feeling guilty or concerned.

___ 3. I am comfortable when speaking to a large group of people.

___ 4. I confidently express my honest opinions to authority figures (such as my boss).

___ 5. When I have strong feelings (anger, frustration, disappointment, etc.) I express them easily.

___ 6. When I express anger, I do so without blaming others for "making me mad."

___ 7. I am comfortable speaking up in a group or team situation.

___ 8. If I disagree with the majority opinion in a meeting, I can "stick to my guns" without feeling uncomfortable or being harsh.

___ 9. When I make a mistake, I admit it.

___ 10. I tell others when their behaviour bothers me.

___ 11. Meeting new people in social situations is something I do easily and comfortably.

___ 12. When discussing my opinions, I do so without labelling the opinions of others as "crazy", "stupid", "ridiculous" or "irrational".

___ 13. I assume that most people are capable and honest and I do not have difficulty delegating tasks to others.

___ 14. When considering doing something I have never done, I feel confident I can learn to do it.

___ 15. I believe that my needs are as important as those of others and that I am free to have my needs satisfied.

TOTAL SCORE ____ (add up the answers for the 15 statements).

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33   Adapted from: "How to Become a Better Communicator", SkillPath Seminars, 2001

What the Assertiveness Quiz Score means...

60 or higher	You are consistently assertive. You probably handle most situations well.
45 – 60	You have a fairly assertive attitude.
30 – 45	You are assertive in some situations, but your natural response is either non-assertive or aggressive.
15 – 30	You find it very difficult to be assertive.

- If your score is between **45 – 60** you probably only have a couple of areas where you find it uncomfortable to be assertive. These are the areas where you need to focus on becoming more assertive. Let your co-workers/team members know what areas you are working on so they can help you when you are in those situations or offer suggestions on how to approach it.
- If your score is between **30 – 45** you have some work to do on being more assertive. Identify the main areas where you tend to be either non-assertive or aggressive. Step outside your comfort zone the next time when you are in these situations and try a more assertive approach. Ask your co-workers/team members to help you by pointing out when you are being non-assertive or aggressive…find out how they would handle the situation.
- If your score is between **15 – 30** you have a lot of work to do towards becoming more assertive. Do NOT try to change it all at once! Choose a couple of areas at a time to work on (i.e. speaking up in a group; becoming more comfortable when speaking to a large group of people). Let your co-workers/team members know which areas you are working on to become more assertive, so they can find opportunities to help you.

What is the Difference between being Assertive and being Aggressive?

Webster's defines these concepts as follows:

Aggressive -   "to attack; to start a quarrel"

Assertive -   "to declare strongly; to maintain or defend by argument; positive; self-confident"

To be assertive is a positive trait, while being aggressive is a negative trait (in most situations). Self-confidence is the main factor in distinguishing someone who is assertive.

Learning Activity 6 - 2

Activity Name:	**Can I Make It Any Clearer for You?**
Purpose:	To ensure there is clear communication between team members
Materials Required:	Pens/pencils Handout "I Messages"
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading Text • Writing • Oral Communication • Thinking Skills 1. Read with Understanding for Various Purposes 2. Write Clearly to Express Ideas 3. Speak and Listen Effectively
Trainer/Leader Instructions and Background Information:	Communicating with others is something we do all the time, but doing it effectively takes some work. Individuals sending the message (written or verbal) know what they wish to impart. Individuals receiving the message do not always interpret the message in the same way. The simple solution is to follow these four steps: 1. Listen to (or read) what they say. 2. Echo back what they have said (this allows for clarification) 3. Allow them to clarify 4. Respond It should be noted that this is a two part activity. If you wish to break apart into two separate activities, you can, but it will be more effective as one continuous activity.
Time Needed:	30 - 40 minutes
Activity:	1. Break the group into pairs. 2. One person in each pair will be the conversation starter. 3. The conversation will occur as if they are on a coffee break or on a lunch break…keep it casual. 4. After two minutes, have the pairs reverse their roles.

	5. Once this is completed discuss the exercise using these questions with the full group: • Which role was easier? Why? • How did you open up the conversation? • Did the conversation follow the "four steps"? If so, how did it feel? 6. Using the handout "I Messages" break the team into smaller groups and have them brainstorm ways to change the "You Messages" into "I Messages". 7. Ask the group as a whole if it was easy or difficult to change the messages. 8. Have one person in each group start a conversation which the full group will join in using "I statements". 9. Review the rest of the information on the handout.
Expected Results:	1. Participants will become more aware of their communication skills and the messages they impart or receive. 2. Participants will learn how to reduce the number of mixed messages by using the "I" statement theory. 3. Increased skills with improving communication skills by learning the process of repeating back what you hear.

I Messages

When communicating with others we must be conscious of how we deliver a message. What tone of voice do I use? Was I tactful in my delivery? Was I assertive? Was I aggressive?

How we see ourselves and life and our feelings go into our messages. The receiver also has these feelings and thoughts, which affects how he or she hears the message.

To reduce the problems that can arise from our feelings and our perceptions as the sender, we can use the "I" statement. When we use the "I" statement as the sender, we own what is being said. This means we own the feelings and ideas that go with the message. When using "you" statements, it sounds like the sender is attacking or criticizing the receiver. Starting a message with "you" puts your feelings and ideas onto the receiver and creates a defensive response.

It's important to practice "I" statements as often as possible…many of the mixed messages will disappear as this skill increases.

The following are statements involving the use of the word "you". Some also involve the use of inappropriate language for co-workers. In your group, brainstorm ways to change these statements from "you" to "I" and make them more positive and appropriate.

1. "You are never going to learn to do it that way."

2. "How could you do something that stupid?"

3. "You never say what you think. You just agree with the boss."

4. "You need to work on being a better team member."

5. "You always make mistakes."

Learning Activity 6 - 3

Activity Name:	R – E – S – P – E – C – T ! !
Purpose:	To learn how to positively support your team members and co-workers
Materials Required:	Pens/pencils Paper Handouts of scenarios
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading Text • Writing • Oral Communication • Thinking Skills 1. Read with Understanding for Various Purposes 2. Write Clearly to Express Ideas 3. Speak and Listen Effectively
Leader/Trainer Instructions and Background Information:	Research has shown that the best teams are made up of individuals who get along with each other which seems like common sense, but there are some important steps to be taken to make sure the foundation for this is established. Here are some practical steps that can be taken: • Get to know more about your co-workers – find out more about what is important to them outside of the job. • Don't be the know-it-all and try to change everything. When you're new to a job, it's important to get the feel of the environment and understand the organization before suggesting changes. • Be honest and direct, but considerate of other's feelings – this can build your reputation as a fair and trustworthy individual. • Ask for help when you need it – everyone likes to feel needed. The reverse is also true…if someone helps you, you need to be there when they ask for help, too. • Remember to say thank you when a co-worker helps you. • Be supportive and positive with your co-workers (and this is where we will focus for this exercise).
Time Needed:	30 to 40 minutes

Activity:	1. Break the team into small groups of two or three individuals.
	2. Talk briefly about the aforementioned steps in developing strong teams.
	3. Handout the "scenarios" sheets to the small groups.
	4. Ask the small groups to look at the scenarios and choose one they can relate to.
	5. Ask the small groups to share and write down how they would react to the scenario. Remind them you would like to see both positive and negative reactions (10 minutes).
	6. Come together as a large group and ask which was more difficult…coming up with positive or negative reactions and why?
	7. If the large group thinks positive reactions were easier, then proceed to step 8. If the group thinks negative reactions were easier, discuss this. The following are some ways to generate this discussion:
	    • If one of these scenarios happened to you, with you being the person in the scenario…how would you hope your co-workers would react?
	    • We've talked about using the "I" message in exercise 6 -2 …is it possible to take the negative reaction and make it seem more positive by using the "I" message?
	    • There's an old saying that "you can get more flies with honey than with vinegar". How does that relate to positive or negative reactions to the scenarios? *(Hopefully they will come up with the idea that the more upbeat you are and positive with your co-workers, the smoother working together will be)*
	8. Starting with "scenario one", ask the small group(s) that used this one to share one or two positive responses with the entire group (if no one did this one, ask the entire group to brainstorm two positive responses). Continue through with this for the rest of the scenarios.
	9. To summarize, remind the team to try to think positively when dealing with each others needs, personalities and interests.

Expected Results:	1. Members of the team will become more aware of the need for positive support between co-workers. 2. This will help to create a solid foundation for the team to work together to achieve their goals.

Scenarios 6 – 3

Scenario One:
Mohammed does not work on Saturdays as that is against his religion. Everyone on the team has been asked to work next Saturday on a special project, but Mohammed has been excused from working. The whole team is upset that they have to work and Mohammed does not.

Scenario Two:
Next Thursday Jennifer is having a birthday supper for her 3-year-old daughter with her entire family. She's been chatting about it for a few weeks and it's obvious her family is very important to her. The work schedule is posted and Jennifer is scheduled to work Thursday evening. She could have asked for the day off, but didn't and now she's very upset.

Scenario Three:
Emilio is a very hard worker. He's always the first to arrive at work and the last to leave. He's even been known to work through breaks. His only interests in life seem to be his job, but it feels like he's showing-up his co-workers.

Scenario Four:
Fatima volunteers with a local environmental group. She brings in brochures and articles about environmental issues and leaves them in the lunch room. One day she asks her team members to come to a rally the environmental group is holding in a local park.

Chapter 7 – Lead or Support when appropriate, motivating a group for high performance

"Management is nothing more than motivating other people." Lee Iacocca

Key Points of this Chapter
1. Understanding the leadership role
2. Learning what the pitfalls are for teams and how to avoid them
3. Learning about Evaluation – Who, What, Where, When, Why and How does the team buy-in to evaluation?

According to the Conference Board of Canada's "Employability Skills Toolkit", the skills involved in this chapter should:

Lead to active participation in group discussions
Act upon your leadership strengths when required
Take responsibility for the results of a team effort
Be flexible, to accommodate group dynamics
Take responsibility for developing strategies to deal with issues arising within a team

The "Toolkit" goes onto say that individuals can practice and hone these skills at work by:

- Speaking up during a staff meeting to get things back on topic
- Supporting the point made by a co-worker rather than fussing over a minor point
- Helping your friend with his paper route so it will be done faster and you can go out
- Working together to lift a desk, when two people are needed
- Taking the lead role on a task that is of importance to your work[34]

The Essential Skills as defined by Human Resources Skills Development Canada describe team working skills as "Working with Others". The Essential Skills reviews what skills each National Occupation Code job position involves and under the Skill of "Working with Others" they "examine the extent to which employees work with others to carry out their tasks".[35] They also define working together as a team as "A team is a group of workers who produce a product or accomplish a task through combined effort and organized cooperation."

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34 Adapted from: "How to Become a Better Communicator", SkillPath Seminars, 2001
35 The Essential Skills Profiles, HRSDC website

Using these definitions and examples this Chapter also begins to examine and work with the five stages of team (or group) development:

Stage 1:   Forming

Stage 2:   Storming

Stage 3:   Norming

Stage 4:   Performing

Stage 5:   Adjourning

No, this is not a Dr. Seuss book. These are universally agreed upon stages of team development.[36] They were developed over 40 years ago and still stand today…working in teams is NOT a new concept and the process, while further researched and more defined, still follows the steps from many years ago.

In this chapter, we are focusing on the "Norming" stage of teamwork development. In this stage, team members relationships are cohesive. Everyone is aware of each other's contributions and works together to solve group issues. Individuals are willing to change their opinions based on facts presented by other members of the team. Active and inquisitive participation is seen. Leadership is shared and cliques are dissolved. When individuals begin to know and understand one another, trust increases and this develops group cohesion. It is during this stage that everyone begins to feel like they belong and a sense of relief occurs as personal conflicts are resolved.

The important function of this stage is communication between team members. Ideas, feelings, constructive criticism are recognized or requested and creativity is high. Members feel good about being part of an effective and efficient group.

There is a drawback to this stage, as members become closer they may resist change fearing that the team will break up.

We cannot cover all the stages of "Norming" in this chapter and that is why chapter 6 also works on the development of this stage. However, many of the skills learned in the activities in this chapter will focus on developing the skills required to have team members work cohesively.

The first activity looks at the leadership role. It requires individuals to look at the leadership skills they have and the leadership skills they need to develop, as at sometime, everyone will need to take a lead in team work.

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36   Tuckman, B. (1965) Developmental Sequence in Small Groups. Psychological Bulletin, 63, 384-399.

The second activity has team leaders looking at maintaining the positive attributes of a good team. To do this, a team needs to define what are the "good" attributes. The activity has the team look at past pitfalls of teams they have worked on and what seemed to be the attributes of those teams as a comparison for the good attributes.

The last activity deals with evaluation. All good teams must be evaluated to see if there is room for improvement and growth. Continuous improvement management systems have been in place in many work environments for years and evaluation is a key to this. However, for team work to be successful, it is important for the team to know how they will be evaluated and whether the evaluation is meaningful. In this way, the exercise lets the team be involved in the evaluation development.

In conclusion to this introduction, this chapter focuses on:
- Leadership roles within a team
- Maintaining a good team environment
- Evaluating and improving upon the work of the team

Learning Activity 7 - 1

Activity Name	**Follow the Leader**
Purpose:	To examine how participants view leadership and if this is a role for them to play on a team To have participants learn about their strengths and "opportunities for growth" in a leadership role
Materials Required:	Pens/pencils Handout "Leadership Self-Assessment"
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading Text • Numeracy • Writing • Continuous Learning • Thinking Skills 1. Read with Understanding for Various Purposes 2. Write clearly to express ideas 3. Perform Basic Operations with Numbers 4. Self-Management/Self-Direction
Trainer/Leader Instructions and Background Information:	Usually teams have an appointed leader/manager/supervisor, but at times individuals within the team may need to assume this role. Not all team members maybe interested or suited for leadership. That is where it is important for them to take a supporting role.
Time Needed:	40 minutes
Activity:	1. Handout the "Leadership Self-Assessment" and ask each participant to fill in the first part. 2. When participants have scored themselves, discuss what the score means. Discuss if a lower score means you cannot become a leader. 3. Have participants fill in the second part of the "Self-Assessment". 4. Discuss various ways for participants to develop their "opportunities for growth" and improve upon their strengths.
Expected Results:	1. Individuals complete the Self-Assessment and score themselves correctly. 2. Individuals identify areas of personal improvement and development, and ways to begin doing this.

Leadership Self-Assessment[37]

Rate the following statements on a scale from 1 to 5, with 5 being a definite YES and 1 being a definite NO.

		NO				YES
1.	I enjoy working on teams.	1	2	3	4	5
2.	I am able to speak clearly to others.	1	2	3	4	5
3.	I enjoy relating to others on a one to one basis.	1	2	3	4	5
4.	I am good at planning.	1	2	3	4	5
5.	I can interpret rules and regulations.	1	2	3	4	5
6.	I feel comfortable asking others for advice.	1	2	3	4	5
7.	I enjoy collecting and analyzing data.	1	2	3	4	5
8.	I am good at solving problems.	1	2	3	4	5
9.	I am comfortable writing memos to others.	1	2	3	4	5
10.	I am effective at handling employee complaints.	1	2	3	4	5
11.	I can delegate work to others.	1	2	3	4	5
12.	I am comfortable giving directions to others.	1	2	3	4	5
13.	I know how to develop goals and carry them out.	1	2	3	4	5
14.	I am comfortable trying new ideas.	1	2	3	4	5
15.	I enjoy looking at other's job performance and giving feedback.	1	2	3	4	5

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37   Adapted from: Big Dog's Leadership and Development Training, 2002.

16.	If I make a mistake, I admit it and correct it.	1	2	3	4	5
17.	I am able to resolve conflict in the workplace.	1	2	3	4	5
18.	I believe in diversity in the workplace.	1	2	3	4	5
19.	I thrive on change.	1	2	3	4	5
20.	One of my greatest goals is to become a leader.	1	2	3	4	5

Add the numbers that you have circled together to reach your score _____.

A score of 50 or more indicates either a desire to become a leader or the attributes that would make a good leader and a perceived ability to perform the tasks required of a leader.

A score of 50 or less indicates a general dislike of wanting to become a leader or a perceived inability to perform the tasks required of a leader.

No matter what your score is, it is your commitment, desire and determination that will give you the ability to become a leader.

Follow- Up:

Set up a meeting time with your team leader to discuss your leadership roles or to discuss areas where you would like to improve your leadership skills.

Part 2:

Using the statements and your scores in part one, determine what skills and abilities you can continue to improve (strengths) (these are scores of 3, 4 or 5) and what skills and abilities you need to develop (opportunities for growth) (these are scores of 1 and 2).

What are your strengths?

What are your opportunities for growth?

Learning Activity 7 - 2

Activity Name	**The Bad News Bears**
Purpose:	To learn what characteristics are involved in an ineffective or non-productive team, so that they can be avoided
Materials Required:	Flipchart Markers
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Oral Communication • Thinking Skills 1. Speak and Listen Effectively
Trainer/Leader Instructions and Background Information:	When leading or supporting a leader of a team, it is important to maintain the positive attributes of a good team. So, what are the positive attributes? Sometimes the best way to learn the positive is to think of the negatives. If you find the group becomes too focused on the negative in this activity, you may wish to divide this activity into another activity looking at positive work/team experiences/characteristics.
Time Needed:	20 minutes
Activity:	1. Ask each participant to share a description of the worst team they have ever been on and why. The team does not have to be from work. It could come from sports, etc. 2. Post the characteristics of these bad teams on a flipchart. 3. Have the whole group discuss ways to avoid the "worst team" characteristics.
Expected Results:	1. Participants will remember some of the characteristics of bad teams and look for positive characteristics to bring to their work team. 2. Team members will become aware of some of their own "bad" characteristics in team work when the "worst teams" characteristics are discussed.

Learning Activity 7 - 3

Activity Name:	**E-val-u-a-tion time, come on!**
Purpose:	To develop trust within a team by allowing them to develop how their work will be evaluated
Materials Required:	Pencil/pen Paper Flipchart paper or white-board markers
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Writing • Oral Communication • Thinking Skills 1. Write Clearly to Express Ideas 2. Speak and Listen Effectively 3. Use Measurement for Various Purposes 4. Self-Management and Self-Direction
Leader/Trainer Instructions and Background Information:	Often the work that teams do is only a portion of the larger "picture" of an organization. They need to know how to evaluate their progress and goals as a team within this environment. However, it can be difficult to evaluate the work the team is doing in a way that is meaningful to them and to management. Teams may want to evaluate everything they do, but perhaps do not see that a full evaluation cannot always be that detailed. It is similar to having an auditor review your financial statements…they do not check every invoice and cheque. What they do is some random sampling and an overview looking for variances and uncommon spending. We know that evaluation is important to motivating a team, but it's also important for the team members to be realistic on how that is done. Explain to the group that formal or informal evaluation of anything is important to success. Ask them to think about things they have done in their every day lives where assessing the progress has helped the task to become easier and improved the results. For example: putting together a piece of furniture. They need to assess if they have all the tools required (screwdriver, hammer, correct number of screws, etc.); they need to assess if they have enough space to put the item together or if they need to move it elsewhere; did they follow the directions or just "wing it" …how did that work for them?; if they followed the directions, were they clear enough or was there a step missing?; how did the piece of furniture look in the end? …if it doesn't look the best, what went wrong? …did they go too quickly? …did they try to use the wrong sized screws?

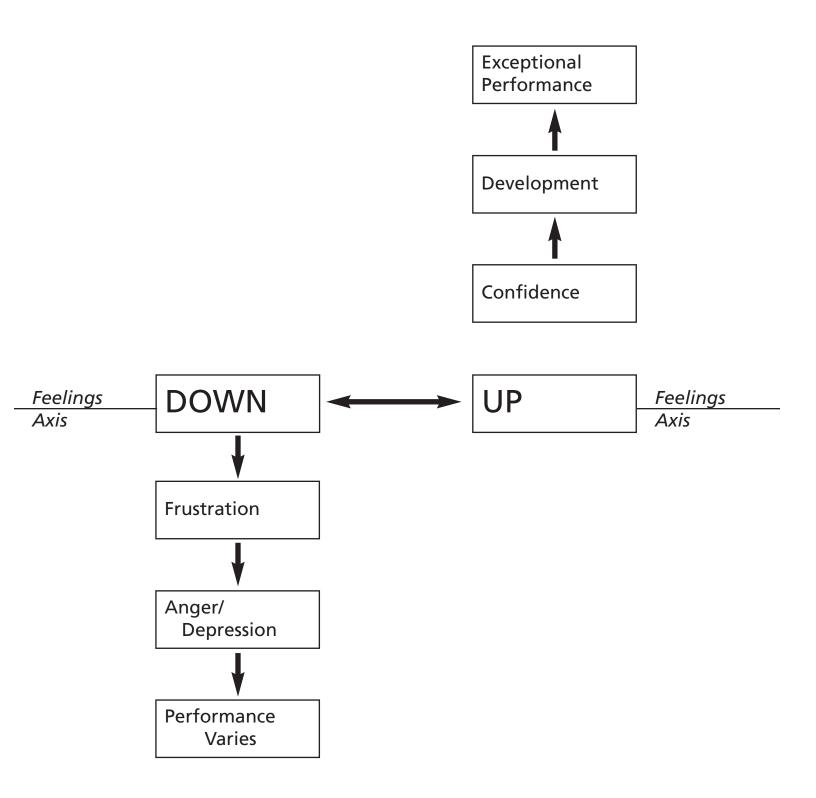|	
	... did they not follow the directions correctly? This is how we evaluate or assess what we do. It can be formal or informal ...but if you have an evaluation plan in place you have decided what is important in getting a job done. In the case of the furniture, you usually want it to last, to look nice and to be functional. This is the basis for your plan to get there and how you will evaluate it in the end.
Time Needed:	30 minutes
	1. Break the team into smaller groups of 3 to 4 people. 2. Ask the groups to brainstorm ways to evaluate or assess the work goals of the team. Tell them they can include the process as well as the short and long-term goals (10 minutes). 3. Ask the teams to share their various evaluation procedures and write these on the flipchart. 4. Ask the entire group to assign how much time would be required for these procedures in a regular work day (*this will usually add up to an unreasonable number of hours spent on evaluation...if NOT then the team has developed either a good evaluation process or has not really delved into what needs to be assessed, so more brainstorming as an entire group needs to be done*). 5. Add up the time this evaluation process would take and discuss whether it is realistic. 6. Ask the entire group to decide what is most important in the evaluation process to them by allowing each individual to place three 3 marks beside the evaluation points with a marker (they are allowed to put all their 3 marks beside one or beside a few). 7. Review the top choices and the time needed to process these evaluation points. If it is realistic, let the group know they have an evaluation plan ...if it is still too long, follow step 6 with only the top choice being used.
Expected Results:	1. The team will develop a better understanding of what evaluation is and what is important to their work. 2. Trust is built between the team and its leader as how they will be evaluating their work is a group effort and not just a "top-down" process. 3. Development of an evaluation plan

Learning Activity 7 - 4

Activity Name:	**What's My Motivation?**
Purpose:	To identify what feelings motivates individuals in their jobs and have the team develop a process to generate motivation
Materials Required:	Handouts "Feelings and Performance" Cards with "Feelings" from page ????
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Oral Communication • Thinking Skills 1. Speak and Listen Effectively
Trainer/Leader Instructions and Background Information:	Many times employers assume that getting paid and having a job is motivation enough for their employees. They do not realize that their bottom line can be affected by lack of motivation of staff. Sharing the goals and mission of a company with staff is important…if employees know what the company wishes to do, they can visualize their part in it. Employees are not going to be motivated unless there is the right level of challenge in their jobs. They need tasks that are not too easy and not too hard. Too much negative feedback from challenges that are too hard will demotivate an employee. It takes a positive frame of mind to get motivated. This goes against many traditional business principles…feelings are not supposed to be involved in business, but they are and do affect it. If employees think management and other employees care, they will be more motivated and feel more involved.
Time Needed:	15 minutes

Activity:	1. Have participants review the "Feelings and Performance" handout.
	 2. Discuss how feelings can relate to team performance. Examples of questions to get the discussion started:
	      • When someone on the team is upset, how does that affect the work of others or does it?
	      • Do you think the "Up" or "Down" feelings of other team members affects the entire team?
	 3. Divide participants ino groups of 3 or 4.

	4. Have one individual in each group chooses a "feelings" card. The other individuals will use the following questions or other similar ways to find out how the person is "feeling". The individual with the "feeling" should not give up how he or she is feeling too easily. The reason for this is many people do not share their feelings freely and it requires a bit of courteous questioning to find out how people are **really** feeling.
	
	 • So how is everything going?
	 • Are you sure nothing is bothering you?
	        OR
	 • You seem better than fine, has something good happened?
	        OR
	 • I noticed that you have been smiling alot. What is making you so pleased?
	
	 Keep using probing questions without being too personal until you think you know how the personis feeling.
	 5. The group is not trying to solve the problem or dig into the personal life of the other individual. They are just making sure the other individual's feelings are being heard. To this end, they need to validate those feelings with a statement like "Well I'm glad to know how you are feeling, and I hope things look up soon." OR "I'm happy to hear things are going so well for you."
	 6. Have the group guess what the employee was feeling and have the individual either confirm this or correct it.

Expected Results:	1. 1. Team members become better listeners. 2. Team members become more sensitive to other's feelings on the team.

Feelings and Performance

```
                                    ┌─────────────────┐
                                    │  Exceptional    │
                                    │  Performance    │
                                    └─────────────────┘
                                             ▲
                                    ┌─────────────────┐
                                    │  Development    │
                                    └─────────────────┘
                                             ▲
                                    ┌─────────────────┐
                                    │  Confidence     │
                                    └─────────────────┘


 Feelings    ┌──────────┐                ┌──────────┐    Feelings
 ─────────   │  DOWN    │ ◄───────────► │   UP     │   ─────────
 Axis        └──────────┘                └──────────┘    Axis
                  │
                  ▼
             ┌──────────┐
             │Frustration│
             └──────────┘
                  │
                  ▼
             ┌──────────┐
             │  Anger/  │
             │Depression│
             └──────────┘
                  │
                  ▼
             ┌──────────┐
             │Performance│
             │  Varies  │
             └──────────┘
```

Feelings Cards (Put pictures on these cards)

Angry	**Happy**
Frustrated	**Excited**
Depressed	**Challenged**
Sad	**Energized**
Tired	**Disrespected**

Chapter 8 – Problem Solving, Managing and Resolving Conflict

"The absolutely indispensable ingredient to getting along with others is understanding."
"The Fifth Discipline Field book"

Key Points of this Chapter
1. Understanding how team members solve problems
2. Diffusing conflict – how to do it
3. Learning what you are really saying with your body
4. Understanding
5. Learning about win-win and if it is the ideal
6. Understanding what works better in team situations at work: competition or cooperation

According to the Conference Board of Canada's "Employability Skills Toolkit," the skills involved in this chapter (we combined the Employability Skills 8 and 9 into one for this chapter):

- Appreciate and respect people's opinions
- Treat differences of opinion as opportunities to explore alternatives through discussion
- Recognize that differences of opinion are a natural part of maturing
- Appreciate that conflicting theories can lead to progress (e.g. in science)
- Find a way to turn differences of opinion into solutions where everybody wins
- Work out compromise between conflicting positions
- Know when to seek external advice when resolving conflict

The "Toolkit" goes on to say that individuals can practice and hone these skills at work by:

Understanding that openly disagreeing with a co-worker and debating a point in a meeting is sometimes necessary to ensure the success of a project or task
Buying a coffee for a co-worker you had an argument with in a meeting and letting him/her know you weren't attacking him/her personally
Probing for the source of a conflict and correcting the misunderstanding or misinformation[38]

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38 Employability Skills Toolkit, The Conference Board of Canada, Module Two – Identify and Reflect

The Essential Skills of work, as defined by Human Resources Skills Development Canada, describe team working skills as "Working with Others." The Essential Skills reviews what skills each National Occupation Code job position involves and under the skill of "Working with Others" they "examine the extent to which employees work with others to carry out their tasks."39 They also state "A team is a group of workers who produce a product or accomplish a task through combined effort and organized cooperation."

Using these definitions and examples, this chapter also begins to examine and work with the five stages of team (or group) development:

Stage 1:   Forming

Stage 2:   Storming

Stage 3:   Norming

Stage 4:   Performing

Stage 5:   Adjourning

No, this is not a Dr. Suess book. These are universally agreed upon stages of team development.40 They were developed over 40 years ago and still stand today…working in teams is NOT a new concept and the process, while further researched and more defined, still follows the steps from many years ago.

This chapter deals with the end of the "Norming" stage of teamwork development and the beginning of the "Performing" stage. Norming has been discussed as being the unified stage of teamwork development because team members know their roles and are able to come to consensus on decisions. The "Performing" stage occurs when the team is functioning at peak performance. Here the team understands the skills and expertise that different individuals bring to the team. The team works as a cohesive unit.

The first activity in this chapter deals with defining a problem and coming to a solution. Because people work in close proximity to each other and as members of a team, there are bound to be problems from time to time.

The second activity details consensus and what it means including ways to achieve it.

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37   Employability Skills Toolkit, The Conference Board of Canada, Module Two – Identify and Reflect

The next two activities focus on diffusing conflict with many strategies, one of which is using non-violent body language.. The first thing employees are taught is that their body language must be non-threatening. Did you know that 90% of the information we get from another person is communicated by his/her body language or in other words, a person's non-verbal clues? Next it is important to stand or approach others in a non-threatening way. Posture and other body language cues can go a long way to diffusing conflict at work. The type of tone of voice to use and the types of words to choose are also important when diffusing conflict. The tone of voice is how loud you are speaking. It is suggested that you do not yell but instead lower your voice and make it a soothing tone. In addition, your walk should be slow so that the person can judge the distance between both of you. Finally, you are to approach the other person sideways and provide a bit of space between you and your colleague. All of these strategies provide the best chance of reducing the conflict at work.
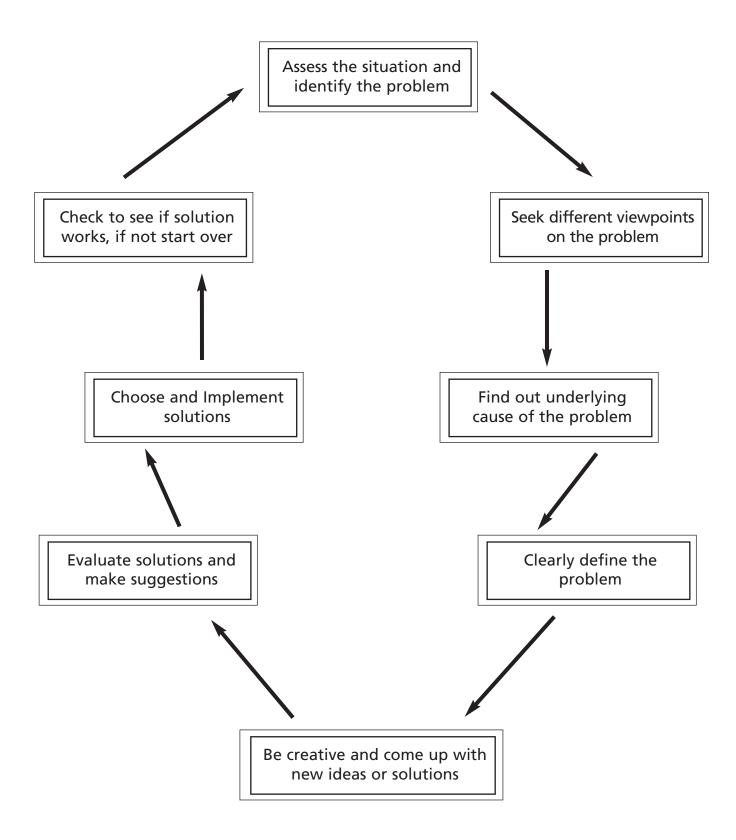
The gist of this chapter is that although problems will occur, there are ways that you can work with members of your team to solve the problems that do occur. Competition, cooperation, "win-win" situations, consensus, diffusing conflict, problem-solving and using body language are the topics that these activities stress.
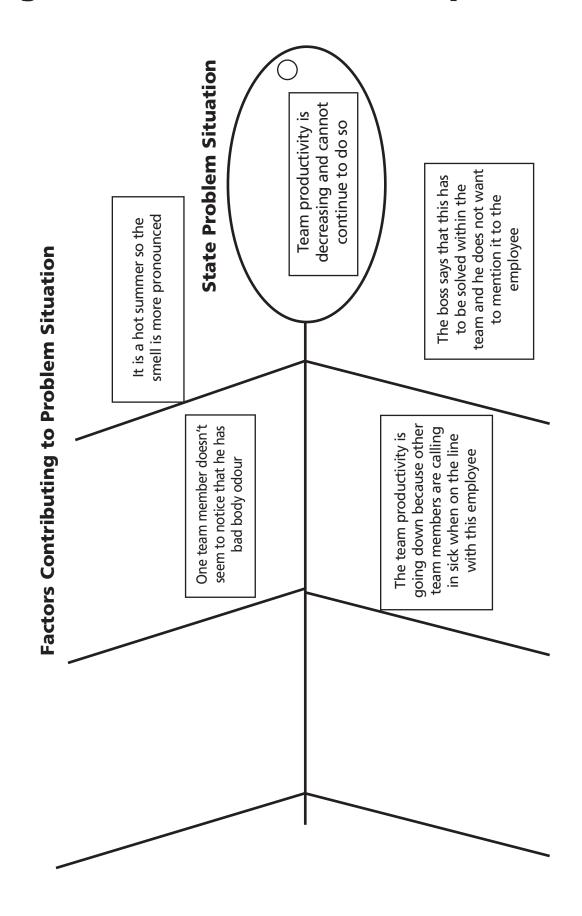
Learning Activity 8 - 1

Activity Name:	**There's Something Fishy Going On**
Purpose:	To solve a problem and build positive feelings within the team.
Materials Required:	Pencil/pen Fish Diagram Handout
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading Text • Writing • Thinking Skills 1. Write Clearly to Express Ideas 2. Speak and Listen Effectively 3. Manage Data and Probability
Leader/Trainer Instructions and Background Information:	This activity will provide team members with ideas on how to solve problems with other team members. It will help to build positive feelings within the team. A problem is the undesirable gap between the desired condition and the actual condition. A solution involves taking actions to close the problem gap by eliminating the cause of the problem. For most problems there is a direct cause which has occurred recently. The resulting effect of the problem allows it to be easily detected. For other problems, the cause occurred a long time before which makes it more difficult to detect. When the importance of the problem is so high and when it is clear that one person cannot solve the problem, a group or team must get involved in problem solving. The tea m must ask focus questions: who, what, where, when, why and how? Remember that problems are a fact of life and will occur at work, school and at home. The ability to solve problems efficiently will make you a better employee in the eyes of your employer. Three things to remember are: • There's always more than one way to solve a problem • Put yourself in the other person's shoes if possible • Think of how you should solve the problem Assess the situation and identify the problem. The team leader should encourage the group to define what is at stake so that meaningful discusion can take place. Sometimes that means "naming" what the problem is rather than "beating around the bush."

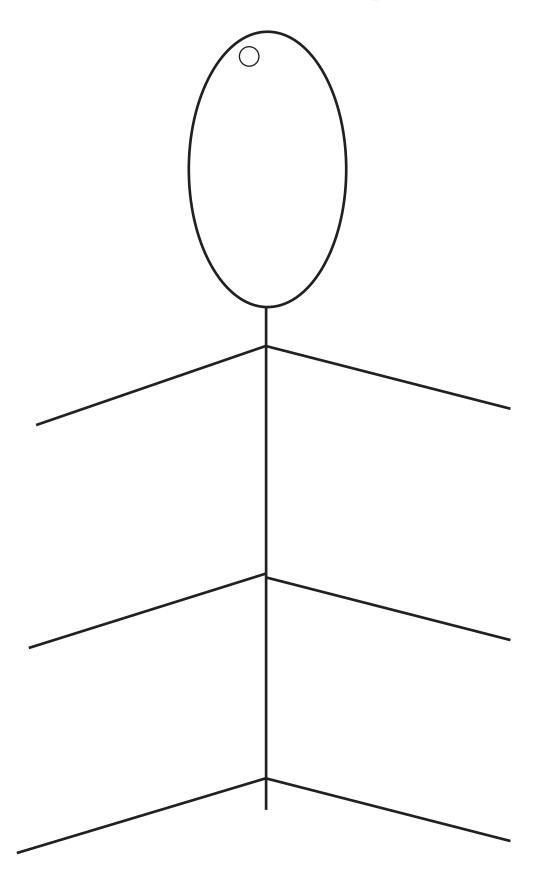| Time Needed:	75 Minutes
Activity:	1. In groups of 4 or 5, have all participants brainstorm what current issues and/or problems they have encountered or are concerned they may encounter on the team. 2. Record this brainstorming on "Using a Fish to Problem Solve" handout. 3. On the head of the fish, write the problem that the team needs to solve. 4. On the fish bones write the major categories or contributors to the problem or solution (e.g. resources, technology, training necessary). 5. In same groups, determine plan of action to solve the problem.
Activity:	1. A problem that has been solved. 2. The steps to solve the problem are in written format.

Problem Solving Steps

Assess the situation and identify the problem

Seek different viewpoints on the problem

Find out underlying cause of the problem

Clearly define the problem

Be creative and come up with new ideas or solutions

Evaluate solutions and make suggestions

Choose and Implement solutions

Check to see if solution works, if not start over

Using a Fish to Problem Solve Example

State Problem Situation

Team productivity is decreasing and cannot continue to do so

Factors Contributing to Problem Situation

It is a hot summer so the smell is more pronounced

The boss says that this has to be solved within the team and he does not want to mention it to the employee

One team member doesn't seem to notice that he has bad body odour

The team productivity is going down because other team members are calling in sick when on the line with this employee

Using a Fish to Problem Solve Template

Learning Activity 8 - 2

Activity Name:	**Agree to Disagree**
Purpose:	1. To determine the parameters for reaching consensus 2. To develop a process for trying to see and understand others' viewpoints
Materials Required:	Chart paper Markers Pens/pencils Paper
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading Text • Writing • Thinking Skills 1. Write Clearly to Express Ideas 2. Speak and Listen Effectively 3. Manage Data and Probability
Trainer/Leader Instructions and Background Information:	Consensus is an important thing to be able to attain when working in a group. Team members need to know how to come to consensus. Consensus is reached when team members feel comfortable with decision or solution. They may not agree with the decision but they can live with it. This activity will provide team members with the skills that enable them to understand the other person's point of view. By having the rest of the team determine whether or not the person was able to defend a topic from the other perspective will add an assessment quality. For example, the team members will see how difficult it can be to take the other point of view and defend it. Before they begin, each team must determine what for them is consensus. This must be written down on a piece of paper so that team members can refer to it when determining how individual team members have done in debating a contentious workplace issue.
Time Needed:	15 minutes
Activity:	1. Have the group or team determine 3 debatable/contentious employment topics (e.g. sexual harassment, pay equity). 2. Have 1 or 2 individuals choose one topic that he or she could defend in a positive (or pro) manner.

	3. Now have each individual pair up with another person who has chosen the same topic to defend.
	4. Inform the pair that they will now need to speak to the opposing viewpoint or the "con" side.
	5. Have the rest of the participants determine whether or not the new team did justice to defending that scenario.
	6. Take consensus to determine if they did or not.
	7. How did it feel to take the opposing viewpoint?
Expected Results:	1. Each new team has defended a scenario that they didn't agree with.
	2. Team members will understand what it feels like when others do not agree with their opinions.

Learning Activity 8 - 3

Activity Name:	**One of the Lessons I Learned in Kindergarten**
Purpose:	To look for a "win-win" situation or solution which means everyone is happy
Materials Required:	"Thinking Win-Win" Handout Pens/pencils Chart paper Markers
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading Text • Writing • Thinking Skills 1. Write Clearly to Express Ideas 2. Speak and Listen Effectively
Trainer/Leader Instructions and Background Information:	According to Stephen Covey in *The Seven Habits for Highly Effective People*, thinking "win-win" encourages cooperation and problem-solving through seeking mutual benefit. What he means by this statement is that instead of thinking that someone is challenging your idea or statement because they don't like you, think of it as an opportunity to find a different solution. This activity will teach individuals that you can find a middle ground when in conflict with others, called a "win-win" situation. In order to find a "win-win" situation, you are required to use courage and consideration. Courage involves telling the others honestly how you view the situation. Consideration involves being willing to listen to and respect other people's perspectives. In order to come to a "win-win" situation, you must believe that there is more than enough for everyone. In other words, you must have an "abundance mentality." Also, you must move from a competitive manner to a cooperative manner. In order to resolve conflict, you need to continue to believe in people even if it is difficult. Then you hold them accountable for their actions.
Time Needed:	60 minutes
Activity:	1. Give "Thinking Win-Win" Handout to all participants. 2. Have each participant list three activities at work that encourage competition on the handout.

	3.	On the handout, have them list three activities at work that encourage cooperation.
	4.	Now have each individual list a situation in his or her work life that would work better if it became a win-win situation or a reasonable compromise, or have participants convert their first list to win-wins.
	5.	Now share this with the large group.
Expected Results:	1.	A detailed solution at work that is a win-win situation for everyone.

Thinking Win-Win

Part A
List Three Activities at Work that Encourage Competition

1.

2.

3.

Part B
List Three Activities at Work that Encourage Cooperation

1.

2.

3.

Part C
List a Work Situation that would work Better if it Became a Win-Win Situation or "How can we turn competition into cooperation using the three activities in Part A"? Look at Part B activities for ideas.

1.

2.

3.

Learning Activity 8 - 4

Activity Name:	**Do as I Do, Not as I Say!**
Purpose:	To determine the mood of the individuals in your group using non-verbal communication or body language
Materials Required:	Paper Pens/Pencils Mood cards
Essential Skill:	**Working with Others**
Other Essential Skills/LBS Outcomes Covered:	• Reading Text • Writing • Thinking Skills 1. Write Clearly to Express Ideas 2. Speak and listen effectively
Trainer/Leader Instructions and Background Information:	This activity will provide team members with different ways to determine the moods of their fellow team members. Posture is the first part of body language. It includes all of the unspoken or non-verbal clues given by a person. For example, if you enter a room and find the facilitator with her arms crossed and her face looking angry, you will likely feel uncomfortable with that person. If instead she has a smile on her face and her arms are by her side, you will be more likely to feel comfortable with her. *"Remember, you can't shake hands with a clenched fist."* - Unknown Provide participants with the mood cards. They may each choose one. Then have each individual act out the mood on their card and have others determine what that person's mood is. Individuals are not allowed to use words but can use facial gestures only.
Time Needed:	45 minutes
Activity:	1. Ask large group to brainstorm non-verbal or body cues. These can be different for men and women, and for people from different cultures. 2. Have participants choose a mood card.

	3. In a small group of 4-5 individuals, act out your mood without using any words. 4. Have the other individuals in your group determine what your mood is. 5. Were they right? Why or why not? 6. Have each individual in the team do the same activity. 7. Debrief the activity by asking the group if they became better at determining the mood with practice. Ask them if they could see how useful this will not only be at work, but in their personal lives as well.
Expected Results:	1. More correct responses to determining what mood the individual was in with only using visual clues.

Mood Cards (Put pictures on these cards)

Frustrated	**Excited**
Bored	**Challenged**
Sad	**Happy**
Tired	**Energized**
Inquisitive	**Loving**

Appendices

Essential Skills Profiles[43] containing "Working with Others" as one of the most important skills for that job:

Air Transport Ramp Attendants
NOC 7437

Introduction
Air transport ramp attendants operate ramp-servicing vehicles and equipment, handle cargo and passenger baggage and perform other ground support duties at airports. They are employed by airline and air services companies and the federal government.

The most important Essential Skills for air transport ramp attendants are:
• Document use
• Oral communication
• Decision making
• Working with others

WORKING WITH OTHERS
Air transport ramp attendants work as members of a team involved in loading, unloading, cleaning and preparing aircraft. They often work independently, such as when they are completing load sheets, doing maintenance and fuel checks and transporting baggage. They may also work with a partner or helper, when handling baggage or cleaning and restocking the aircraft for departure.

Boat Assemblers and Inspectors
NOC 9491

Introduction
Boat assemblers assemble wooden, fibreglass and metal boats, such as sailboats, motorboats, canoes and cabin cruisers. Boat inspectors check assembled boats to ensure proper product quality. They are employed by boat and marine craft manufacturing companies

The most important Essential Skills for boat assemblers and inspectors are:
• Numeracy
• Working with others

WORKING WITH OTHERS
Boat assemblers and inspectors generally work with a partner or are members of a three or four person work team. The team may be assembling four or five boats at once. At times, assemblers may work independently on jobs which can be done by one person, such as sanding seams or doing small repairs. Assemblers working on very small boats such as canoes may work alone.

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43 All examples are taken from the Essential Skills Website at www. hrdc-grhc.gc.ca/essentialskills

Chainsaw and Skidder Operators
NOC 8421

Introduction
Chainsaw and skidder operators operate chain saws to fell, delimb and buck trees, and operate skidders to move or yard the felled trees from the logging site to the landing area for processing and transportation. They are employed by logging companies and contractors.

The most important Essential Skills for chainsaw and skidder operators are:
• Oral communication
• Problem solving
• Decision making
• Working with others

WORKING WITH OTHERS
Chain saw and skidder operators typically work alone in their assigned area after receiving instructions from their supervisor or foreman. They must co-ordinate their work with the rest of the crew. Some may work with a partner, who stays within hearing distance for safety.

Correctional Service Officers
NOC 6462

Introduction
Correctional service officers guard prisoners and detainees and maintain order in correctional institutions and other places of detention. They are employed by federal, provincial and municipal governments.

The most important Essential Skills for correctional service officers are:
• Writing
• Oral communication
• Decision making
• Working with others

WORKING WITH OTHERS
Correctional service officers work alone when on perimeter duty and at observation posts. They work independently at some tasks, such as when writing reports. They work with partners on some tasks, such as doing head counts at night. Correctional service officers work as part of a team with other correction service officers, volunteers and office staff. They keep in close communication with one another on every shift, often via two-way radio.

Deck Crew, Water Transport
NOC 7433

Introduction
Workers in this unit group stand watch, operate and maintain deck equipment and perform other deck and bridge duties aboard ships or self-propelled vessels under the direction of deck officers. They are employed by marine transportation companies and federal government departments including the armed forces.

The most important Essential Skills for deck crew (water transport) are:
• Oral communication
• Working with others

WORKING WITH OTHERS
Deck crew (water transport) work primarily as members of the ship's company which functions as a team. Many decisions are made as a group. Deck crew, under the leadership of the boatswain, meet at the beginning of every shift to be allocated responsibilities. Teamwork is particularly important given that the ship may be at sea for weeks at a time and that all crew members contribute to the safety and comfort of the ship.

Deck crew may work with partners on specific functions such as loading cars, painting decks and handling lines. They work independently at times, such as when they make Jacob's ladders and repair cargo nets.

Dry Cleaning and Laundry Occupations and Ironing, Pressing and Finishing Occupations
NOC 6681, 6682

Introduction
This profile includes Dry Cleaning and Laundry Occupations (NOC 6681) and Ironing, Pressing and Finishing Occupations. (NOC 6682) Dry Cleaning and Laundry Occupations (NOC 6681)Dry cleaning and laundry machine operators operate machines to dry-clean or launder garments and household articles. Dry cleaning and laundry inspectors and assemblers check finished garments to ensure that they meet required standards for cleaning and pressing, and assemble and bag finished garments. They are employed in dry cleaning and laundry establishments and in the laundries of hotels, hospitals and similar institutions. Ironing, Pressing and Finishing Occupations (NOC 6682)This unit group includes workers who press garments and household articles using either a hand iron or a pressing machine.

The <u>most important Essential Skills</u> for workers in dry cleaning, laundry and finishing occupations are:
- Document use
- Working with others

<u>WORKING WITH OTHERS</u>
Workers in dry cleaning, laundry and finishing occupations mainly work independently within a team context, co-ordinating their activities with supervisors and co-workers who perform work at other stages of the cleaning process.

Early Childhood Educator Assistants
NOC 6473

<u>Introduction</u>
Early childhood educator assistants supervise pre-school children in day-care centres and nursery schools, and under the supervision of an early childhood educator, they lead children in activities to stimulate and develop their intellectual, physical and emotional growth. They are employed in day-care centres and nursery schools.

The <u>most important Essential Skills</u> for early childhood educator assistants are:
- Oral communication
- Problem solving
- Working with others

<u>WORKING WITH OTHERS</u>
Early childhood educator assistants are members of a team, working with early childhood educators and other assistants. They work independently when they are supervising an assigned group of children. They work as a partner with other staff members when jointly supervising larger groups and sometimes they have a student teacher as a helper. They may sometimes work alone, for example, tidying the day-care area.

Elemental Medical and Hospital Assistants
NOC 6631

<u>Introduction</u>
Elemental medical and hospital assistants perform a variety of support functions to assist health care professionals and other health care staff. They are employed in hospitals, medical clinics and offices of health care professionals such as chiropractor s, occupational therapists and physiotherapists.

The <u>most important Essential Skills</u> for elemental medical and hospital assistants are:
- Oral communication
- Job task planning and organizing
- Working with others

Elemental medical and hospital assistants work independently but are part of a health-care team. They may work directly with health care professionals or co-workers to support their work with patients.

Elementary and Secondary School Teacher Assistants
NOC 6472

Introduction
This unit group includes workers who assist elementary and secondary school teachers and counsellors. They are employed in public and private elementary and secondary schools.

The most important Essential Skills for elementary and secondary school teacher assistants are:
• Reading text
• Writing
• Numeracy
• Oral communication
• Problem solving
• Working with others

WORKING WITH OTHERS
Elementary and secondary school teacher assistants work independently in the classroom with students but are part of a team working to teach and assist the children. They may work directly with a teacher as the teacher's helper.

First-line supervisors in the seafood industry
NOC 9213

Introduction
Supervisors in this occupational group supervise and co-ordinate the activities of workers who operate processing machines, and who package or grade fish and fish products. They are employed in fish processing plants and seafood processing establishments.

The most important Essential Skills for first-line supervisors in the seafood industry are:
• Oral communication
• Problem solving
• Working with others

WORKING WITH OTHERS
The ways in which first-line supervisors work with others may differ in specific plants, based on the organizational structure of the plant. Workers in some processing plants are organized into self-directed work teams, consisting of a team leader and tea m members; in such situations, the first-line supervisor fills the role of coach. Other plants follow a more traditional model, with workers reporting individually to their supervisor.

Fish Plant Workers
NOC 9463

Introduction
This unit group includes fish plant machine operators, who set up and operate machinery to process and package fish products, and fish plant cutters and cleaners, who cut, trim and clean fish by hand. Fish Plant Workers are employed in fish processing plants.

The most important Essential Skills for fish plant workers are:
• Numeracy
• Oral communication
• Working with others

WORKING WITH OTHERS
Fish plant workers work independently as part of assembly teams, with each person responsible for certain parts of the process. They may work with a partner, with one cooking and the other filling pouches. They often co-ordinate their tasks with others, such as when operating winches to lift racks and lower them into ice water, filling boxes of glazed fish or moving and weighing boxes.

Fishing Vessel Deckhands
NOC 8441

Introduction
Fishing vessel deckhands perform a variety of manual tasks on commercial fishing voyages, and maintain fishing vessels. They are employed by establishments that operate commercial fishing vessels and by self-employed fishermen/women.

The most important Essential Skills for fishing vessel deckhands are:
• Numeracy
• Oral communication
• Problem solving
• Decision making
• Job task planning and organizing
• Significant use of memory
• Finding information
• Working with others

WORKING WITH OTHERS
Fishing vessel deckhands mainly work as members of a team to operate the fishing vessel and to drop or bring in the fishing nets. They work independently when measuring, cleaning, weighing and boxing fish. They work jointly with a partner or helper when hauling fishing lines in or out of the water.

Freshwater Angling Guides
NOC 6442

Introduction
This profile was generated as part of an occupational standard. The NOC group to which it relates is "Outdoor Sport and Recreational Guides". Outdoor sport and recreational guides organize and conduct trips or expeditions for sports enthusiasts, adventure rs, tourists and resort guests. They are employed by private companies and resorts or may be self- employed.

The most important Essential Skills for freshwater angling guides are:
• Oral communication
• Problem solving
• Decision making
• Job task planning and organizing
• Working with others

WORKING WITH OTHERS
Freshwater angling guides mostly work independently or alone when preparing for trips and guiding clients. They may work with a partner or as part of a team occasionally. Freshwater angling guides participate in formal pre-trip and post-trip discussions with their outfitters/employers and co-workers to discuss methods for improving work processes, product quality, allocation of responsibilities or goals.

Golf Club General Managers
NOC 0721

Introduction
This profile was developed as part of an occupational standard. The NOC group to which it relates is "Facility Operation Managers." Facility operation managers plan, organize, direct and control the operations of commercial, transportation and recreationa l facilities. Facility operation managers are employed by a wide range of establishments, such as airports, harbours, canals, shopping centres, convention centres, warehouses and recreation facilities.

The <u>most important Essential Skills</u> for golf club general managers are:
- Oral communication
- Problem solving
- Decision making
- Job task planning and organizing
- Significant use of memory
- Finding information
- Working with others

<u>WORKING WITH OTHERS</u>
Most of the time, golf club general managers work independently or with a partner or helper though they are always part of a broader team. Some of the time, they work alone.

Golf club general managers:
- work alone or independently. For example, when making decisions and evaluating staff.
- work with a partner or helper. For example, when working on budgets, menus and labour costs with accountants, chefs and supervisors.
- work as a member of team. For example, when co-ordinating golf and social activities and scheduling golf course maintenance.

Golf club general managers participate in group discussions on methods for improving work processes or product quality and the allocation of work responsibilities and goals. They meet with:
- department heads and supervisors. (daily)
- their board of directors. (regularly)
- committee members who discuss house operations, lounge, policies and procedures. (when necessary)
- tournament committees. (periodically)
- staff. (periodically)

Guest Services Attendants
NOC 6672

<u>Introduction</u>
This profile was developed as part of an occupational standard. The NOC group to which it relates is "Other Attendants in Accommodation and Travel (Except Airline Travel)". This unit group includes workers who carry hotel guests' luggage and escort guests to their rooms, carry travellers' luggage at railway stations and aboard ships, and clean and maintain public areas and passengers' rooms aboard ships and trains. They are employed by hotels, railway companies and water transport companies.

The <u>most important Essential Skills</u> for guest services attendants are:
(none are listed)

Guest services attendants work alone some of the time. Most of the time, they work with a partner or helper. They always work as part of a team, working independently but co-ordinating with the work of others. They participate in daily briefings and discussions with co-workers.

Heavy Equipment Operators (Except Crane)
NOC 7421

Introduction

Heavy equipment operators operate heavy equipment used in the construction and maintenance of roads, bridges, airports, gas and oil pipelines, tunnels, buildings and other structures; in surface mining and quarrying activities; and in material handling wo rk. They are employed by construction companies, heavy equipment contractors, public works departments and pipeline, logging, cargo-handling and other companies. Heavy equipment operator apprentices are included in this unit group.

The most important Essential Skills for heavy equipment operators (except crane) are:
• Numeracy
• Problem solving
• Working with others

WORKING WITH OTHERS
Heavy equipment operators (except crane) mainly work independently. However, on construction sites, they are members of a team, co-ordinating job tasks with others and being aware of where other crew members and machines are at all times. They also work alone, as for example, when preparing a work site for other workers, and work with partners on jobs that require more than one machine, such as grading roads.

Heritage Interpreters
NOC 5212

Introduction
This profile was developed as part of an occupational standard. The NOC group to which it relates is "Technical Occupations Related to Museums and Galleries." This group includes workers who classify and catalogue museum and gallery artifacts, construct a nd install exhibits and displays, restore, maintain and store museum and gallery collections, frame artwork, conduct guided tours and perform other functions in support of curatorial and conservation activities. They are employed in museums and galleries. Picture framers and taxidermists may also be employed in retail settings or may be self-employed.

The most important Essential Skills for heritage interpreters are:
- Oral communication
- Problem solving
- Decision making
- Job task planning and organizing
- Significant use of memory
- Finding information
- Working with others

WORKING WITH OTHERS
Heritage interpreters may work alone, with a partner or as part of a team. They may work independently or with supervision.

Heritage interpreters participate in formal group discussions, with their co-workers, managers or supervisors and people that they supervise, to discuss methods of improving work processes or product quality and the allocation of responsibilities.

Industrial Butchers and Meat Cutters, Poultry Preparers and Related Workers
NOC 9462

Introduction
Workers in this unit group prepare meat and poultry for further processing, for packaging or for marketing. They are employed in meat and poultry slaughtering, processing and packing establishments.

The most important Essential Skills for industrial butchers and meat cutters, poultry preparers and related workers are:
- Numeracy
- Working with others

WORKING WITH OTHERS
Industrial butchers and meat cutters, poultry preparers and related workers work independently on their section of a production line, and are part of a team keeping the line moving efficiently. They also work as a team with co-workers and helpers when producing large orders. They sometimes work with one or more co-workers to handle and kill animals.

Industrial Engineering Technicians
NOC 2233

Introduction
This profile was developed as part of an occupational standard. The NOC group to which it relates is "Industrial Engineering and Manufacturing Technologists and Technicians". Industrial engineering and manufacturing technologists and Technicians may work independently or provide technical support and services in the development of production methods, facilities and systems, and the planning, estimating, measuring and scheduling of work. They are employed by manufacturing and insurance companies, government departments and in other industries.

The most important Essential Skills for industrial engineering technicians are:
• Writing
• Numeracy
• Working with others

WORKING WITH OTHERS
Industrial engineering technicians are members of the production team. However, in performing their tasks, they work independently, co-ordinating their work with that of others and exchanging information with them sometimes. They may work with a partner from another department to set up a specific project. They participate in daily production meetings, monthly quality control meetings and quarterly, semi-annual or annual planning meetings.

Industrial Instrument Mechanic
NOC 2243

Introduction
Industrial instrument mechanics repair, maintain, calibrate, adjust and install industrial measuring and controlling instrumentation. They are employed by pulp and paper processing companies, nuclear and hydro power generating companies, mining, petrochemical and natural gas companies, industrial instrument and other manufacturing companies, and by industrial instrument servicing establishments.

The most important Essential Skills for industrial instrument mechanics are:
• Document use
• Oral communication
• Problem solving
• Decision making
• Working with others
• Computer skills

WORKING WITH OTHERS
Industrial instrument mechanics often work independently or alone. They may spend as much as 50 % of their time in the control room and relay room, liaising with operators as

needed to ensure instrumentation is properly maintained and emergencies handled. Since they may need to give urgent instructions to 30 or 35 different operators, they need to know what approach is most likely to work best with each of them. They may need a partner to carry out some functions, such as testing a transmitter or boiler or installing control valves. They sometimes work in a crew (team); for instance, three or four workers may be needed to run a new wire in the plant. Industrial instrument mechanics perform the role of team member and sometimes team leader on project teams.

Insulator (Heat and Frost)
NOC 7293

Introduction
Insulators (Heat and Frost) apply insulation materials to plumbing, air-handling, heating, cooling and refrigeration systems, piping equipment and pressure vessels, and walls, floors and ceilings of buildings and other structures, to prevent or reduce the passage of heat, cold, sound or fire. They are employed by construction companies and insulation contractors, or they may be self-employed.

The most important Essential Skills for insulators (heat and frost) are:
• Oral communication
• Problem solving
• Job task planning and organizing
• Working with others

WORKING WITH OTHERS
Insulators (Heat and Frost) work independently, co-ordinating their work with other workers on-site including apprentices, journeypersons, foremen, supervisors and workers from other trades depending on the size of the work site and the type of work.

Kitchen Helpers and Line Cooks
NOC 6642

Introduction
This profile was generated as part of an occupational standard. The NOC group to which it relates is "Kitchen and Food Service Helpers." Workers in this unit group clear tables, clean kitchen areas, wash dishes, and perform various other activities to assist workers who prepare or serve food and beverages. They are employed in restaurants, hotels, fast food outlets, cafeterias, hospitals and other establishments.

The most important Essential Skills for kitchen helpers and line cooks are:
None are listed

WORKING WITH OTHERS
Kitchen helpers and line cooks work both independently and as part of a team. They participate in formal discussions with co-workers and supervisors on methods for improving work processes or product quality, and on the allocation of responsibilities.

Lock and Cable Ferry Operators and Related Occupations
NOC 7435

Introduction
This unit group includes workers who operate lock gates, bridges and similar equipment along canal systems, workers who operate cable ferries and ferry terminal workers. They are employed by the federal government, cable ferry companies and in ferry terminals.

The most important Essential Skills for lock and cable ferry operators and workers in related occupations are:
• Document use
• Oral communication
• Working with others

WORKING WITH OTHERS
Some lock and cable ferry operators and workers in related occupations, such as loading bridge operators, linesmen/women and canal operators, work in teams to maintain public safety and facilitate service efficiency. They rely on communication skills to co-ordinate their work with co-workers, often maintaining contact by radio or through the use of hand signals. Others, such as cable ferry operators and ferry terminal workers, work independently and liaise with supervisors and co-workers as necessary to exchange information.

Longshore Workers
NOC 7451

Introduction
Longshore workers transfer cargo throughout dock area and onto and from ships and other vessels. They are employed by marine cargo handling companies, shipping agencies and shipping lines.

The most important Essential Skills for longshore workers are:
• Oral communication
• Working with others

Longshore workers work in teams, commonly referred to as crews, under the direction of a foreperson. Within this context, they may work independently, as when they are operating a shunt truck, or with a partner, as when they are signalling for a co-worker operating a crane. Working with others is critical to the job as it impacts on safety and efficiency.

Mail, Postal and Related Clerks
NOC 1461

Introduction
This unit group includes clerks who process and sort mail and parcels in post offices, mail processing plants and internal mail rooms, and clerks who serve customers and record transactions at sales counters and postal wickets. Mail, postal and related cl
erks are employed by Canada Post Corporation, courier and parcel express services and establishments throughout the public and private sectors.

The most important Essential Skills for mail, postal and related clerks are:
• Numeracy
• Oral communication
• Working with others

WORKING WITH OTHERS
Mail, postal and related clerks mainly work independently. They may co-ordinate their work with co-workers, such as rotating their duties on sorting machines according to predetermined schedules. For safety reasons, mail sorters may work with a partner or helper when using sorting machines. Mail, postal and related clerks may work as members of a team to provide efficient and reliable services to customers. However, some work alone in retail outlets.

Metalworking Machine Operators
NOC 9514

Introduction
Light metalworking machine operators operate metalworking machines which shape and form sheet or other light metal into parts or products. They are employed by sheet metal products manufacturing companies, sheet metal shops and other light metal products manufacturing establishments. Heavy metalworking machine operators operate metalworking machines which shape and form steel or other heavy metal into parts or products. They are employed by structural steel fabrication, boiler and platework manufacturing companies, heavy machinery manufacturing companies and in the shipbuilding industry.

The most important Essential Skills for metalworking machine operators are:
- Document use
- Numeracy
- Problem solving
- Working with others

WORKING WITH OTHERS
Metalworking machine operators mainly work independently. They may work with a partner to lift heavy objects. They are part of a team, since the parts they make move down the assembly line. The quality of finished products depends on how well workers are able to share their experience and knowledge of the machines in a team environment.

Nurse Aides and Orderlies
NOC 3413

Introduction
Nurse aides and orderlies assist nurses, hospital staff and physicians in the basic care of patients. They are employed in hospitals, nursing homes and other health care institutions.

The most important Essential Skills for nurse aides and orderlies are:
- Document use
- Oral communication
- Working with others

WORKING WITH OTHERS
Nurse aides and orderlies mainly work independently. They work with a partner when performing specific tasks where they require assistance, such as moving patients from beds to wheelchairs or into a bathtub. They are members of a health care team which also includes registered nurses and other health care professionals.

Oil and Gas Well Drilling Workers and Services Operators
NOC 8412

Introduction
Oil and gas well drilling workers operate drilling and service rig machinery as intermediate members of the rig crew. Oil and gas well services operators drive trucks and operate specialized hydraulic pumping systems to place cement in wells or to treat w ells with chemicals, sand mixtures or gases to stimulate production. Workers in this unit group are employed by drilling and well service contractors and by petroleum producing companies.

The <u>most important Essential Skills</u> for oil and gas well drilling workers and services operators are:
• Numeracy
• Oral communication
• Working with others

<u>WORKING WITH OTHERS</u>
Oil and gas well drilling workers and services operators work as part of a team in a rig crew of up to six people. They mostly perform their tasks independently; however, drilling workers work in close co-ordination with the driller and floorhands when tripping pipe in or out, and service operators work with one or more helpers on large jobs.

Other Aides and Assistants in Support of Health Services
NOC 3414

<u>Introduction</u>
This unit group includes workers not elsewhere classified who provide services and assistance to health care professionals such as orthopaedic surgeons, pharmacists, pathologists and optometrists. They are employed in hospitals, clinics, medical pathology laboratories and pharmacies. This group includes, among others, orthopaedic technologists, pharmacy assistants, autopsy assistants and ophthalmic laboratory technicians.

The <u>most important Essential Skills</u> for aides and assistants in support of health services in this group are:
• Numeracy
• Oral communication
• Working with others

<u>WORKING WITH OTHERS</u>
Aides and assistants in support of health services in this group mainly work independently, as part of a team. They may work with a partner.

Other Protective Service Occupations
NOC 6465

<u>Introduction</u>
This unit group includes workers who conduct private investigations for clients or employers, implement security measures to protect property against theft and fire and provide other protective services not elsewhere classified. They are employed by security and investigation service companies, hotels, retail establishments, businesses and industry, or they may be self-employed.

The underline most important Essential Skills underline for workers in protective service occupations in this group are:
• Reading text
• Oral communication
• Finding information
• Working with others

WORKING WITH OTHERS
Workers in protective service occupations in this group mainly work independently, although they may work with a partner on specific assignments. They co-ordinate their tasks with others in the organization, sharing information and brainstorming as a team to address specific problems. While working on surveillance cases or investigating alarms, they often work alone.

Railway Track Maintenance Workers
NOC 7432

Introduction
Railway track maintenance workers operate machines and equipment to lay, maintain and repair railway tracks. They are employed by railway transport companies.

The most important Essential Skills for railway track maintenance workers are:
• Numeracy
• Oral communication
• Working with others

WORKING WITH OTHERS
Railway track maintenance workers work mainly as members of a three or four member team. When they are not working as part of a team, they often work in pairs. The ballast machine operator, for instance, works right behind the tamper machine and the two operators keep in close contact about production goals.

Retail First Level Managers
NOC 6211

Introduction
Retail first level managers are responsible for maintaining the day-to-day operations which allow the delivery of products and services to customers. They provide guidance and leadership to staff in order to achieve the goals of the organization and those of the individuals within it. They work on-site and report to another level of management.

The most important Essential Skills for retail first level managers are:
• Oral communication
• Problem solving
• Decision making
• Working with others

WORKING WITH OTHERS
Retail first level managers work with others at Complexity Level 4. Retail first level managers are team leaders within their store. Their team leadership extends to the whole store in smaller establishments or covers one or more departments in larger companies. Retail first level managers mainly work independently, co-ordinating their activities with store staff and with company personnel beyond their own store's boundaries. An important focus of their leadership is working with others to carry out the activities of the business plan as it goes through its various revisions. They serve on a variety of committees, either as members or as chairpersons.

Retail Sales Associates
NOC 6421

Introduction
This profile was developed as part of an occupational standard. The NOC group to which it relates is "Retail Salespersons and Sales Clerks." Retail salespersons and sales clerks sell or rent a range of goods and services in stores and other retail busines
ses and in wholesale businesses that sell on a retail basis to the general public.

The most important Essential Skills for retail sales associates are:
• Oral communication
• Finding information
• Working with others
• Continuous learning

WORKING WITH OTHERS
Retail sales associates are part of a team made up of owners/head office managers, supervisors, other sales associates, suppliers and delivery and maintenance personnel. They attend regular meetings with other members of the store team to solve specific problems, deal with health and safety and employee benefit issues and to discuss loss prevention strategies.

Retail sales associates generally work independently, co-ordinating tasks as required with associates in other departments or in other responsibility areas. They may work jointly with partners or helpers when changing merchandise in displays or when loading products in a delivery van. They sometimes provide guidance and orientation to new employees. In some stores, retail sales associates work alone. In such cases, they communicate on a regular basis with managers or with associates who work on a different shift.

Small Business Owner-Operators
NOC 0123, 0621, 0631, 0632, 0712

Introduction
This profile was developed as part of an occupational standard. It relates to a range of NOC groups including, in particular, "Other Business Services Managers," "Retail Trade Managers," "Restaurant and Food Service Managers," "Accommodation Service Managers," and "Residential Home Builders and Renovators."

The most important Essential Skills for small business owner-operators are:
• Oral communication
• Problem solving
• Decision making
• Job task planning and organizing
• Significant use of memory
• Finding information
• Working with others

WORKING WITH OTHERS
Small business owners-operators participate in formal group discussions with staff and suppliers to discuss methods of improving customer service, work processes or product quality and the allocation of responsibilities. This may occur daily, weekly or monthly at the discretion of each small business owner-operator. Small business owner-operators may also participate in formal group discussions, sponsored by external organizations, such as business associations, chambers of commerce, to discuss current issues, such as industry trends, with business contacts.

Some of the time, small business owner-operators work:
• alone. For example, when running the store or office;
• independently to pursue self-determined priorities, co-ordinating their work with the work of others, such as employees and suppliers. (as required);
• jointly with a partner, such as a co-owner or helper, such as an assistant;
• or as a member of a team, such as a marketing

Special Events Co-ordinators and Special Events Managers
NOC 1226

Introduction
This profile was developed as part of an occupational standard. The NOC group to which it relates is "Conference and Event Planners." Conference and event planners plan, organize and co-ordinate conferences, conventions, meetings, seminars, exhibitions, t rade shows, festivals and other events. They are employed by tourism associations, trade and professional associations, convention and conference centres, governments and by conference and event planning companies.

The <u>most important Essential Skills</u> for special events co-ordinators and special events managers are:
• Oral communication
• Problem solving
• Decision making
• Job task planning and organizing
• Significant use of memory
• Finding information
• Working with others

<u>WORKING WITH OTHERS</u>
Some of the time special events co-ordinators and special events managers work alone. More often, however, they are working independently, co-ordinating activities with co-workers and outside resources. They may also work with a partner or as a member of a team.

Special events co-ordinators and special events managers work with staff and volunteers, supervisors, and boards and association members to discuss ways of improving work processes. They participate in formal group discussions with co-workers, supervisors and subordinates to discuss the allocation of responsibilities and appropriate work goals.

Tellers, Financial Services
NOC 1433

<u>Introduction</u>
Tellers in this unit group process customers' financial transactions and provide information on related banking products and services. They are employed by banks, trust companies, credit unions and similar financial institutions.

The <u>most important Essential Skills</u> for tellers are:
• Numeracy
• Oral communication
• Working with others

<u>WORKING WITH OTHERS</u>
Tellers mainly work independently serving customers. They may share a wicket or computer with a partner and must co-ordinate activities with them. They work as a team with other bank staff to provide effective customer service.

Tour Directors
NOC 6441

Introduction
This profile was generated as part of an occupational standard. The NOC group to which it relates is "Tour and Travel Guides". Tour and travel guides escort individuals and groups on trips, on sightseeing tours of cities and on tours of historical sites and establishments such as famous buildings, manufacturing plants, cathedrals and theme parks. They also provide descriptions and background information on interesting features. Tour and travel guides are employed by tour operators, resorts and other estab lishments or may be self-employed.

The most important Essential Skills for tour directors are:
• Oral communication
• Problem solving
• Job task planning and organizing
• Working with others

WORKING WITH OTHERS
Most of the time tour directors work either alone or independently but some of the time they work with a partner or helper or as part of a team, such as when working co-operatively with a bus driver or hotel attraction staff. They must establish an excellent working relationship with the bus/coach driver.

Some tour directors participate in formal group discussions with their co-workers, people that they supervise and their manager or supervisor to discuss methods for improving work processes or product quality.

Trades Helpers and Labourers
NOC 761

Introduction
This profile includes Construction Trades Helpers and Labourers (NOC 7611) and Other Trades Helpers and Labourers (NOC 7612).
Construction Trades Helpers and Labourers (NOC7611)
Construction trades helpers and labourers assist skilled trades persons and perform labouring activities at construction sites. They are employed by construction companies and trade and labour contractors.
Other Trades Helpers and Labourers (NOC 7612)
This unit group includes trade helpers and labourers, not elsewhere classified, who assist skilled tradespersons and perform labouring activities in the installation, maintenance and repair of industrial machinery, refrigeration, heating and air conditioning equipment, in the maintenance and repair of transportation and heavy equipment, in the installation and repair of telecommunication and power cables and in other repair and service worksettings. They are employed by a wide variety of manufacturing, utility and service companies.

The following profile is based on interviews with labourers working as field assistant/instrumentation persons in survey crews, flagpersons, roofer labourers and helpers in welding/fabrication, carpentry, general labour, cable installation, road building, painting and plumbing.

The <u>most important Essential Skills</u> for trades helpers and labourers are:
• Numeracy
• Significant use of memory
• Working with others

<u>WORKING WITH OTHERS</u>
For the most part, trades helpers and labourers work either jointly with a journeyman or apprentice or independently to accomplish their assigned tasks. They may work as a member of a team on large jobs, such as when working with heavy equipment that requires more than two people.

Underground Mine Service and Support Workers
NOC 8411

<u>Introduction</u>
Underground mine service and support workers perform a range of duties related to the operation of orepasses, chutes and conveyor systems, the construction and support of underground structures, passages and roadways, and the supply of materials and suppl ies to support underground mining. They are employed by coal, metal and non-metallic mineral mines.

The <u>most important Essential Skills</u> for underground mine service and support workers are:
• Oral communication
• Problem solving
• Job task planning and organizing
• Working with others

<u>WORKING WITH OTHERS</u>
Underground mine service and support workers may work independently on tasks, such as repairing wall structures, transporting supplies, doing road repair work and working in control rooms. They work as members of a team when performing tasks such as laying pipe, stabilizing roofs and operating bolters on mine machines. Workers are usually assigned a partner when working in separate underground areas, and are responsible for checking on each other at regular intervals for safety reasons.

Weavers, Knitters and Other Fabric-Making Occupations
NOC 9442

Introduction
Operators in this unit group operate machines to process yarn or thread into woven, non-woven and knitted products such as cloth, lace, carpets, rope, industrial fabric, hosiery and knitted garments or to quilt and embroider fabric. This unit group also includes workers who perform activities such as reproducing patterns, drawing-in and tying warps and setting up looms. They are employed by textile companies and by garment and mattress manufacturing companies.

The most important Essential Skills for weavers, knitters and workers in other fabric-making occupations are:
• Document use
• Numeracy
• Oral communication
• Working with others

WORKING WITH OTHERS
Weavers, knitters and workers in other fabric-making occupations primarily work independently within the context of a production team. They may work briefly with a co-worker to minimize equipment downtime associated with tasks such as changing the yarn on multiple knitting machines.

Examples[44] of how "Working with Others" is explained within the Essential Skills Profiles when it is NOT one of the most important skills for that job:

Accounting and Related Clerks
NOC 1431

Introduction
This unit group includes clerks who calculate, prepare and process bills, invoices, accounts payable and receivable, budgets and other routine financial records according to established procedures. They are employed throughout the private and public sectors.

WORKING WITH OTHERS:
Accounting and related clerks mainly work independently. They work with others when assisting an accountant or when working with a partner to complete routine tasks. They may be members of an administrative and office support team, working together to ensure that services are provided efficiently.

Airline Sales and Service Agents
NOC 6433

Introduction
Airline sales and service agents issue tickets, make reservations, trace missing baggage, arrange for cargo shipments and perform other related customer service duties to assist airline passengers. Airline sales and service agents are employed by airline companies. Load planners, who plan the positioning of cargo on aircraft, are also included in this unit group.

WORKING WITH OTHERS:
Airline sales and service agents may work independently but often work jointly with partners or helpers. They co-ordinate their work with other agents and baggage handlers. When working at the boarding gate, they may work with ramp agents to get passengers on board the plane. They are part of a team with other airline sales and service agents.

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44   All examples are taken from the Essential Skills Website at www. hrdc-grhc.gc.ca/essentialskills

Banking, Insurance and Other Financial Clerks
NOC 1434

Introduction
Banking, insurance and other financial clerks compile, process and maintain banking, insurance and other financial information. They are employed by banks, credit companies, private and public insurance establishments, investment firms and other financial establishments throughout the private and public sectors.

WORKING WITH OTHERS:
Banking, insurance and other financial clerks work as part of a team to service customers, exchanging information with co-workers and co-ordinating work as required. They participate in staff meetings to discuss products, work processes, customer service and goals. Within this team context, they work independently to serve customers and to perform clerical tasks.

Boat Operators
NOC 7436

Introduction
Boat operators operate small boats or crafts to transport passengers or freight, sort and transport logs or perform other duties. They are employed by marine companies that provide sightseeing tours or water taxi services and by canal, port and harbour authorities and logging companies.

WORKING WITH OTHERS:
Boat operators work independently, co-ordinating with crew members. While they may be alone in the wheel house at times, they are in constant communication with crew members to give instructions and provide guidance. Operators of heritage steamboats work with a partner, the engineer, who actually controls the speed of the boat. Boat operators are part of a team which includes the office dispatcher and crew.

Boilermaker
NOC 7262

Introduction
Boilermakers fabricate, assemble, erect, test, maintain and repair boilers, vessels, tanks, towers, heat exchangers, and other heavy-metal structures. They are employed in boiler fabrication, manufacturing, shipbuilding, construction, electric power gener
ation and similar industrial establishments.

WORKING WITH OTHERS:
Boilermakers work with others at Complexity Level 4.

Boilermakers are not allowed to work alone due to the potentially dangerous nature of their work; therefore, working with others is a critical skill. Often a welder is paired with a mechanic to form a skills team. Boilermakers may also work in larger team situations and with other tradespeople. They should be able to communicate effectively, complete the tasks assigned to them and integrate their work with that of the other trades. They must be self-disciplined, ensuring that work done independently is accurate and completed within prescribed time limits. It is advantageous if boilermakers demonstrate leadership abilities by helping the team to organize its work schedule and coordinate assignments. Boilermakers in an industrial/commercial setting must be able to get along with their co-workers because they will work closely with these individuals for years. Boilermakers are expected to respect their supervisors and to assist those workers with less experience and expertise. There are two types of forepersons in this occupation. The working foreperson (if there are six or less boilermakers) supervises the crew for the duration of the job and is also part of the working group. When there are more than six boilermakers, there is a designated foreperson. This person is in a defined position of authority and assumes more of a supervisory role, assigning tasks and responsibilities.

Carpenter
NOC 7271

Introduction
Carpenters construct, erect, install, maintain and repair structures and components of structures made of wood, wood-substitutes and other materials. They are employed by construction companies, carpentry contractors, maintenance departments of factories, plants and other establishments, or they may be self-employed.

WORKING WITH OTHERS:
Carpenters work in pairs most of the time as this promotes efficiency and productivity. They also work with apprentices most of the time to direct and monitor their work. Occasionally, carpenters may work alone when the task at hand may be performed single-handedly. Carpenters are always leaders of the construction team, working together on a daily basis with other trades, forepersons, suppliers, engineers, etc. to complete the job through combined effort and organized co-operation. Teamwork is essential to safety. Carpenters work with co-workers of both genders and from a variety of cultures.

Cook
NOC 6242

Introduction
Cooks prepare and cook a wide variety of foods. They are employed in restaurants, hotels, hospitals and other health care institutions, central food commissaries, educational institutions and other establishments. Cooks are also employed aboard trains, ships and at construction and logging camps.

WORKING WITH OTHERS:
Cooks work as a member of an integrated team that may include other cooks, chefs, kitchen staff and servers. They must co-ordinate their activities with co-workers to ensure optimum use of work space and equipment. They may at times also work with a partner or helper.

Construction Electrician
NOC 7241

Introduction
Construction Electricians in this unit group lay out, assemble, install, test, troubleshoot and repair electrical wiring, fixtures, control devices and related equipment in buildings and other structures. They are employed by electrical contractors and ma intenance departments of buildings and other establishments, or they may be self-employed.

WORKING WITH OTHERS:
Depending on the situation, Construction Electricians work with a co-worker or in a team of Construction Electricians assigned to complete installations in a particular area. Large construction sites involve the services of several other building trades. Conflicting priorities occur; however, all have a stake in working safely and efficiently. Construction Electricians work primarily with other Construction Electricians but also may interact with a wide variety of workers including apprentices, supervisors, owner's representatives, architects, engineers, inspectors and suppliers.

Engine Room Crew, Water Transport
NOC 7434

Introduction
Workers in this unit group assist ship engineer officers to operate, maintain and repair engines, machinery and auxiliary equipment aboard ships or self-propelled vessels. They are employed by marine transportation companies and federal government departments including the armed forces.

The <u>most important Essential Skills</u> for engine room crew, water transport, are:
• Document use
• Problem solving
• Significant use of memory

<u>WORKING WITH OTHERS:</u>
Engine room crew, water transport, generally work as part of a four or five member team in the engine room. They are also part of a larger team which encompasses the whole ship's company. Since engine maintenance and repair must continue on a 24-hour basis, engine room crew are also team members with crew who carry out similar duties as themselves on different shifts. While being part of a team, engine room crew sometimes work independently to do routine inspections and maintenance. They are sometimes paired with a co-worker to load fuel or to do repairs.

Fabric, Fur and Leather Cutters
NOC 9452

<u>Introduction</u>
Fabric cutters cut fabric to make parts for garments, linens and other articles. Fur cutters cut fur pelts to make parts for garments and other fur articles. Leather cutters cut leather to make parts for shoes, garments and other leather articles. Fabric cutters are employed by clothing and textile manufacturers and other manufacturers of fabric products. Fur cutters are employed by furriers and fur products manufacturers. Leather cutters are employed by shoe and other leather products manufacturers.

The <u>most important Essential Skills</u> for fabric, fur and leather cutters are:
• Document use
• Numeracy

<u>WORKING WITH OTHERS:</u>
Fabric, fur and leather cutters work mainly in assembly line teams. They may know each other's areas of expertise and teach each other new skills. They may work independently.

Foundry Workers
NOC 9412

<u>Introduction</u>
This unit group includes workers who make foundry moulds and cores by hand or machine, cast molten metal, and operate furnaces in the foundry industry. They are employed by metal foundries and foundry departments of metal products manufacturing companies.

The most important Essential Skills for foundry workers are:
• Numeracy
• Oral communication
• Problem solving

WORKING WITH OTHERS:
Foundry workers work as members of a team, though their particular tasks are usually performed independently. For example, one worker adds material; another takes tests from posts to the laboratory; the crane operator loads and unloads hot steel and the laboratory worker provides test results. All workers pitch in to get rush orders completed. Foundry workers may work with a partner or helper to perform tasks such as lifting and pouring from crucibles or buffing and finishing castings.

Industrial Electrician
NOC 7242

Introduction
Industrial electricians install, maintain, test, troubleshoot and repair industrial electrical equipment and associated electrical and electronic controls. They are employed by electrical contractors and maintenance departments of factories, plants, mines, shipyards and other industrial establishments.

The most important Essential Skills for industrial electrician are:
• Document use
• Problem solving
• Computer skills

WORKING WITH OTHERS:
Industrial electricians work as part of a team that includes other trades people and professionals to install, repair and maintain industrial electrical systems and equipment. They most often work independently, co-ordinating their work with the work of others, but for large jobs they work with a partner or crew.

Maitres d'hotel and Hosts or Hostesses
NOC 6451

Introduction
Maitres d'hotel and hosts or hostesses greet patrons and escort them to tables, and supervise and co-ordinate the activities of food and beverage servers. They are employed in restaurants, hotel dining rooms, private clubs, cocktail lounges and similar establishments.

The most important Essential Skills for maitres d'hotel and hosts or hostesses are:
• Numeracy
• Oral communication
• Decision making
• Job task planning and organizing
*
WORKING WITH OTHERS:
Maitres d'hotel and hosts work as members of a team with the entire staff of their restaurant.

Motor Vehicle Assemblers, Inspectors and Testers
NOC 9482

Introduction
Motor vehicle assemblers assemble and install prefabricated motor vehicle parts and components to form subassemblies and finished motor vehicles. Motor vehicle inspectors and testers inspect and test parts, subassemblies and finished products to ensure pr oper performance and conformity to quality standards. They are employed in plants which manufacture automobiles, vans and light trucks.

The most important Essential Skills for motor vehicle assemblers, inspectors and testers, are:
• Document use
• Problem solving

WORKING WITH OTHERS:
Motor vehicle assemblers work with a partner when installing heavy units or when working on a task which requires one person to position a part while the other installs it. Inspectors and testers mainly work independently, co-ordinating their activities as needed with assemblers and repair personnel. They may partner to carry out some testing procedures. Motor vehicle assemblers, inspectors and testers work as a team to consider technical problems and to address quality concerns.

Painter and Decorator
NOC 7294

Introduction
Painters and decorators apply paint, wallpaper and other finishes to interior and exterior surfaces of buildings and other structures. They are employed by construction companies, painting contractors, building maintenance contractors, or they may be self-employed.

The most important Essential Skills for painters and decorators are:
• Oral communication
• Problem solving
• Job task planning and organizing

WORKING WITH OTHERS:
Painters and Decorators are part of a team made up of apprentices, journeypersons, supervisors/foremen and so on. Regular toolbox meetings are held to discuss safety issues, changes in work orders and problems with materials. Painters and Decorators often work independently on a specific task, for example, surface preparation, and what one worker does affects the other workers. For instance, the team of three painters may decide which one will be responsible for which task, the order the tasks will be carried out in and in what direction they will actually move around the room or floor. If a member of the team doesn't follow the plan, other tasks may be delayed and increase the amount of downtime. Depending on the type, amount and level of experience, Painters and Decorators may "run a job". This may occur for the entire length of a job or part of a larger job and often depends on who has the most experience or skill in a particular area. For example, a painter with a great deal of experience in faux finishing may supervise that portion of the job, including organizing materials, order of tasks and assigning of tasks. When the faux finishing portion of the job is completed, someone else may supervise the application of wall coverings. Painters often discuss the best way to approach a job and take into account individual skills, preferences and experiences.

Railway Yard Workers
NOC 7431

Introduction
Railway yard workers regulate yard traffic, couple and uncouple trains and perform related yard activities. They are employed by railway transport companies.

The most important Essential Skills for railway yard workers are:
• Oral communication
• Problem solving
• Decision making

WORKING WITH OTHERS:
Railway yard workers work closely with partners, for instance, when operating switches or when each partner inspects one side of a train. They may also work independently, co-ordinating their work with co-workers as needed. They operate as members of a team.

Recreation Vehicle Service Technician
NOC 7383

Introduction
Recreation vehicle service technicians repair or replace electrical wiring, plumbing, propane gas lines, appliances, windows, doors, cabinets and structural frames in recreational vehicles. They are employed by dealers and independent service shops.

The <u>most important Essential Skills</u> for recreation vehicle service technicians are:
- Document use
- Oral communication
- Problem solving

<u>WORKING WITH OTHERS:</u>
Recreation Vehicle Service Technicians work as part of a team which includes other technicians, Service Managers, Salespersons, Partspersons , Shop Foremen, Cleanup Staff and, rarely, Mechanics. They usually work independently on the several tasks on the particular unit assigned to them. They co-ordinate tasks with others as necessary and sometimes work with a partner, for example, when blocking a trailer, installing insulation, or stripping a roof. They may work alone on a (rare) service call.

Sewing Machine Operators
NOC 9451

<u>Introduction</u>
Sewing machine operators operate sewing machines to sew fabric, fur, leather or synthetic materials to produce or repair garments or other articles. They are employed in clothing, footwear, textile products, fur products and other manufacturing establishments and by furriers.

The <u>most important Essential Skills</u> for sewing machine operators are:
- Numeracy
- Problem solving

<u>WORKING WITH OTHERS:</u>
In larger establishments, sewing machine operators often work as a member of a team, with 6 or 8 operators working on different aspects of the same garment. In smaller establishments, sewing machine operators may work independently or with one co-worker. Even in small shops, some jobs require co-ordination between operators in regard to the use of specific machines or the division of tasks.

Sprinkler System Installer
NOC 7252

<u>Introduction</u>
Sprinkler system installers fabricate, install, test, maintain and repair water, foam, carbon dioxide and dry chemical sprinkler systems in buildings for fire protection purposes. Sprinkler system installers are employed by sprinkler system contractors, or they may be self-employed.

The most important Essential Skills for sprinkler system installer are:
• Numeracy
• Oral communication
• Problem solving

WORKING WITH OTHERS:
Sprinkler System Installers are part of a team typically made up of co-workers, a supervisor, a manager, receptionist, and design engineers. They interact on a daily or weekly basis with nearly all team members. They participate in discussions to resolve problems, and discuss work plans and schedules. Sprinkler System Installers may work alone or with a small crew. Many Sprinkler System Installers are responsible for supervising and teaching apprentices.

Truck Trailer Repairer
NOC 7321

Introduction
Truck-trailer repairers diagnose, repair, inspect and service trailers. They adjust, repair, and replace parts and components including structural, electrical, and brake systems.

The most important Essential Skills for truck trailer repairer are:
• Document use
• Numeracy
• Problem solving

WORKING WITH OTHERS:
Truck-trailer repairers work independently on specific jobs, but are generally working with others, such as co-workers and supervisors. They may also work jointly with apprentices.

Field Test Quotes

"Good group discussion ensued."

"This activity was relevant to the students in both their personal and professional lives."

"Most of the students in the class have had sporadic employment histories, therefore any activity that allows them to develop employment related problem solving skills, is very applicable."

"The content is clear and the explanatory material all relates well."

"The steps are easy to follow."

"It was satisfying to lead this activity since the students were interested and motivated."

"The students enjoyed this very much."

"It made sense and there will also be a concrete outcome – an evaluation plan."

"Very easy to coordinate and follow."

"During the exercise the participants were very cooperative and respected others' opinions."

WORKSITES:

"All the exercises are very realistic and bring about issues modern workplaces should be addressing on a regular basis for optimal performance (team and individual)."

"The only certain thing is change and we as employees and leaders need to be equipped with the tools to handle it."

"Self examination on a topic not often addressed – many people become leaders in an organization by "default" not because they are suited to it."

"They were great!"

"Very useful."

"I learned more about the people I work with, which helps me understand them better."

"We all have to consider others feelings and try to work around it."

"Use the word "I" and not "you" it makes people feel less threatened."

"I will be more considerate of people, time, beliefs and work habits."

"Try not to sit back and observe, jump in and lead sometimes."

"Listen harder to people rather than looking for the solution. Open up a little bit more about feelings not just facts."

"I will not take things so personally in the work place and try to understand why people react the way that they do."

"I can also try the same things (way with words) when talking to my daughter."

"It seems everyone opened up a little more about themselves this way we will get along better."

"It was fun, delightful, created more ideas of how people can work together in a more positive way (great outline)."

"A team workshop is always helpful."

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